
Mansfield Public Schools

PROFESSIONAL LEARNING AND EVALUATION PLAN

Revised on May 20, 2014



Table of Contents

OVERVIEW OF THE PLAN	2
INTRODUCTION	2
CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING.....	3
PHILOSOPHY OF PROFESSIONAL EVALUATION.....	4
THE SIX DOMAINS OF TEACHER PERFORMANCE.....	6
MANSFIELD PUBLIC SCHOOLS PROFESSIONAL LEARNING AND EVALUATION PROGRAM GOALS	7
EVALUATION-BASED PROFESSIONAL LEARNING.....	8
STANDARDS FOR PROFESSIONAL LEARNING	10
ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING AND EVALUATION ...	11
IMPLEMENTATION OF PROFESSIONAL LEARNING AND EVALUATION PROGRAM	13
DISPUTE RESOLUTION	15
TEACHER EVALUATION PLAN OVERVIEW	18
INTRODUCTION	18
Standards and Indicators of Teaching Practice	18
Core Requirements of the Evaluation Program.....	18
Summary of Important Milestones in the Teacher Evaluation Plan.....	19
PROCESS AND TIMELINE OF TEACHER EVALUATION	20
Step 1 -- Orientation (on or about September 15):.....	20
Step 2 -- Goal-setting Reflection and Conference (on or about October 15):.....	20
Step 3 -- Observations of practice (on or about Nov 30, Jan 30, and Apr 30):.....	22
Step 4 -- Interim Conference (on or about February 15):.....	22
Step 5 -- End-of-year summative review (on or about June 10):.....	22
Step 6 -- Summative rating revisions (by August 15):	23
COMPONENTS OF TEACHER EVALUATION AND RATING	24
<u>COMPONENT #1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)</u>	24
Goal Setting.....	25
SMART Goals and Student Progress	26
Training for Teachers and Evaluators	30
<u>COMPONENT #2: TEACHER PERFORMANCE AND PRACTICE (40%)</u>	30

The Common Core of Teaching (CCT) Competencies.....	30
Teacher Goal Setting for Performance and Practice.....	31
Data Gathering Process	32
Observation of Teacher Practice	32
Teacher Observation Schedule.....	35
Evaluation Ratings for Performance and Practice.....	36
COMPONENT #3: PARENT/STUDENT FEEDBACK (10%)	37
COMPONENT #4. WHOLE-SCHOOL STUDENT LEARNING INDICATORS (5%)	38
SUMMATIVE TEACHER EVALUATION RATING	39
Determining Summative Ratings	39
Teacher Matrix Rating System	42
DEFINITION OF TEACHER EFFECTIVENESS AND INEFFECTIVENESS.....	43
TEACHER PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS).....	44
Timeframe for Improvement in PASS	45
PASS Improvement and Remediation Plan (30 Days)	45
PASS Intensive Remediation Plan (60 Days)	45
Resolution of Differences.....	46
CAREER DEVELOPMENT AND PROFESSIONAL GROWTH	47
DISTRICT COORDINATOR SPECIALIST EVALUATION PLAN OVERVIEW	49
INTRODUCTION	49
Who are District Coordinator Specialists?.....	49
Performance Standards.....	49
Summary of Important Milestones in the Specialist Evaluation Plan.....	50
PROCESS AND TIMELINE OF DISTRICT COORDINATOR SPECIALIST EVALUATION AND RATING.....	52
Step 1-- Orientation (on or about September 15):.....	52
Step 2 -- Goal-setting Reflection and Conference (on or about October 15):.....	52
Step 3 -- Observations of practice (on or about Nov30, Jan30, and Apr 30):.....	54
Step 4 -- Interim Conference (on or about February 15):.....	54
Step 5 -- End-of-year summative review (on or about June 10):.....	55
Step 6 -- Summative rating revisions (by August 15):	55

COMPONENTS OF DISTRICT COORDINATOR SPECIALIST EVALUATION	56
<u>COMPONENT #1: LEARNER OUTCOMES (45 %)</u>	56
Goal Setting.....	57
SMART Goals and Learner Progress	58
<u>COMPONENT #2: PROFESSIONAL PERFORMANCE AND PRACTICE (40%)</u>	60
The Common Core of Teaching (CCT) Competencies.....	60
District Coordinator Specialist Goal Setting for Performance and Practice	61
Data Gathering Process	61
Observation of District Coordinator Specialist Practice	62
District Coordinator Specialist Observation Schedule.....	65
Evaluation Ratings for Performance and Practice.....	66
<u>COMPONENT #3: PARENT/STUDENT FEEDBACK (10%)</u>	67
<u>COMPONENT #4: WHOLE-DISTRICT STUDENT LEARNING INDICATORS (5%)</u>	68
SUMMATIVE DISTRICT COORDINATOR SPECIALIST EVALUATION RATING.....	69
Determining Summative Ratings	69
District Coordinator Specialist Matrix Rating System	72
DEFINITION OF DISTRICT COORDINATOR SPECIALIST EFFECTIVENESS AND	
 INEFFECTIVENESS	73
DISTRICT COORDINATOR SPECIALISTS PROFESSIONAL ASSISTANCE AND SUPPORT	
 PLAN (PASS)	74
Timeframe for Improvement in PASS	75
PASS Improvement and Remediation Plan (30 Days)	75
PASS Intensive Remediation Plan (60 Days)	75
Resolution of Differences.....	76
CAREER DEVELOPMENT AND PROFESSIONAL GROWTH	77
ADMINISTRATOR EVALUATION PLAN OVERVIEW	79
INTRODUCTION	79
COMPONENTS OF THE ADMINISTRATOR EVALUATION PLAN	80
<u>COMPONENT #1: LEADERSHIP PRACTICE (40%)</u>	80
Administrator Performance Levels.....	81
Leadership Practice Summative Rating	82
Orientation and Training Programs.....	83

<u>COMPONENT #2: STAKEHOLDER FEEDBACK (10%)</u>	85
Arriving at a Stakeholder Feedback Summative Rating.....	86
<u>COMPONENT #3: SPI PROGRESS AND SMART GOALS (45%)</u>	87
State Assessments (SPI).....	87
Evaluation Steps Based on State Test Measures	87
Locally-Determined Measures – SMART goals.....	88
<u>COMPONENT #4: TEACHER EFFECTIVENESS (5%)</u>	91
ADMINISTRATOR EVALUATION PROCESS	92
School Year Cycle: Plan Implementation and Evidence Collection.....	92
Step 1: Orientation and Context-Setting (on or about July 30):.....	92
Step 2: Goal-Setting and Plan Development (on or about August 15):.....	93
Step 3: Mid-Year Formative Review (on or about January 30):.....	94
Step 4: Self-Assessment (on or about May 30):.....	94
Step 5: Summative Review and Rating (on or about June 30):.....	95
SUMMATIVE ADMINISTRATOR EVALUATION RATING.....	96
Determining Summative Ratings	97
Administrator Matrix Rating System.....	98
DEFINITION OF ADMINISTRATOR EFFECTIVENESS AND INEFFECTIVENESS	99
ADMINISTRATOR PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS).....	100
CAREER DEVELOPMENT AND PROFESSIONAL GROWTH	102
REFERENCES AND RESOURCES	103
REFERENCES	103
LINKS TO ONLINE DOCUMENTS IN THE PLAN.....	104
LINKS TO PROFESSIONAL STANDARDS DOCUMENTS.....	105
APPENDICES.....	106
SMART GOAL EXAMPLES.....	107
ELEMENTARY SCHOOL SURVEY (CSCAI).....	109
MIDDLE SCHOOL SURVEY (CSCAI).....	112
PARENT SURVEY (CSCAI).....	116
STAFF SURVEY (CSCAI)	122
FORMS	
Teacher Student Outcomes (SMART) and Whole-School Indicator Goals.....	127
Teacher Professional Practice and Parent Goals	132

Teacher Pre-Observation Reflection	135
Teacher Post-Observation Reflection (CCT Rubric)	137
Teacher Interim (Mid-Year) Conference	149
Teacher Summative Conference	153
District Coordinator Specialist Learner Outcomes and District Indicators.....	157
District Coordinator Specialist Professional Practice and Parent Goals	162
District Coordinator Specialist Pre-Observation Reflection	165
District Coordinator Specialist Post-Observation Reflection (CCT Rubric)	167
District Coordinator Specialist Interim (Mid-Year) Conference	168
District Coordinator Specialist Summative Conference	172
Administrator Leadership and Stakeholder Goals	176
Administrator SPI Progress/SMART and Effectiveness Goals	179
Administrator Post-Observation Reflection (CCL Rubric)	184
Administrator Interim (Mid-Year) Conference	207

OVERVIEW OF THE PLAN

OVERVIEW OF THE PLAN

INTRODUCTION

Mansfield Public Schools is a PK-8 public school in the town of Mansfield, Connecticut dedicated to serving the educational and training needs of our students and staff.

The Mansfield Public School's Professional Learning and Evaluation Program is designed to create pathways for the continuous learning and advancement of educational professionals throughout their careers. The Program components are aligned with the Core Requirements of the Connecticut Guidelines for Educator Evaluation (adopted by the State Board of Education in June 2012). Mansfield Public Schools Professional Learning and Evaluation Program represents our commitment to incorporating current, high-quality research in the creation of professional learning opportunities, to fostering best practices in teacher supervision and evaluation, and to improving student learning through effective curriculum, instruction, and assessment practices, in our classrooms, schools and programs, and in the districts we serve. As such, the Program: a) addresses the elements of Connecticut's Core Requirements for Teacher and Administrator Evaluation; b) is aligned with our schools' and agency's missions and values; and c) meets the educational needs of the stakeholders in our schools and region.

The plan was developed during 2012-2013 and reviewed by the Mansfield Public Schools' Professional Development Committee, comprised of representative teachers and administrators. It was adopted by the Board of Education on April 11, 2013. The Plan was revised in August 2013 by the Professional Development Committee and approved by the Board of Education on August 12, 2013. It was further revised by the Committee in October due to testing changes at the State and the Board subsequently adopted the revised plan on November 14, 2013.

The district received an invitation from the CSDE to apply for a "flexibility" option in February 2014. After reviewing these options the Mansfield Professional Development and Evaluation Committee recommended applying for changes in our plan with approval from the Mansfield Board of Education. We received "flexibility" approval from the CSDE on April 4, 2014. Based on these decisions all certified staff employed during the 2012-2013 school year that successfully completed the 2012-2013 evaluation process are deemed to be **EFFECTIVE** for the purpose of meeting the CSDE guidelines for 2013-2014. In addition, any staff member wishing to consolidate SMART Goals from two to one may do so with approval by their evaluator.

CORE VALUES AND BELIEFS ABOUT PROFESSIONAL LEARNING

The Professional Learning and Evaluation Program of the Mansfield Public Schools system serves to establish high standards for the performance of teachers and administrators that ultimately lead to and are evidenced by improved student learning. Professional standards, including Connecticut's *Common Core of Teaching (2010)*, Connecticut's *Common Core of Leading-Connecticut School Leadership Standards (2012)*, the *Standards for Professional Learning (2012)*, and national standards for educational specialists provide the foundation for Mansfield Public Schools Professional Learning and Evaluation Program.

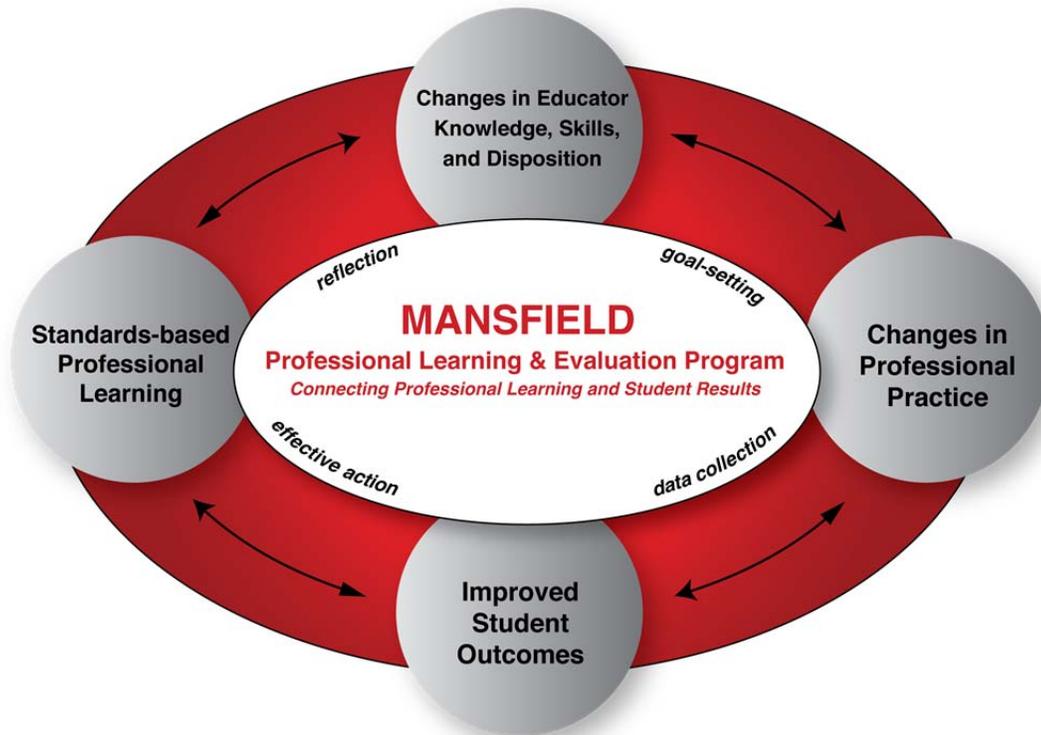
We acknowledge that deep student learning and high achievement that transfers to enrichment of future learning, career and personal experiences later in life is built by the collaborative, interdependent work of teachers and administrators, students and families, and school districts and the communities they serve. Therefore, our Program seeks to create a professional culture in our educational programs that is grounded in the following beliefs:

We believe that:

- An effective teaching and learning system must reflect and be grounded in the vision and core values of the district and its schools.
- An effective teaching and learning system creates coherence among the functions of supervision and evaluation of professional practice, professional learning and support, and curriculum and assessment development.
- A comprehensive evaluation process includes:
 - on-going inquiry into and reflection on practice;
 - goal-setting aligned with expectations for student learning;
 - information gathered from multiple sources of evidence;
 - analysis of data from multiple sources of evidence;
 - support structures for feedback, assistance, and professional collaboration;
 - research-based professional learning opportunities aligned with the needs of teachers.
- An effective teaching and learning system that increases educator effectiveness and student outcomes is standards-based, and promotes and is sustained by a culture of collaboration and knowledge-sharing.

PHILOSOPHY OF PROFESSIONAL EVALUATION

The purpose of educator evaluation is to improve student achievement outcomes through effective instruction and support for student and educator learning. A variety of factors support the improvement of learning and instruction. The Mansfield Public School's Professional Learning and Evaluation Program will address all these factors systemically. It is a comprehensive system that is based on clearly defined expectations that consist of domains of skills, knowledge, and disposition articulated in the *Common Core of Teaching (2010)* for teacher evaluation, the *Common Core of Leading-Connecticut's Leadership Standards (2012)* for administrator evaluation, and the national standards for the evaluation of educators in pupil services, as well as what current research tells us about the relationship between teaching and learning.



The Professional Learning Program supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for student learning, and ongoing evaluation with access to professional learning and support. The Program's teacher observation and evaluation instrument, *Common Core of Teaching (2010) Rubric* for teacher evaluation, is designed to align with the processes and

professional performance profiles outlined in Connecticut's Teacher Education and Mentoring (TEAM) program, which provides differentiated professional learning for all beginning teachers. Such alignment promotes the establishment of common, consistent vocabulary and understandings about teacher practice at all levels, among administrators and teachers, throughout the district.

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

THE SIX DOMAINS OF TEACHER PERFORMANCE

The Common Core of Teaching articulates the art and science of teaching as essential knowledge, skills and qualities. These foundational skills and competencies are grouped by domains but, in practice, are to be viewed as integrated parts of the complex and dynamic process of effective teaching. The CCT should be used to help guide and build teacher competence beginning with pre-service and continuing throughout a teacher's career.

Domain 1. Content and Essential Skills:

Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field.

Domain 2. Classroom Environment, Student Engagement and Commitment to Learning:

Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

Domain 3. Planning for Active Learning:

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

Domain 4. Instruction for Active Learning:

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

Domain 5. Assessment for Learning:

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.

Domain 6. Professional Responsibilities and Teacher Leadership:

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

**MANSFIELD PUBLIC SCHOOLS PROFESSIONAL LEARNING AND EVALUATION
PROGRAM GOALS**

1. Professionalize the Profession

- Document and share educators' best practices that result in meaningful advancement of student learning.
- Enhance expert knowledge and collective efficacy in the field.
- Create new opportunities for educators to collaborate and develop leadership skills in their schools and disciplines.
- Recognize and reward excellence in teaching, administration, and exemplary contributions to Mansfield Public Schools and programs.
- Ensure that only high-quality professionals are selected for tenure in Mansfield Public Schools and programs.
- Provide a process for validating personnel decisions, including recommendations for continued employment of staff.

2. Improve the quality and focus of observation and evaluation

- Establish collaborative examinations of instructional practice among administrators and teachers to develop shared understanding of the strengths and challenges within our schools and programs to improve student learning.
- Define and clarify criteria for evaluation and measurement of student learning, using research-based models for evaluation.
- Establish multiple measures to assess professional practice, such as: teacher portfolios; teacher-designed objectives, benchmarks, and assessments of student learning; teacher contributions to school/district level research on student learning and professional resources; mentoring and peer assistance; achievement of learning objectives for student growth, as measured by appropriate standardized assessments or other national or locally-developed curriculum benchmarks and expectations for student learning.
- Improve quantity and quality of feedback to those evaluated.
- Align evaluation findings with professional learning programs and support systems.

3. Support organizational improvement through the Professional Learning and Evaluation Program.

- Align district- and school-level professional learning opportunities with the collective and individual needs of educators, based on data acquired through professional learning goal plans and observations of professional practice.
- Provide educators with multiple avenues for pursuing professional learning.
- Integrate Mansfield Public Schools resources to support and provide professional learning opportunities.
- Create formal and informal opportunities for educators to share professional learning with colleagues.

EVALUATION-BASED PROFESSIONAL LEARNING

As our core values indicate, Mansfield Public Schools believes that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process. Working with program goals and data from the educator evaluation process, professional learning is planned to strengthen instruction around identified student growth needs or other areas of identified educator needs.

We recognize that educators as well as students learn in different ways and have different learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences, including learning teams, study groups, individual study, etc. as well as opportunities for conducting research and collaborating with colleagues on content-based pedagogical activities. Mansfield Public Schools evaluation-based professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of Mansfield Public Schools Professional Learning and Evaluation Program is aligned with at least one, and often several, of the seven Standards for Professional Learning, as follows.

TENETS OF THE MANSFIELD PUBLIC SCHOOLS PLAN: ALIGNING STANDARDS AND PROCESSES:

Evaluation is an educator-centered process: We believe that, for evaluation to improve professional practice, it is essential to “make evaluation a task managed by an educator and not a thing done to a worker” (Peterson, 2000, p. 5).

- Educator reflection on aspects of their instructional practice and its effect on student achievement, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for all educators. *[Standards: Learning Communities; Data; Outcomes]*
 - Educator self-reflection represents the initiation and culmination of the cycle of professional practice and procedures for evaluation.
 - Educators collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.

Organizational culture matters: The framework and outcomes of systems for the evaluation of educators must reflect an understanding of the culture of schools as learning organizations (Schein, 2010; Senge, 2012).

- It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of educators and teaching to emphasize their role as instructional leaders who collaborate with all educators.
 - Educators support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. [*Standards: Leadership; Resources*]
 - Each school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]
 - Educators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]
 - Educators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]

Evaluation and professional learning must be differentiated to increase

organizational effectiveness: There is a growing research base that demonstrates that individual and collective educator efficacy (defined by Bandura, 1997, as “the group’s shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments”), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012)

- The needs of veteran and novice educators are different, and evaluation-based professional learning is designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (Peterson, 2000). [*Standards: Learning Design; Leadership; Resources*]
- The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for educators to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [*Standards: Data; Outcomes: Learning Communities; Leadership*]

STANDARDS FOR PROFESSIONAL LEARNING

The *Standards for Professional Learning* outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results. They were developed by Learning Forward, with the contribution of 40 professional associations and education organizations. The standards make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels.

Standard 1: 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.

Standard 2: 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.

Standard 3: Resources

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Standard 4: 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.

Standard 5: 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.

Standard 6: 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.

Standard 7: Outcomes

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING AND EVALUATION

Definition of Teacher and Evaluator

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

Superintendent's Role in the Evaluation Process

- Arbitrate disputes.
- Allocate and provide funds or resources to implement the plan.
- Serve as liaison between Mansfield Public Schools Board of Education and the evaluation process.
- The Superintendent will be responsible for ensuring that the Professional Development Committee receives information regarding school and program improvement and individual professional growth goals for use in recommendations for planning staff development programs.

Responsibility for Evaluations

Administrators will be responsible for evaluations, including, but not limited to, personnel in the following two categories:

- ***Administrators, Program Directors of Mansfield Public Schools and Programs/
Director of Special Education and Student Support Services/Director of
Information Technology Services***
 - Teachers
 - Guidance/School Counselors
 - Literacy Coaches
 - Technology Coordinators
 - School Psychologists
 - Speech Therapists
 - Other Related Services Personnel
- ***Superintendent of Schools***
 - Mansfield Public Schools Administrators
 - District Coordinator Specialists (Language Arts, Math, Library)

Roles and Responsibilities of Evaluators and Evaluatees

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

1. The Connecticut Common Core of Teaching (CCT).
2. The review and understanding of Connecticut's Common Core of Leading (CCL) and the Leadership Practice Rubric.
3. The review and familiarity with applicable portions of Connecticut's Common Core State Standards, Connecticut's Frameworks of K-12 Curricular Goals and Standards, State Assessments, and locally-developed curriculum standards.
4. Adherence to established timelines.
5. Completion of required components in a timely and appropriate manner.
6. Sharing of professional resources and new learning about professional practice.

Evaluator Roles:

- Review of and familiarity with evaluatees' previous evaluations.
- Participation in collaborative conferences with evaluatees.
- Assistance with assessment of goals, student learning indicators, learning activities developed and implemented by evaluatees, and outcomes.
- Analysis and assessment of performance, making recommendations as appropriate.
- Clarification of questions, identification of resources, facilitation of peer assistance and other support as needed.

Evaluatee Roles:

- Reflection on previous feedback from evaluations.
- Engagement in inquiry-based professional learning opportunities.
- Participation in collaborative conferences with evaluator.
- Development, implementation, and self-assessment of goals, student learning indicators, learning activities, and outcomes.
- Request clarification of questions or assistance with identification of professional resources and/or peer assistance

IMPLEMENTATION OF PROFESSIONAL LEARNING AND EVALUATION PROGRAM

Training and Orientation of Teachers, Specialists, and Administrators

Throughout the school year, the district will provide to all educators several orientation and update training sessions (through in-service sessions, target group sessions, and individual conferences) that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

Teachers and administrators new to Mansfield Public Schools (employed during or after the first year of implementation) will be provided with a link to the Professional Learning and Evaluating Program and will engage in training to ensure that they understand the elements and procedures of the Program, processes and documents. This training will take place upon employment or prior to the beginning of the school year with members of Mansfield Public Schools Administration and/or Human Resource Offices.

New Educator Support and Induction

In the interest of supporting all educators in the implementation of the Program, each Mansfield Public Schools site will offer localized support to staff members new to the agency or building. A variety of general topics will be addressed, including:

- School philosophy and goals
- Policies and procedures
- Assignments and responsibilities
- Facility and staffing
- Curriculum and instructional support
- Resources for professional learning
- Schedules and routines
- Support services

In addition, periodic meetings with school personnel will focus on domains of the Common Core of Teaching, Common Core of Leading, Common Core Standards in English and Language Arts, Mathematics, and the Content Areas, discipline policies, stakeholder communication, effective collaboration, classroom interventions, special education, evaluation and professional responsibilities.

Evaluator Orientation and Support

Understanding of Mansfield Public Schools Professional Learning and Evaluation Program's features, *Connecticut's Common Core of Teaching (CCT)*, *Common Core of Leading (CCL)*,

Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going training and support in the use and application of Mansfield Public Schools Evaluation Program. Evaluators will review program elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined. Plans for staff training will be coordinated annually by Mansfield Public Schools Administrators.

Resources for Program Implementation

Funds to provide material and training as well as time for Professional Learning options and collaboration necessary to support the successful achievement of the teachers' goals, objectives and implementation of the Professional Learning and Growth Plan will be allocated annually based on need.

Plan Evaluation and Revision

Annually, the Professional Learning and Growth Plan of the Mansfield Public Schools undergo an annual review by the District's Professional Development Committee. The committee, with representation from both teachers and administrators, solicits feedback from all stakeholder groups and uses this information to suggest revisions to the plan if needed. The committee reports their recommendations to the Mansfield Board of Education and to the Connecticut Department of Education as required. Any revisions to the plan are disseminated to all stakeholders.

DISPUTE RESOLUTION

The purpose of the resolution process is to secure at the lowest possible administrative level, equitable solutions or disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As our evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and evaluatees. The resolution process may be implemented when there is a question as to whether or not:

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

The resolution process shall be conducted in accordance with the law governing confidentiality.

Procedures

NOTE: *The evaluatee shall be entitled to Collective Bargaining representation at all levels of the process.*

1. Within three days of articulating the dispute in writing, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving the matter informally.
2. If there has been no resolution, the options available to the teacher are as follows:
 - a) The issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). 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.
 - b) The evaluatee may choose to bypass the subcommittee mentioned above and the superintendent will review information regarding the issue in dispute. The superintendent will meet with both parties (evaluator and evaluatee) as soon as possible (within three days of the meeting), and

review of all documentation and recommendations. The Superintendent will act as arbitrator and make a final decision that is binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. If an evaluatee does not initiate the appeals procedure within 5 working days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.

Failure of the evaluatee at any level to appeal to the next level within the specified time shall be deemed to be acceptance of the decision rendered at that level.

TEACHER EVALUATION PLAN

TEACHER EVALUATION PLAN OVERVIEW

INTRODUCTION

Mansfield Public Schools Professional Learning and Evaluation Program supports an environment in which educators have the opportunity to regularly employ inquiry into and reflection on practice, to give each other feedback, and to develop teaching practices that positively affect student learning.

To help foster such an environment, we have created the Professional Learning and Evaluation Program as a district-wide system that provides multiple opportunities and options for teachers to engage in individual and collaborative activities in which they collect, analyze, and respond to data about student learning, within and among Mansfield Public Schools. Teachers and administrators are expected to provide evidence related to the effectiveness of instructional practices and their impact on student learning. Teachers and administrators are also expected to take an active role in a cycle of inquiry into their practice, development, implementation and analysis of strategies employed to advance student growth, and reflection on effectiveness of their practice. The Program includes an additional component, Professional Assistance and Support System (PASS), for those educators in need of additional support to meet performance expectations.

Standards and Indicators of Teaching Practice

The expectations for teacher practice in Mansfield Public Schools' Professional Learning and Evaluation Program are defined using the four domains (see page 6) and their indicators of the Common Core of Teaching (CCT, 2014). The CCT (2014) will be available online once it has final approval from the State. A rubric based on the CCT is the tool used for observing and assessing teacher practice in the domains, articulates components of teaching, and establishes designations of the Mansfield Public Schools' levels of practice, including: *Below Standard; Developing; Effective; Exemplary*.

Core Requirements of the Evaluation Program

Mansfield Public Schools Professional Learning and Evaluation Program is aligned with the Core Requirements of the State Board-approved Guidelines for Educator Evaluation, as provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116 and revised by the updated PEAC Guidelines (4/24/14). The following document is a description of the processes and components of Mansfield Public Schools' program for teacher evaluation, through which the Core Requirements of the Guidelines shall be met.

Summary of Important Milestones in the Teacher Evaluation Plan

Deadline	Process or Component
<i>Completed on or about September 15th</i>	Teachers meet with their evaluator in groups and/or individually to discuss the evaluation process, school and district goals, data, and develop a collaboration schedule
<i>Completed on or about October 15th</i>	Teachers reflect on data and draft goals: <ul style="list-style-type: none"> • One to four SMART goal(s) addressing student learning outcomes • One goal addressing performance and practice • One goal addressing a whole-school goal based on parent feedback • One goal addressing whole school indicator of student learning Teacher meets with their evaluator in goal setting conference
<i>Completed on or about November 30th</i>	Evaluators observe teachers (pre- and post- conferences) and provide written and oral feedback Teachers continue to collect evidence and/or artifacts to support their student learning and teaching practice goals
<i>Completed on or about January 30th</i>	Evaluators observe teachers (pre- and post- conferences) and provide written and oral feedback Teachers continue to collect evidence and/or artifacts to support their student learning and teaching practice goals
<i>Completed on or about February 15th</i>	Interim conference with evaluator focusing on both processes and progress towards meeting goals and developing teacher practice
<i>Completed on or about April 30th</i>	Evaluators observe teachers (pre- and post- conferences) and provide written and oral feedback Teachers continue to collect evidence and/or artifacts to support their student learning and teaching practice goals
<i>Completed on or about May 15th</i>	Written reflection by teacher addressing all components of the plan and future direction. This is due to the evaluator five days prior to conference
<i>Completed on or about June 10th</i>	End-of-year summative review conference with evaluator, followed by assigning a summative rating to each teacher

PROCESS AND TIMELINE OF TEACHER EVALUATION

The annual evaluation process for a teacher will at least include, but not be limited to, the following 6 steps, in order:

Step 1 -- Orientation (on or about September 15):

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

1. The *CCT Rubric*.
2. Administrator, school, and district priorities that should be reflected in teacher performance and practice goals.
3. Development of SMART goal(s) related to student outcomes and achievement.
4. Data regarding whole-school indicators of student learning.
5. Self-assessment processes and purposes.
6. Data collection, including types of data and processes for collection and analysis.
7. Access to the Mansfield School's online evaluation system.

Evaluators and teachers will establish a schedule for collaboration required by the evaluation process.

Step 2 -- Goal-setting Reflection and Conference (on or about October 15):

- a. *Teacher Reflection*—In advance of the Goal Setting Conference, the teacher will examine data related to current students' performance (including, but not limited to: standardized tests, portfolios and other samples of student work appropriate to teacher's content area, etc.), the prior year's evaluation, and survey results, previous professional learning goals, and the *CCT Rubric*.

SRBI / RTI are not separate plans but are to be considered an integral part of the goal setting process in Mansfield's Teacher Evaluation Process and could be incorporated into any of the four component area goals.

When writing SMART goals, teachers may wish to consider the subgroups they work with or the Tier II and Tier III interventions needed for their students.

The teacher will draft the following goals:

- 1) **SMART Goal(s)** to address student learning and achievement objectives, which will comprise 45% of a teacher’s summative evaluation;
- 2) **one performance and practice goal**, based on student performance data, whole-school climate or learning data, teacher reflection and previous year’s evaluator observations and review of the *CCT Rubric* **;
- 3) **one goal aligned with a whole-school goal** determined by the school administrator based on data from **parent feedback**; and
- 4) **one goal based on whole school indicators of student learning** for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

** School counselors and psychologists should discuss with their evaluators the value of writing their SMART goals with an emphasis similar to the SMART goals of District Coordinator specialists.*

*** First-year beginning teachers may find it helpful to reflect on their practice goals with their mentor teachers, using the TEAM program’s Module Resources and Performance Profiles, to determine a baseline for establishing goals.*

- b. *Goal-Setting Conference* – On or about October 15 of the school year, the evaluator and teacher will meet to discuss the teacher’s proposed goals in order to arrive at mutual agreement about them. The goals for the year must be informed by data and evidence collected by the teacher **and** evaluator about the teacher’s practice. The evaluator collects evidence about teacher practice to support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria.

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

<ul style="list-style-type: none"> • Lesson Plans • Formative Assessment Data • Summative Assessment Data • Student Work • Parent Communication Logs • Data Team Minutes • Survey Data 	<ul style="list-style-type: none"> • Class List • Standardized and Non-Standardized Data (based on the teacher’s class) • School-Level Data • CCT Rubric
---	--

** Teachers are encouraged to set one year goals related to professional learning and practice.*

Step 3 -- Observations of practice (on or about Nov 30, Jan 30, and Apr 30):

- a. *Observations* - Evaluators will observe teacher practice in formal and informal in-class observations and non-classroom reviews of practice throughout the school year, with frequency based on the year of implementation of the plan and the teacher's summative evaluation rating (see Observation Schedule on p. 34)
- b. *Evidence collection and review (throughout school year)* - The teacher collects evidence about his/her practice and student learning that is relevant to the agreed-upon professional goals. The evaluator also collects evidence about teacher practice for discussion in the interim conference and summative review.

Step 4 -- Interim Conference (on or about February 15):

- a. The evaluator and teacher will hold at least one conference near the mid-point of the evaluation cycle. The discussion should focus on processes and progress toward meeting the goals and developing one's practice. Both the teacher and the evaluator will bring evidence about practice and student learning data to review. The teacher and evaluator will discuss the cause and effect relationship of practice to student learning data, i.e. – how practice positively impacts student learning.
- b. During the conference, both the teacher and evaluator will make explicit connections between the 40% and the 45% components of the evaluation program. If necessary, teachers and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goal(s) to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

Step 5 -- End-of-year summative review (on or about June 10):

- a. *Teacher self-assessment* – (due to the evaluator 5 working days prior to the end-of-year conference). The teacher reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the

areas for development, referencing the current *CCT Rubric*, and established in the goal-setting conference.

- b. *Self-Assessment* should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.
- c. *End-of-year conference* - The evaluator and the teacher meet to discuss all evidence collected to date. The teacher and evaluator will discuss the extent to which students met the SMART goal(s) and how the teacher's performance and practice focus contributed to student outcomes and professional growth. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.
- d. *Summative Rating* - The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating using the summative rating matrix. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available, and before August 15. *Use of State test data suspended for 2014-15.*

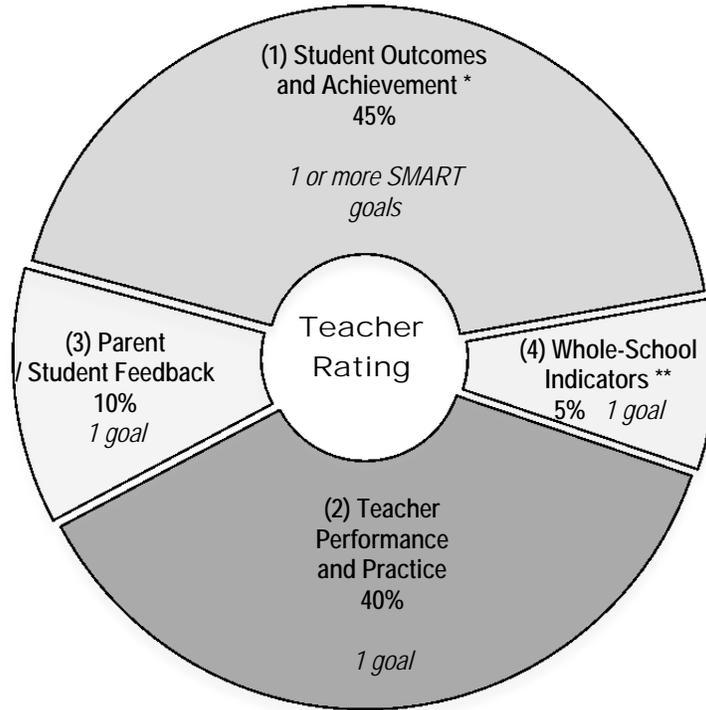
Step 6 -- Summative rating revisions (by August 15):

After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data have a significant impact on a final rating. A final rating may be revised when state test data are available, before August 15 of a school year. *Use of State test data suspended for 2014-15.*

(See pages 39-42 for explanation of teacher summative ratings and matrix)

COMPONENTS OF TEACHER EVALUATION AND RATING

The Core Requirements of the CT Guidelines for Teacher Evaluation require that districts weight the components of teacher’s annual summative evaluations and ratings as follows:



COMPONENT #1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)

** One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met shall not be determined by a single, isolated 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, a non-standardized indicator.*

NOTE: 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. A **minimum of 1 non-standardized** indicator is used in rating 22.5% of IAGDs (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.).

Forty-five percent (45%) of a teacher’s evaluation will be based on achievement of student learning outcomes defined by teacher-created SMART Goal(s) that are aligned with both

standardized and non-standardized measures. Teachers are required to develop **one, but no more than four SMART goals** related to student growth and development. If only one goal for student growth is developed, **multiple indicators** (IAGDs) must be established for that goal.

- a. SMART Goal(s) should be based on **multiple measures** including Standardized, Non-Standardized, or other locally developed assessments. All SMART goal(s) comprise collectively 45% of a teacher's evaluation rating.
- b. Sources for the development of SMART goal(s) based on non-standardized indicators may include:
 - Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
 - Other curricular benchmark assessments.
 - Student portfolios of examples of work in content areas, collected over time, and reviewed annually.

SMART goal(s) for all personnel must demonstrate alignment with school-wide student achievement priorities (*see Appendix for examples of SMART Goal(s) using Standardized and Non-Standardized Indicators*).

Goal Setting

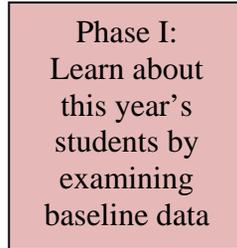
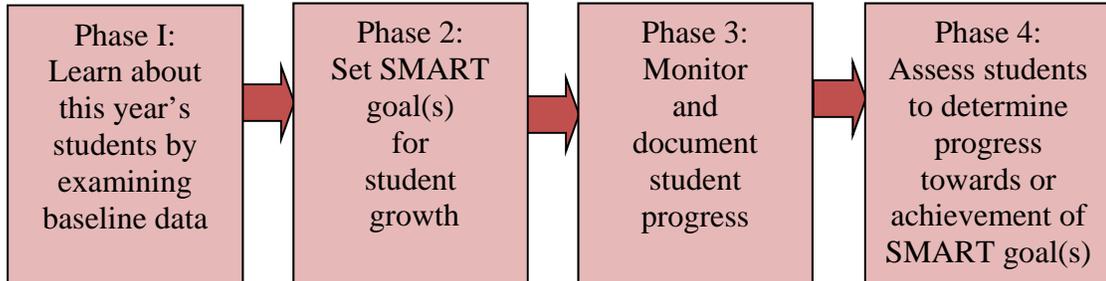
Mansfield Public Schools teachers' SMART goal(s) address the learning needs of their students and are aligned to the teacher's assignment. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measurable, Attainable, Relevant, and Time-Bound. Teachers will write one or more SMART goal(s) that will address targeted areas for student growth and/or achievement.

Each SMART goal will:

1. Take into account the academic record and social, emotional, and behavioral needs and strengths of the students that teacher is teaching that year/semester.
2. Address the most important purposes of a teacher's assignment through self-reflection.
3. Align with school, district, and state student achievement objectives.
4. Take into account students' learning needs vis-à-vis relevant baseline data.
5. Be aligned to state and national curriculum standards/frameworks.
6. Be mutually agreed upon by teacher and their evaluator.
7. Be fair, valid, reliable and useful to the greatest extent possible.

SMART Goals and Student Progress

The following diagram illustrates the processes involved in establishing and assessing SMART goals for student learning.



To write meaningful and relevant SMART goals that align to their teaching assignment and result from a thorough knowledge of their students, data analysis is required.

Examples of data that teachers will be required to analyze are:

- Student outcome data (academic)
- Behavior data (absences, referrals)
- Perceptual data (learning styles, results from interest inventories, anecdotal, etc.)

Teachers must learn as much as they can about the students they teach, be able to document baseline data that they have used to determine their instructional focus and be able to write SMART goals on which they will, in part, be evaluated. **The teacher and administrator will define the group of students for whom they are writing SMART goals.**

Analysis of these initial pieces of data on incoming students for the year should be completed on or about mid-September of the academic year.

Phase 2:
Set SMART goal(s)
for
student
growth

Each teacher will write 1 to 4 SMART goal(s). In setting each SMART goal(s), teachers should make clear:

- What evidence was or will be examined
- What level of performance is targeted
- Strategies used to help students to reach learning targets
- What assessment(s)/indicator(s) will be used to measure the targeted level of performance
- What proportion of students is projected to achieve the targeted performance level
- What multiple indicators (IAGDs) will be used if only one goal is written

SMART goal(s) can also address student subgroups, such as high or low-performing students or ELL students. **It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students.**

Teachers will submit their SMART goal(s) to their evaluator for review and approval. The review and approval process of the SMART goal will take place during the Goal-Setting conference, on or about October 15. Evaluators will review and approve the SMART goal(s) based on the following criteria, to ensure they are as fair, reliable, valid, and useful to the greatest possible extent:

- ***Priority of Content:*** SMART goal is deeply relevant to teacher's assignment and addresses the most important purposes of that assignment.
- ***Rigor of SMART goal:*** SMART goal is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction).
- ***Analysis of Student Outcome Data:*** SMART goal provides specific, measurable evidence of student outcome data through analysis by the teacher and demonstrates knowledge about students' growth and development.

Phase 3:
Monitor and
document
student
progress

Once SMART goal(s) are approved, teachers must monitor students' progress toward achieving student learning SMART goal(s).

Teachers may monitor and document student progress through:

- Examination of student work.
- Administration of periodic formative assessments.
- Tracking of students' accomplishments and challenges.

Teachers may choose to share their findings from formative assessments with colleagues during collaborative time. They may also wish to keep their evaluator apprised of progress. Artifacts related to the teacher's monitoring practices can be reviewed and discussed during the Mid-Year Conference.

Interim Conferences - Mid-year check-ins:

Evaluators and teachers will review progress toward the SMART goals at least once during the school year, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches teachers use. Teachers and evaluators may mutually agree to mid-year adjustments to SMART goals for the purpose of accommodating significant changes in student population or teaching assignment. The Mid-Year Conference will take place on or about February 15 of the academic year (or around April 30 for second semester courses in high school).

Phase 4:
Assess students to
determine progress
towards or
achievement of
SMART goal(s)

End-of-year review of SMART goal(s)/ Student Outcomes and Achievement:

End of Year Conference – The teacher shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will reflect student progress

toward meeting SMART goals for learning. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning goals/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for the 4 performance level designations shown in the table below. If state test data may have a significant impact on a final rating, a final rating may be revised before August 15 when state test data are available. *Use of State test data suspended for 2014-15.*

Evaluators will review the evidence and the teacher’s self-assessment and assign one of four ratings to each SMART goal: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4)	Exceeded SMART goal(s) by 10% margin or higher.
Met (3)	Met the SMART goal(s).
Partially Met (2)	Did not meet the SMART goal(s) by 10% margin.
Did Not Meet (1)	Did not meet the SMART goals by 11% or greater.

To arrive at a rating for each SMART goal, the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal and score the achievement of the SMART goals holistically.

The final rating for Category 1: Student Outcomes and Achievement rating for a teacher is the average of all their SMART goal score(s). For example, if one SMART goal was Partially Met, for 2 points, and the other SMART goal was Met, for 3 points, the student growth and development rating would be 2.5 $[(2+3)/2]$. The individual SMART goal ratings and final Student Outcomes and Achievement rating will be shared and discussed with teachers during the End-of-Year Conference.

Training for Teachers and Evaluators

Specific training will be provided to develop evaluators' and teachers' data literacy and creation of SMART goal(s) by which teachers will be evaluated. Training session(s) will support and/or enhance the abilities and skills of each teacher to communicate their goals for student learning outcomes and achievement. The content of the training will include, but not be limited to:

SMART Goal Criteria: Specific, Measurable, Attainable, Relevant, Time-Bound

- Data Literacy as it relates to: Analyzing and Interpreting Assessment Data, Understanding Root Cause, and Decision-Making based on Inferences
- Quality of measures and indicators used to determine student growth
- Alignment of SMART goals to school and/or district goals
- Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their SMART goals

All teachers and evaluators will be required to attend this training to ensure a standardized approach to the documentation of student learning outcomes and achievement. Should additional training be needed, it will be decided on a case-by-case basis at the school or individual level.

COMPONENT #2: TEACHER PERFORMANCE AND PRACTICE (40%)

Forty percent (40%) of a teacher's evaluation will be based on observation of teacher practice and performance, using the current *CCT Rubric*. Teachers are required to develop **one goal** related to their teaching performance and practice.

The Common Core of Teaching (CCT) Competencies

The *CCT rubric* is based on **Connecticut's Common Core of Teaching** competencies adopted by the State Board of Education in February of 2010. The rubric focuses upon Domains 1 through Domains 6 of the original CCT competencies. Domain 1, Content and Essential Skills, which includes demonstration of state and national content standards including Common Core State Standards (CCSS) is intended for demonstration at the pre-service level, as a pre-requisite to certification, but is also reflected and embedded in this rubric in the planning, instruction and assessment domains. The Standards can be found online at <http://www.corestandards.org/the-standards>.

The Common Core of Teaching articulates the art and science of teaching as essential knowledge, skills and qualities. These foundational skills and competencies are grouped by domains but, in practice, are to be viewed as integrated parts of the complex and dynamic process of effective teaching. The Common Core State Standards connections are highlighted in the observation rubric by bolded red text. Because teaching is a complex, integrated activity, to develop this rubric, the domain indicators from the original CCT have been consolidated or reorganized for purposes of describing essential and critical aspects of a teacher's performance.

The CCT has defined for Connecticut's educators key aspects of effective teaching, correlated with student learning and achievement, that have been evidenced in professional literature. Key attributes of teacher performance and practice outlined in the CCT are reflected in the descriptors of the rubric, so that evaluators and teachers may understand how these attributes apply in practice, observations, and evaluation. Teacher lessons and associated documentation, pre-observation, post-observation, and teacher self-reflection forms and related conversations, as well as non-classroom reviews of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, instructional rounds, PPTs and action research, all provide data related to the CCT standards and the effectiveness of teachers' performance and practice.

In employing the CCT as its observation rubric, this tool maintains consistency with Connecticut's TEAM program of mentorship and professional development of new teachers. Additional information regarding the TEAM program can be found at <http://www.ctteam.org>. TEAM's Performance Profiles, which also describe attributes of effective teaching practice along a continuum for each of its professional growth modules, apply the CCT indicators as the focus for new teacher reflection on their practice and development of differentiated professional growth plans. The *CCT* and TEAM both rely on rich professional discussion about and reflection on professional practice to advance teacher effectiveness and student learning. Consistency between these programs makes it possible for all educators to acquire common understandings and language about teaching and learning, with the intent of enriching collaboration, communication, and community to pave the way for school improvement and success for all students.

Teacher Goal Setting for Performance and Practice

In preparation for instructional planning and Goal-Setting Conferences with evaluators, teachers will analyze their student data and use the *CCT Rubric* to reflect on their own practices and their impact on student performance. Based on that reflection, **teachers will**

develop one performance and practice goal to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. Teacher practice goals will not be evaluated, but should result in improvements in teacher knowledge and skills which will be evidenced in observations of teacher performance and practice.

Data Gathering Process

Mansfield Public Schools evaluators will use the *CCT Rubric 2014* to guide data collection from three sources: teacher conferences, classroom observations (as appropriate) and reviews of practice. Over the course of the school year, evaluators will gather evidence for all Indicators and Domains of the *CCT Rubric 2014* which will allow teachers to demonstrate: the context for their work; their ability to improve student learning and performance; their ability to engage in reflective practice to improve their own knowledge and skills; how they exercise leadership skills within their classrooms, schools and district.

Observation of Teacher Practice

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual teachers with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. Annually, administrators will engage in professional learning opportunities, including online options and collaborative sessions, which will develop their skills in effective observation, providing meaningful, useful feedback, and engaging in productive professional conversations with teachers.

Data-Informed Observation of Teacher Performance and Practice (40%)		
SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Conferences	Data related to all 4 domains <ul style="list-style-type: none"> • Conversation and artifacts that reveal the teacher has an understanding of, content, students, strategies, and use of data • Teacher’s use of data to inform instruction, analyze student performance and set appropriate learning goals 	<ul style="list-style-type: none"> • Provides opportunities for teachers to demonstrate cause and effect thinking. • Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning • Provides context for observations and evaluation
In-class formal observations	Data related to Domains 1 & 3 <ul style="list-style-type: none"> • Teacher-student, student, student-student conversations, interactions, activities related to learning goals 	<ul style="list-style-type: none"> • Provides evidence of teacher’s ability to improve student learning and promote growth
Non-classroom reviews of practice	Data related to Domains 2 & 4 <ul style="list-style-type: none"> • Teacher reflection, as evidenced in pre- and post-conference data. • Engagement in professional development opportunities, involvement in action research. • Collaboration with colleagues • Teacher-family interactions • Ethical decisions 	<ul style="list-style-type: none"> • Provides evidence of teacher as learner, as reflective practitioner and teacher as leader.

Evaluators and other instructional leaders use a combination of formal and informal, announced and unannounced observations to:

1. Gather evidence of and facilitate professional conversation regarding the quality of teacher practice;
2. Provide constructive oral and written feedback of observations that is timely and useful for educators;
3. Provide information for the on-going calibration of evaluators and evaluation practices in the district.

Administrators may differentiate the number of observations based on experience, prior ratings, needs and goals of individual teachers.

In addition to formal conferences for goal-setting and performance review and formal in-class observations, informal observations of teachers by evaluators will occur periodically.

Observations are for the purpose of helping teachers to gain insights about their professional practice and its impact on student learning. Formal and informal observation of teachers is considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of student learning in a school as a whole. In addition, non-classroom reviews of practice will be conducted.

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, review of lesson plans or other teaching artifacts. The Professional Learning and Evaluation Program also establishes opportunities for teachers to participate in informal, non-evaluative observations of teacher practice for the following purposes: to enhance awareness of teaching and learning practices in our schools; to create opportunities for problem-based professional learning projects and action research to improve student learning; and to enhance collaboration among teachers and administrators in advancing the vision and mission of their schools.

- In year 2013-14, one third of our teachers (including all non-tenured teachers) participated in the pilot teacher evaluation process and received updated ratings. This included goal setting, formal observations, and at least one review of practice, with a mutually agreed upon area of practice.
- In year 2014-15, all non-tenured teachers and those teachers who are not designated as Exemplary or Effective will participate in at least three formal observations and informal observations as needed. This will also include goal setting and at least one review of practice. One-half of the tenured teachers who did not participate in the 2013-14 pilot process will participate in the new evaluation plan and they will receive updated ratings. Their participation will include goal setting, at least one formal observation, and at least one review of practice, and three informal observations. All other teachers will have a review of practice and three informal observations.
- In year 2015-16, all non-tenured staff and those teachers who are not designated as Exemplary or Effective will participate in at least three formal observations. This will also include goal setting and at least one review of practice, with a mutually agreed upon area of practice and informal observations. The remaining tenured teachers not yet participated in the new evaluation process in 2013-14 or 2014-15 will participate in the new evaluation plan and they will receive

PROFESSIONAL LEARNING AND EVALUATION PROGRAM

updated ratings. Their participation will include goal setting, at least one formal observation, and at least one review of practice.

Teacher Observation Schedule

NOTE--Flexibility Option: Teachers who receive and maintain a performance evaluation designation of effective or exemplary shall be evaluated with a minimum of 1 formal in-class observation no less frequent than every 3 years and 3 informal in-class observations in all other years. One review of practice shall be completed every year.

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
2013-14 SCHOOL YEAR		
Non-Tenured Teachers	Three in-class formal observations	Two of which must have pre-conferences and post-conferences. All feedback will be oral and written, constructive and timely.
Tenured Teachers	A minimum of two formal observations	At least one of which must have pre-conferences and post-conferences. All feedback will be oral and written, constructive and timely.
All Other Teachers	At least one review of practice, with a mutually agreed upon area of practice	All feedback will be oral and written, constructive and timely.
2014-15 SCHOOL YEAR		
Non-Tenured & Tenured Teachers Not Designated as Exemplary or Effective	Three in-class formal observations and informal observations as needed	Two of which must have pre-conferences and post-conferences. All feedback will be oral and written, constructive and timely.
One-half of Tenured Teachers not participating in the 2013-14 pilot	One formal in-class observation	With pre- and post-conferences. All feedback will be oral and written, constructive and timely.
All Other Teachers	At least one review of practice and three informal in-class observations	All feedback will be oral and written, constructive and timely.
2015-16 SCHOOL YEAR		
Non-Tenured & Tenured Teachers Not Designated as Exemplary or Effective	Three in-class formal observations	Two of which must have pre-conferences and post-conferences. All feedback will be oral and written, constructive and timely.
Remaining Tenured Teachers not participating in the 2013-14 or 2014-15	One formal in-class observation	With pre- and post-conferences. All feedback will be oral and written, constructive and timely.
All Other Teachers	At least one review of practice and three informal in-class observations	All feedback will be oral and written, constructive and timely.

Evaluation Ratings for Performance and Practice

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for all Indicators within each of the four Domains, evaluators will use the *CCT Rubric* to initially assign ratings of Below Standard, Developing, Effective or Exemplary. **Ratings will be made at the Domain level only.**

Once Domain ratings have been assigned, evaluators will use the *Rating Guidelines for Observation of Teacher Performance and Practice* to assign a rating.

Ratings Guidelines for Observation of Teacher Performance and Practice	
Rating	Criteria
Exemplary	Minimum of three exemplary ratings at the domain level and no ratings below effective
Effective	Minimum of three effective ratings at the domain level and no rating below standard
Developing	Minimum of 2 effective rating at the domain level and not more than one rating below standard
Below Standard	Two or more ratings at the domain level below standard

COMPONENT #3: PARENT/STUDENT FEEDBACK (10%)

Ten percent (10%) of a teacher's evaluation shall be based on parent/student feedback, including data from surveys and may also include focus group data. Teachers are required to develop **one goal aligned with a whole-school goal** based on data from a **parent/student survey**.

The Mansfield Public Schools strive to meet the needs of all of the students all of the time. To gain insight into what parents and students perceive about our ability to accomplish this, a school-wide survey will be used. The survey to be used is the *Student, Parent and Staff School Climate surveys* that were developed by the State Department of Education (SDE) in collaboration with the Connecticut Association of Schools (CAS) and first administered in our district during 2012-13. The Mansfield Board of Education will be consulted regarding the appropriate use of the *CSDE School Climate Assessment Instruments (CSCAI)* tool.

The *CSCAI* surveys will be administered online to parents and students throughout the district. Staff will also be surveyed and that data will be used by administrators in their evaluation process. Administering the surveys on-line allows for anonymous responses, all Mansfield Public Schools will collect and analyze parent/student feedback data that will be used for continuous improvement. Surveys will be administered twice per year, both in September and May. Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and **result in one school-wide goal to which all certified staff will be held accountable**.

Once the school-wide parent feedback goal has been determined by the school, teachers will identify the strategies they will implement to achieve the school-wide goal.

Teachers' ratings will be determined using a 4-level performance matrix. Ratings will be based on evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.

An example of the survey, which will be used by Mansfield Public School system, is in the Appendix of this plan.

COMPONENT #4. WHOLE-SCHOOL STUDENT LEARNING INDICATORS (5%)

*** Based on the U.S. Department of Education's approval of CT's request for flexibility on the use of student test data in 2013-14, the Mansfield Public Schools will not require that the administrator's student learning component incorporate SPI progress. In other words, a teacher's indicator rating for Component #4 shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. Therefore, this rating will be based on the administrator's aggregate progress on SPI Progress and SMART Goals Component, which will correlate to the full student learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).*

Five percent (5%) of a teacher's evaluation shall be based on whole-school student learning indicators or student feedback. Teachers are required to develop **one goal based on whole school indicators** of student learning.

Mansfield Public Schools will define and communicate a Whole School Learning Indicator that is based on an aggregate rating for multiple student learning indicators established for the administrator's evaluation rating (i.e., Administrator's 45%) to which **all** certified staff will be held accountable. Certified staff will be asked to articulate in writing how they will, through their instructional practice, contribute to the achievement of the Whole School Learning Indicator.

Teachers' efforts and actions taken towards achievement of the Whole School Learning Indicator will be discussed during the pre-, mid-year, and post-conferences. Teachers will be expected to bring artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator.

Teachers' rating in this area will be determined by the administrator's performance rating multiple student learning indicators that comprise 45% of an administrator's evaluation.

SUMMATIVE TEACHER EVALUATION RATING

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

- ***Exemplary*** – Substantially exceeding indicators of performance
- ***Effective*** – Meeting indicators of performance
- ***Developing*** – Meeting some indicators of performance but not others
- ***Below standard*** – 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.

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for teachers district-wide or even statewide. Few teachers are expected to demonstrate *exemplary* performance on more than a small number of indicators.

Effective ratings represent fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

Developing ratings indicate performance that has met a level of proficiency in some indicators but not others. Improvement is necessary and expected.

Below standard ratings indicates performance that has been determined to be below effective on all components or unacceptably low on one or more indicators.

Determining Summative Ratings

The process for determining summative evaluation ratings has three steps:

1. determining a teacher practice rating,
2. determining a teacher outcomes rating and
3. combining the two into an overall rating

1. TEACHER PRACTICE RATING: Teacher Performance & Practice (40%) + Parent/Student Feedback (10%) = 50%

The practice rating derives from a teacher's performance on the *four domains* of the *CCT Rubric* and the parent feedback target. Evaluators record a rating for the domains that generates an overall rating for teacher practice. The Parent/Student Feedback rating is combined with the Teacher Practice rating and the evaluator uses the matrix to determine an overall Teacher Performance & Practice Rating.

2. TEACHER OUTCOMES RATING: Student Outcome & Achievement (45%) + Whole-School Student Learning Indicators (5%) = 50%

The outcomes' rating derives from the two student outcome & achievement measures – SMART goal(s) – and whole-school learning indicators outcomes. As shown in the Summative Rating Form, evaluators record a rating for the SMART goals agreed to in the beginning of the year. The Whole-School Student Learning Indicator Rating is combined with the SMART goal(s) rating and the evaluator uses the matrix to determine an overall Outcomes Rating

3. FINAL SUMMATIVE RATING: Teacher Practice Rating (50%) + Teacher Outcomes Rating (50%) = 100%

The Summative rating combines the practice and outcomes ratings using the matrix below.

If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Student Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

If upon re-examination of the data, the ratings do not change, the evaluator will use his/her professional judgment and the Matrix to determine the rating.

In accordance with The Connecticut Guidelines for Educator Evaluation, Mansfield Public Schools' Professional Learning and Evaluation Plan employs a 4-level matrix rating system, as follows:

1. Annual summative evaluations must provide each teacher with a summative rating aligned to one of four performance evaluation designations: Exemplary, Effective, Developing and Below Standard.
2. In order to determine summative rating designations for each teacher, Mansfield Public Schools evaluators will:
 - A. Rate teacher performance in each of the four Component:
 1. Student Outcomes and Achievement (45%);
 2. Observations of Teacher Performance and Practice (40%);
 3. Parent Feedback (10%), and
 4. Whole-School Student Learning Indicators (5%).
 - B. Combine the Student Outcomes and Achievement (Component 1, above) and Whole-School Student Learning Indicator rating (Component 4, above) into a single rating, taking into account their relative weights. This will represent an overall "**Outcomes Rating**" of Exemplary, Effective, Developing, or Below Standard.
 - C. Combine the Observations of Teacher Performance and Practice rating (Component 2, above) and the Parent Feedback rating (Component 3, above) into a single rating, taking into account their relative weights; this will represent an overall "**Practice Rating**" of Exemplary, Effective, Developing, or Below Standard.
 - D. Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, teachers will be assigned a summative rating category of **Exemplary, Effective, Developing, or Below Standard**.

Teacher Matrix Rating System

<i>Teacher Practice Rating (Components 2 & 3)</i>					
<i>Teacher Outcomes Rating (Components 1 & 4)</i>		<i>Exemplary</i>	<i>Effective</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Developing</i>
	<i>Effective</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>
	<i>Developing</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>	<i>Developing</i>
	<i>Below Standard</i>	<i>Developing</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>

DEFINITION OF TEACHER EFFECTIVENESS AND INEFFECTIVENESS

Teacher effectiveness will be based upon a pattern of summative teacher ratings collected over time. In order to be deemed effective, teachers will need to have a summative rating of Effective or Exemplary. Teachers are required to be effective within two years of being evaluated using this plan. Teachers who are not deemed effective by these criteria will be deemed ineffective.

Any teacher having a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on an individual improvement plan. PASS is a 3 tiered approach to teacher support. **(See description of PASS, PASS Improvement and Remediation Plan, and PASS Intensive Remediation Plan that follows.)**

After one year of participating in PASS, a teacher receiving such support will be expected to have a summative rating of *Effective* or *Exemplary*. Teachers who do not receive a summative rating of *Effective* or *Exemplary* after one year of participation in PASS may be placed on the **PASS Improvement and Remediation Plan** for 30 days. After 30 days, the teacher may be placed on the **PASS Intensive Remediation Plan** for 60 days. (See description of **PASS, PASS Improvement and Remediation Plan, and PASS Intensive Remediation Plan**, below).

No teacher will participate in PASS for more than two consecutive school years.

TEACHER PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS)

Teachers who receive a summative evaluation rating of *Developing* or *Below Standard* may work with their local association designee in the development of a PASS plan, in collaboration with the evaluator (or designee). The plan will be created prior to the beginning of the next school year. The PASS process will identify areas of improvement needed and will include supports that Mansfield Public Schools will provide to address the performance areas identified as in need of improvement. A teacher's successful completion of participation in PASS is determined by a summative final rating of *Effective* or *Exemplary* at the conclusion of the school year.

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Domain*: List domain rated "developing" or "below standard."
4. *Indicators for Effective Teaching*: Identify exemplary practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies that the teacher can implement to show improvement in any domain rated "developing" or "below standard."
6. *Tasks to Complete*: Specific tasks the Teacher will complete that will improve the domain.
7. *Support and Resources*: List of supports and resources the Teacher can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. *Indicators of Progress*: How the teacher will show progress towards effective /exemplary in identified domain(s) through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level. The teacher, local association president or designee, and evaluator or designee will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Superintendent. The contents of the plan will be confidential.

Timeframe for Improvement in PASS

Rating	Timeframe for Improvement
Below Standard	180 days (one year) to achieve a developing rating and one year to achieve an effective rating
Developing	360 days (two years) to achieve an effective rating
Effective	N/A
Exemplary	N/A

PASS Improvement and Remediation Plan (30 Days)

The PASS Remediation Plan is a further step in the attempt to provide a teacher with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching. Based on a determination by the appropriate administrator, the administrator and/or evaluator will help the teacher outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Consistent supervision and, at minimum, a weekly observation followed by timely feedback, will be provided by the evaluator. This intervention will operate for a period of time that the evaluator determines to be appropriate, but will normally conclude within 30 school days. At the end of the intervention period, the evaluator will issue a recommendation. If the teacher demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that teacher to a normal plan. In situations when progress is unacceptable, the teacher will move into Intensive Remediation Plan. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the teacher’s personnel file.

PASS Intensive Remediation Plan (60 Days)

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan if necessary, and based on the judgment of the administrator, to provide the help necessary to meet the requirements of the position. The teacher, evaluator, and/or another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The teacher may

choose to include their bargaining representative. The evaluator and/or the teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time that the evaluator determines to be appropriate, but will normally conclude after 60 school days. Weekly observations followed by feedback will be provided during this phase. At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the teacher demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that teacher on the normal plan. If the teacher's performance is below *Effective*, the administrator will recommend termination of that teacher's employment to the superintendent.

Resolution of Differences

Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter to the superintendent for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

Mansfield Public Schools will provide opportunities for educator career development and professional growth based on the results of the evaluation. Educators with an evaluation of Effective or Exemplary will be able to participate in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

For educators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career educators or educators new to Mansfield Public Schools; participating in development of educator Professional Assistance and Support System plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

**DISTRICT COORDINATOR SPECIALIST
EVALUATION PLAN**

DISTRICT COORDINATOR SPECIALIST EVALUATION PLAN OVERVIEW

INTRODUCTION

Mansfield Public Schools Professional Learning and Evaluation Plan provides both the structure and flexibility required to guide district coordinator specialists and evaluators in understanding their roles in enhancing student learning and assessing their professional practices. The goal of the District Coordinator Evaluation Plan is to support these specialists in their professional growth toward the aim of improved student outcomes. The Plan aligns the professional standards for district coordinator specialists with outcomes for learning in evaluation of practice, while recognizing the unique responsibilities of each district coordinator specialist.

Goals of the District Coordinator Specialist Professional Learning and Evaluation Plan:

- improve learner outcomes through meaningful evaluation of practice, aligned with professional learning;
- improve district-wide learning goal outcomes through effective collaboration among educators;
- improve the quality of instruction by ensuring accountability for learner outcomes and district coordinator specialist effectiveness;
- provide professional assistance and support for district coordinator specialists when and where necessary.

Who are District Coordinator Specialists?

These individuals include non-teaching, non-administrative education professionals who provide a variety of district-wide services to students, teachers, and parents.

Performance Standards

It is expected that these specialists and their evaluators will be knowledgeable about the appropriate professional standards in evaluation and assessment of performance. Those standards form the basis for goal-setting, assessment of professional practice, and alignment of professional learning opportunities with the needs of education specialists. A list of links to some of the relevant professional standards is provided in the Appendix. In observations of practice, evaluators will use the domains (see page 6) and indicators outlined in the *CCT Rubric* and adapted for evaluation of district coordinator specialists.

Core Requirements of the Evaluation Program

Mansfield Public Schools Professional Learning and Evaluation Program is aligned with the Core Requirements of the State Board-approved Guidelines for Educator Evaluation, as provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116 and revised by the updated PEAC Guidelines (4/24/14). The following document describes the processes and components of the Mansfield Public Schools’ program for district coordinator specialist evaluation, through which the Core Requirements of the Guidelines shall be met.

Summary of Important Milestones in the Specialist Evaluation Plan

Deadline	Process or Component of Specialist Evaluation Plan
<i>Completed on or about September 15th</i>	Specialists meet with their evaluator in groups and/or individually to discuss the evaluation process, school and district goals, data, and develop a collaboration schedule
<i>Completed on or about October 15th</i>	Specialists reflect on data and draft goals: <ul style="list-style-type: none"> • One to four SMART goal(s) addressing learner outcomes • One goal addressing professional performance and practice • One goal addressing a district goal based on parent feedback • One goal addressing a district-wide indicator of student learning Specialists meets with their evaluator in goal setting conference
<i>Completed on or about November 30th</i>	Evaluators observe specialists (pre- and post- conferences) and provide written and oral feedback Specialists continue to collect evidence and/or artifacts to support learner outcomes and professional practice goals
<i>Completed on or about January 30th</i>	Evaluators observe specialists (pre- and post- conferences) and provide written and oral feedback Specialists continue to collect evidence and/or artifacts to support learner outcomes and professional practice goals
<i>Completed on or about February 15th</i>	Interim conference with evaluator focusing on both processes and progress towards meeting goals and developing professional practice

PROFESSIONAL LEARNING AND EVALUATION PROGRAM

<i>Completed on or about April 30th</i>	Evaluators observe specialists (pre- and post- conferences) and provide written and oral feedback Specialists continue to collect evidence and/or artifacts to support learner outcomes and professional practice goals
<i>Completed on or about May 15th</i>	Written reflection by specialist addressing all components of the plan and future direction. This is due to the evaluator five days prior to conference
<i>Completed on or about June 10th</i>	End-of-year summative review conference with evaluator, followed by assigning a summative rating to each specialist

PROCESS AND TIMELINE OF DISTRICT COORDINATOR SPECIALIST EVALUATION AND RATING

The process for the evaluation of district coordinator specialists is consistent with that of Mansfield Public Schools teacher and administrative evaluation processes, and includes the following characteristics:

- a focus on the relationship between professional performance and its impact on educational outcomes;
- evaluation of education specialist performance based on analysis of data from multiple sources;
- observations and reviews of practice that promote professional growth,
- a support system for providing assistance when needed

The annual evaluation process for a district coordinator specialist will at least include, but not be limited to, the following 6 steps, in order:

Step 1-- Orientation (on or about September 15):

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

1. The *CCT Rubric*.
2. District priorities that should be reflected in specialists' performance and practice goals.
3. SMART goal(s) related to learner outcomes.
4. Data regarding district indicators of student learning
5. Self-assessment processes and purposes.
6. Data collection, including types of data and processes for collection and analysis.
7. Access to the Mansfield School's online evaluation component.

Step 2 -- Goal-setting Reflection and Conference (on or about October 15):

- a. *District Coordinator Specialist Reflection*—In advance of the Goal Setting Conference, the specialist will examine data related to current learner needs and performance data (including, but not limited to: data from various criterion- and norm-referenced assessments, IEPs, etc.), prior year evaluation and survey

results, previous professional learning goals, and the professional standards for their area of practice and the *CCT Rubric*.

The specialist will draft the following goals, specific to their assignments:

- 1) **One or more SMART goal(s)** to address objectives related to the provision of services in their field that will help schools and the district improve learner outcomes. These SMART goal(s) will be data driven and related to students' needs and performance, data team results, survey results, and other appropriate information resources. They will address:
 - How much did we do?
 - How well did we do it?
 - What difference did it make?

Goals will reflect targets for growth, which will be used in summative evaluations. This component will comprise 45% of their evaluation.

- 2) **one professional practice goal**, based on data from specialist reflection and evaluator observations, which will comprise 40% of their evaluation; and
- 3) **one goal for improving outcomes based on data from parent feedback**, for which the specialists will indicate their strategies for achieving this district-wide goal, which will comprise 10% of their evaluation; and
- 4) **one goal related to a district-level goal of the Mansfield Public Schools**, established by the appropriate administrator, which will comprise 5% of their evaluation.

- b. *Goal-setting conference* – On or about October 15 of the school year, the evaluator and education specialist will meet to discuss the specialist's proposed goals in order to arrive at mutual agreement about them. The goals for the year must be informed by data and evidence collected by the specialist **and** evaluator about the specialist's practice. The evaluator collects evidence about specialist practice to support the review and may request revisions to the proposed goals and objectives if they do not meet approval criteria.

** Specialists will be encouraged to set one-year goals related to professional learning and practice.*

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

District Coordinator Specialist	Evaluator
<ul style="list-style-type: none"> • Specialist Products or Artifacts • Data on Learning or Achievement of Learners • Lesson, intervention, treatment, or action plans and records • Artifacts from work of Learners • Data Team Minutes • Journals/notes documenting reflections on practice • Schedule of meetings/conferences • Survey Data 	<ul style="list-style-type: none"> • Standardized and Non-Standardized Data (based on the education specialist’s role and caseload) • School- or District- Level Data • Observation data based on the adapted <i>CCT Rubric</i> and professional standards documents

Step 3 -- Observations of practice (on or about Nov30, Jan30, and Apr 30):

- a. *Observations* - Evaluators will observe specialists’ practice in formal and informal in-class observations or non-classroom reviews of practice throughout the school year, with the frequency schedule based on the year of implementation of the plan or the specialist’s previous year’s summative evaluation rating, where available. (see Observation Schedule on p. 64)
- b. *Evidence collection and review (throughout school year)* - The specialist collects evidence about his/her practice and outcomes related to the SMART goals that is relevant to the agreed-upon professional goals. The evaluator also collects evidence about specialist practice for discussion in the interim conference and summative review.

Step 4 -- Interim Conference (on or about February 15):

- a. The evaluator and specialist will hold at least one mid-year conference. The conference should focus on processes and progress toward meeting the goals established in the goal-setting conference. Both the specialist and the evaluator will bring evidence about practice, learning and/or outcomes data to be reviewed at this conference. During this conference, the specialist and evaluator will discuss the cause and effect relationship of practice to outcomes data, e.g. – how practice positively impacted student achievement, how practice affected district-related outcomes.

- b. The conference will allow both the specialist and evaluator to make explicit connections between the practice and practice component and the SMART goal component of the evaluation program. If necessary, specialists and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goal(s) to accommodate changes (e.g., student populations, assignment). They also discuss actions that the specialist can take and support the evaluator can provide to promote the specialist's growth in his/her development areas.

Step 5 -- End-of-year summative review (on or about June 10):

- a. *District Coordinator Specialist self-assessment* - The specialist reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
- b. *Self-Assessment* should address all components of the evaluation plan and include what the teacher learned throughout the year supported by evidence and personal reflection. The self-assessment should also include a statement that identifies a possible future direction that is related to the year's outcomes.
- c. *End-of-year conference* - The evaluator and the specialist meet to discuss all evidence collected to date. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.
- d. *Summative Rating* - The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating.

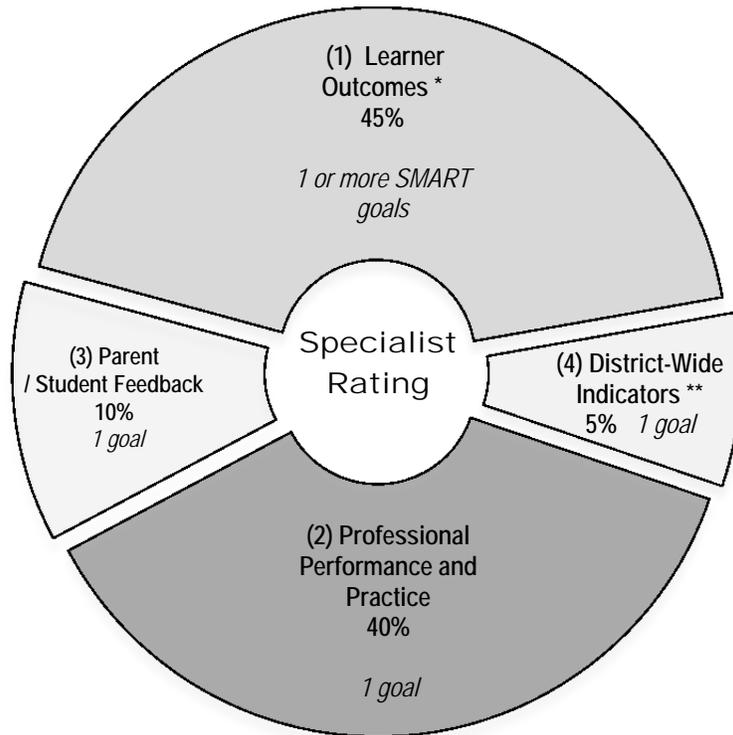
Step 6 -- Summative rating revisions (by August 15):

After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data have a significant impact on a final rating. A final rating may be revised when state test data are available, before August 15 of a school year. *Use of State test data suspended for 2014-15.*

(See pages 69-72 for explanation of summative ratings and matrix)

COMPONENTS OF DISTRICT COORDINATOR SPECIALIST EVALUATION

Components of district wide specialists’ evaluation will reflect the instructions for corresponding categories in the Teacher Evaluation Plan.



COMPONENT #1: LEARNER OUTCOMES (45 %)

** One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met shall not be determined by a single, isolated 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, a non-standardized indicator.*

NOTE: 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. A **minimum of 1 non-standardized** indicator is used in rating 22.5% of IAGDs (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.).

Forty-five percent (45%) of a specialist's evaluation will be based on achievement of learner outcomes defined by specialist-created SMART Goal(s) that are aligned with addressing a target related to the provision of services in their field that will be related to helping schools and districts improve student outcomes. District Coordinator specialists are required to develop **one, but no more than four SMART goals** related to student growth and development. If only one goal for student growth is developed, **multiple indicators** (IAGDs) must be established for that goal.

- a. SMART goal(s) may be based on the provision of services provided that relate to student learning needs and targets revealed in aggregate data from state tests or outcomes data, and/or other standardized assessments where available.
- b. Sources for the development of SMART goal(s) based on non-standardized indicators may include:
 - Benchmark assessments of student achievement of school-wide Expectations for Student Learning, measured by analytic rubrics.
 - Other curricular benchmark assessments.
 - Student portfolios of examples of work in content areas collected over time and reviewed annually.
- c. SMART goals for all personnel must demonstrate alignment with district-wide student achievement priorities (see Appendix for examples of Standardized and Non-Standardized SMART goals).

Goal Setting

Mansfield Public Schools specialist's SMART goal(s) address the learning needs of the district and are aligned to the specialist's assignment.

Each SMART goal will:

1. Take into account the overall needs and strengths of the learners assigned to the education specialist that year.
2. Address the most important purposes of a specialist's assignment through self-reflection.
3. Align with school, district, and state student achievement objectives.
4. Take into account learner needs vis-à-vis relevant baseline data.
5. Consider Public School Information System (PSIS) factors.
6. Be mutually agreed upon by specialist and their evaluator.
7. Be fair, valid, reliable and useful to the greatest extent possible.

SMART Goals and Learner Progress

For further details regarding the process of SMART goal progress examine the diagrams in the *Teacher Evaluation* section which illustrates the processes involved in establishing and assessing SMART goals for learning.

Each SMART goal should make clear (1) what evidence was or will be examined, (2) what level of performance is targeted, and (3) what proportion of learners is projected to achieve the targeted performance level.

Interim Conferences - Mid-year check-ins:

District coordinator specialists and teachers will review progress toward the goals/objectives at least once during the school year, using available information and data collected on student progress. This review may result in revisions to the instructional strategies or approaches specialists use. Specialists and evaluators may mutually agree to mid-year adjustments to SMART goals to accommodate changes (e.g., student populations, assignment). The Mid-Year Conference will take place on or about February 15 of the academic year (or about April 30 for second semester courses in high school).

End-of-year review of SMART goals/ Learner Outcomes and Achievement:

District Coordinator Specialist Self-Assessment – The specialist reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. Specialists will reflect on the SMART goals by responding to the following four statements:

- Describe the results and provide evidence for each indicator.
- Describe what you did that produced these results.
- Provide your overall assessment of whether the goal was met.
- Describe what you learned and how you will use that information going forward.

End of Year Conference – The specialist will collect evidence of progress toward meeting the learning goal(s)/objectives. This evidence will reflect learner progress toward meeting SMART goals for learning. The evidence will be submitted to the evaluator, and the specialist and evaluator will discuss the extent to which the learning goals/objectives were met. Following the conference, the evaluator will rate the extent of progress toward meeting the goals/objectives, based on criteria for the 4 performance level designations shown in the table below. If state test data may have a significant impact on a final rating, a final rating may be revised before August 15 when state test data are available. *Use of State test data suspended for 2014-15.*

Evaluators will review the evidence and the specialist’s self-assessment and assign one of four ratings to each SMART goal: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4)	Exceeded SMART goal(s) by 10% margin or higher.
Met (3)	Met the SMART goal(s).
Partially Met (2)	Did not meet the SMART goal(s) by 10% margin.
Did Not Meet (1)	Did not meet the SMART goal(s) by 11% or greater.

To arrive at a rating for each SMART goal, the evaluator will review the results from data collected as a body of evidence regarding the accomplishment of the goal and score the achievement of the SMART goals holistically.

The final rating for Component 1: Learner Outcomes rating for a specialist is the average of the average of all their SMART goal score(s). For example, if one SMART goal was Partially Met, for 2 points, and the other SMART goal was Met, for 3 points, the student growth and development rating would be 2.5 $[(2+3)/2]$. The individual SMART goal ratings and final Learner Outcomes rating will be shared and discussed with specialists during the End-of-Year Conference.

Training for District Coordinator Specialists and Evaluators

Specific training will be provided to develop evaluators’ and specialist’s data literacy and creation of the two SMART goals by which specialists will be evaluated. Training session(s) will support and/or enhance the abilities and skills of each specialist to communicate their goals for student learning outcomes and achievement. The content of the training will include, but not be limited to:

SMART Goal Criteria: Specific, Measurable, Attainable, Relevant, Time-Bound

- Data Literacy as it relates to: Analyzing and Interpreting Assessment Data, Understanding Root Cause, and Decision-Making based on Inferences
- Quality of measures and indicators used to determine student growth
- Alignment of SMART goals to district goals

- Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their SMART goals

All specialists and evaluators will be required to attend this training to ensure a standardized approach to the documentation of student learning outcomes and achievement. Should additional training be needed, it will be decided on a case-by-case basis at the school or individual level.

COMPONENT #2: PROFESSIONAL PERFORMANCE AND PRACTICE (40%)

Forty percent (40%) of a district coordinator specialist's evaluation will be based on observation of their professional performance and practice. Specialists are required to develop **one goal** related to their professional performance and practice.

The Common Core of Teaching (CCT) Competencies

The current *CCT rubric* is based on ***Connecticut's Common Core of Teaching*** competencies adopted by the State Board of Education in February 2010. The rubric focuses upon Domains 2 through Domains 6 of the original CCT competencies. Domain 1, Content and Essential Skills, which includes demonstration of state and national content standards including Common Core State Standards (CCSS) is intended for demonstration at the pre-service level, as a pre-requisite to certification, but is also reflected and embedded in this rubric in the planning, instruction and assessment domains.

The Common Core of Teaching articulates the art and science of teaching as essential knowledge, skills and qualities. These foundational skills and competencies are grouped by domains but, in practice, are to be viewed as integrated parts of the complex and dynamic process of effective teaching. The Common Core State Standards connections are highlighted in the observation rubric by bolded red text. Because teaching is a complex, integrated activity, to develop this rubric, the domain indicators from the original CCT have been consolidated or reorganized for purposes of describing essential and critical aspects of a teacher and district coordinator specialist's performance.

The CCT has defined for Connecticut's educators key aspects of effective teaching, correlated with student learning and achievement, that have been evidenced in professional literature. Key attributes of teacher performance and practice outlined in the CCT are reflected in the descriptors of the rubric, so that evaluators and teachers may understand how these attributes apply in practice, observations, and evaluation. District Coordinator Specialist's lessons and associated documentation, pre-observation, post-

observation, and teacher self-reflection forms and related conversations, as well as non-classroom reviews of practice, such as communication with families, collaboration with colleagues, participation in data teams, professional learning presentations by faculty members, participation in mentoring, instructional rounds, PPTs and action research, all provide data related to the CCT standards and the effectiveness of educators' performance and practice.

In employing the CCT as its observation rubric, this tool maintains consistency with Connecticut's TEAM program of mentorship and professional development of new teachers. Additional information regarding the TEAM program can be found at <http://www.ctteam.org>. TEAM's Performance Profiles, which also describe attributes of effective teaching practice along a continuum for each of its professional growth modules, apply the CCT indicators as the focus for new educator reflection on their practice and development of differentiated professional growth plans. The CCT and TEAM both rely on rich professional discussion about and reflection on professional practice to advance educator effectiveness and student learning. Consistency between these programs makes it possible for all educators to acquire common understandings and language about teaching and learning, with the intent of enriching collaboration, communication, and community to pave the way for school improvement and success for all students.

District Coordinator Specialist Goal Setting for Performance and Practice

In preparation for instructional planning and Goal-Setting Conferences with evaluators, specialists will analyze their student data and use the *CCT Rubric* to reflect on their own practices and their impact on student performance. Based on that reflection, specialists will develop a performance and practice goal to guide their own professional learning and improvements in practice that will ultimately promote student growth and achievement of student outcome goals. District coordinator specialist practice goals will not be evaluated, but should result in improvements in specialist knowledge and skills which will be evidenced in observations of performance and practice.

Data Gathering Process

Mansfield Public Schools evaluators will use the *CCT Rubric* to guide data collection from three sources: conferences with specialists, classroom observations as appropriate, and reviews of practice. Over the course of the school year, evaluators will gather evidence for all Indicators and Domains of the *CCT Rubric* which will allow specialists to demonstrate: the context for their work; their ability to improve student learning and/or performance and outcomes; their ability to engage in reflective practice to improve their own knowledge and skills; how they exercise leadership skills within their schools and district.

Data-Informed Observation of Specialist Performance and Practice (40%)		
SOURCES OF DATA	EXAMPLES OF DATA	IMPORTANCE OF DATA
Conferences	Data related to all 4 domains: <ul style="list-style-type: none"> • Conversation and artifacts that reveal the specialist has an understanding of, content, learners, strategies, and use of data • Specialist use of data to inform instruction, analyze learner performance and set appropriate goals 	<ul style="list-style-type: none"> • Provides opportunities for specialists to demonstrate cause and effect thinking. • Provides opportunities for evaluator learning in content; systems effectiveness; priorities for professional learning. • Provides context for observations and evaluation.
Observations	Data related to Domains 1 & 3: <ul style="list-style-type: none"> • Specialist-learner, student-student conversations, interactions, activities related to learning goals 	<ul style="list-style-type: none"> • Provides evidence of specialist’s ability to improve student learning and promote growth.
Non-classroom reviews of practice Documentation Log	Data related to Domains 2 & 4: <ul style="list-style-type: none"> • Specialist reflection, as evidenced in pre- and post-conference data. • Engagement in professional development opportunities, involvement in action research. • Collaboration with colleagues • Specialist-family interactions • Ethical decisions 	<ul style="list-style-type: none"> • Provides evidence of specialist as learner, as reflective practitioner and teacher as leader.

Observation of District Coordinator Specialist Practice

Observations, both formal and informal, provide valuable information to all professional staff about instructional practice. Data collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual educators with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth. Annually, evaluators will engage in professional learning opportunities, including online options and collaborative sessions, which will develop their skills in effective observation, providing meaningful, useful feedback, and engaging in productive professional conversations with educators.

Evaluators and instructional leaders use a combination of formal and informal, announced and unannounced observations to:

- Gather evidence of and facilitate professional conversation regarding the quality of educator practice;
- Provide constructive oral and written feedback of observations that is timely and useful for educators;
- Provide information for the on-going calibration of evaluators and evaluation practices in the district.

Administrators may differentiate the number of observations based on experience, prior ratings, needs and goals of individual district coordinator specialists.

In addition to formal conferences for goal-setting and performance review and formal observations, informal observations of specialists by evaluators will occur periodically. Observations are for the purpose of helping specialists to gain insights about their professional practice and its impact on learning outcomes. Formal and informal observation of specialists is considered a normal part of the evaluator's job responsibilities. More importantly, observation is essential for establishing a culture of continuous learning for educators and for understanding the nature, scope and quality of student learning in a district as a whole. In addition to learner observations, where applicable, non-classroom reviews of practice will be conducted. 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, professional development presentations, review of plans or other artifacts. The Professional Learning and Evaluation Program also establishes opportunities for specialists to participate in informal, non-evaluative observations of practice for the following purposes: to enhance awareness of teaching and learning practices in our schools; to create opportunities for problem-based professional learning projects and action research to improve student learning; and to enhance collaboration among educators and administrators in advancing the vision and mission of their schools.

- In year 2013-14, one third of our specialists (including all non-tenured specialists) participated in the pilot teacher evaluation process and received updated ratings. This included goal setting, formal observations, and at least one review of practice, with a mutually agreed upon area of practice.
- In year 2014-15, all non-tenured specialists and those specialists who are not designated as Exemplary or Effective will participate in at least three formal observations with informal observations as needed. This will also include goal setting and at least one review of practice, with a mutually agreed upon area of

- practice. One-half of the tenured specialists who did not participate in the 2013-14 pilot process will participate in the new evaluation plan and they will receive updated ratings. Their participation will include goal setting, at least one formal in-school observation, and at least one review of practice, with a mutually agreed upon area of practice. All other specialists will have three in-school informal observations and a review of practice.
- In year 2015-16, all non-tenured specialists and those specialists who are not designated as Exemplary or Effective will participate in at least three formal observations. This will also include goal setting and at least one review of practice, with a mutually agreed upon area of practice. The remaining tenured specialists not yet participated in the new evaluation process in 2013-14 or 2014-15 will participate in the new evaluation plan and they will receive updated ratings. Their participation will include goal setting, at least one formal in-school observation, and at least one review of practice. All other specialists will have three in-school informal observations and a review of practice.

District Coordinator Specialist Observation Schedule

NOTE--Flexibility Option: *Specialists who receive and maintain a performance evaluation designation of effective or exemplary shall be evaluated with a minimum of 1 formal in-school observation no less frequent than every 3 years and 3 informal in-school observations in all other years. One review of practice shall be completed every year.*

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
2013-14 SCHOOL YEAR		
Non-Tenured Specialists	Three in-class formal observations	Two of which must have pre-conferences and post-conferences. All feedback will be oral and written, constructive and timely.
Tenured Specialists	A minimum of two formal observations	At least one of which must have pre-conferences and post-conferences. All feedback will be oral and written, constructive and timely.
All Other Specialists	At least one review of practice, with a mutually agreed upon area of practice	All feedback will be oral and written, constructive and timely.
2014-15 SCHOOL YEAR		
Non-Tenured & Tenured Specialists Not Designated as Exemplary or Effective	Three in-school formal observations and informal observations as needed	Two of which must have pre-conferences and post-conferences. All feedback will be oral and written, constructive and timely.
One-half of Tenured Specialists not participating in the 2013-14 pilot	One formal in-school observation	With pre- and post-conferences. All feedback will be oral and written, constructive and timely.
All Other Specialists	At least one review of practice and three informal in-school observations	All feedback will be oral and written, constructive and timely.
2015-16 SCHOOL YEAR		
Non-Tenured & Tenured Specialists Not Designated as Exemplary or Effective	Three in-school formal observations and informal observations as needed	Two of which must have pre-conferences and post-conferences. All feedback will be oral and written, constructive and timely.
Remaining Tenured Specialists not participating in either the 2013-14 or 2014-15	One formal in-school observation	With pre- and post-conferences. All feedback will be oral and written, constructive and timely.
All Other Specialists	At least one review of practice and three informal in-school observations	All feedback will be oral and written, constructive and timely.

Evaluation Ratings for Performance and Practice

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for all Indicators within each of the four Domains, evaluators will use the *adapted CCT Rubric* to initially assign ratings of *Below Standard, Developing, Effective* or *Exemplary*. Ratings will be made at the Domain level only.

Once Domain ratings have been assigned, evaluators will use the *Rating Guidelines for Observation of District Coordinator Specialist Performance and Practice* to assign a rating.

Ratings Guidelines for Observation of District Coordinator Specialist Performance and Practice	
Rating	Criteria
Exemplary	Minimum of three exemplary ratings and no ratings below effective
Effective	Minimum of three effective ratings and no rating below standard
Developing	Minimum of 2 effective ratings and not more than one rating below standard
Below Standard	Two or more ratings below standard

COMPONENT #3: PARENT/STUDENT FEEDBACK (10%)

Ten percent (10%) of a teacher's evaluation shall be based on parent/student feedback, including data from surveys and may also include focus group data. Teachers are required to develop **one goal aligned with a whole-school goal** based on data from a **parent/student survey**.

The Mansfield Public Schools strive to meet the needs of all of the students all of the time. To gain insight into what parents and students perceive about our ability to accomplish this, a school-wide survey will be used. The survey to be used is the *Student, Parent and Staff School Climate surveys* that were developed by the State Department of Education (SDE) in collaboration with the Connecticut Association of Schools (CAS) and first administered in our district during 2012-13. The Mansfield Board of Education will be consulted regarding the appropriate use of the *CSDE School Climate Assessment Instruments (CSCAI)* tool.

The *CSCAI* surveys will be administered online to parents and students throughout the district. Staff will also be surveyed and that data will be used by administrators in their evaluation process. Administering the surveys on-line allows for anonymous responses, all Mansfield Public Schools will collect and analyze parent/student feedback data that will be used for continuous improvement. Surveys will be administered twice per year, both in September and May. Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and **result in one school-wide goal to which all certified staff will be held accountable**.

Once the school-wide parent feedback goal has been determined by the school, district coordinator specialists will identify the strategies they will implement to achieve the school-wide goal.

Specialists' ratings will be determined using a 4-level performance matrix. Ratings will be based on evidence of teacher's implementation of strategies to address areas of need as identified by the survey results.

An example of the survey, which will be used by Mansfield Public School system, is in the Appendix of this plan.

COMPONENT #4: WHOLE-DISTRICT STUDENT LEARNING INDICATORS (5%)

*** Based on the U.S. Department of Education's approval of CT's request for flexibility on the use of student test data in 2013-14, the Mansfield Public Schools will not require that the administrator's student learning component incorporate SPI progress. In other words, a teacher's indicator rating for Component #4 shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. Therefore, this rating will be based on the administrator's aggregate progress on SPI Progress and SMART Goals Component, which will correlate to the full student learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).*

Five percent (5%) of a specialist's evaluation shall be based on whole-district student learning indicators or student feedback. Specialists are required to develop **one goal based on whole district indicators** of student learning.

Mansfield Public Schools will define and communicate a Whole School Learning Indicator that is based on the school performance index (SPI) to which all certified staff will be held accountable. Certified staff will be asked to articulate in writing how they will, through their instructional practice, contribute to the achievement of the Whole School Learning Indicator.

Specialists' efforts and actions taken towards achievement of the Whole District Learning Indicator will be discussed during the pre-, mid-year, and post-conferences. Specialists will be expected to bring artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator.

SUMMATIVE DISTRICT COORDINATOR SPECIALIST EVALUATION RATING

Each district coordinator specialist will receive an annual summative rating in one of four levels:

- ***Exemplary*** – Substantially exceeding indicators of performance
- ***Effective*** – Meeting indicators of performance
- ***Developing*** – Meeting some indicators of performance but not others
- ***Below standard*** – 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.

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for education specialists district-wide or even statewide. Few education specialists are expected to demonstrate *exemplary* performance on more than a small number of indicators.

Effective ratings represent fully satisfactory performance. It is the rigorous standard expected for experienced teachers.

Developing ratings indicate that performance has met proficiency in some indicators but not others. Improvement is necessary and expected.

Below standard ratings indicate that performance that has been designated as below effective on all components or unacceptably low on one or more indicators.

Determining Summative Ratings

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

1. SPECIALIST PRACTICE RATING: Specialist Performance & Practice (40%) Parent/Student Feedback (10%) = 50%

The practice rating derives from a specialist’s performance on the four domains of the *CCT Rubric* and the parent feedback target. Evaluators record a rating for the

domains that generates an overall rating for specialist practice. The Parent Feedback rating is combined with the District Coordinator Specialist Practice rating and the evaluator uses the matrix to determine an overall District Coordinator Specialist Performance & Practice Rating.

2. SPECIALIST OUTCOMES RATING: Learner Outcomes (45%) + Whole-District Student Learning Indicators (5%) = 50%

The outcomes' rating derives from the two learner outcome measures – SMART goals – and whole-district learning indicators outcomes. As shown in the Summative Rating Form, evaluators record a rating for the SMART goals agreed to in the beginning of the year. The Whole-District Student Learning Indicator Rating is combined with the SMART goals rating and the evaluator uses the matrix to determine an overall Outcomes Rating

3. FINAL SUMMATIVE: Practice (50%) + Outcomes (50%) = 100%

The Summative rating combines the practice and outcomes ratings using the matrix below.

If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Education Specialist Practice and a rating of below standard for Student Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

If upon re-examination of the data, the ratings do not change, the evaluator will use the Matrix to determine the rating.

In accordance with The CT Guidelines for Educator Evaluation, Mansfield Public School's Professional Learning and Evaluation Plan employs a 4-level matrix rating system, as follows:

1. Annual summative evaluations must provide each district coordinator specialist with a summative rating aligned to one of four performance evaluation designations: *Exemplary, Effective, Developing, and Below Standard.*
2. In order to determine summative rating designations for each specialist, Mansfield Public Schools evaluators will:
 - A. Rate specialist's performance in each of the four Categories:
 1. Learner Outcomes and Achievement;
 2. Observations of Performance and Practice;
 3. Parent/Student Feedback, and
 4. Whole-School Student Learning Indicators.
 - B. Combine the Learner Outcomes and Achievement (Component 1, above) and Whole-District Student Learning Indicator rating (Component 4, above) into a single rating, taking into account their relative weights. This will represent an overall "**Outcomes Rating**" of Exemplary, Effective, Developing, or Below Standard.
 - C. Combine the Observations of Professional Performance and Practice rating (Component 2, above) and the Parent Feedback rating (Component 3, above) into a single rating, taking into account their relative weights; this will represent an overall "**Practice Rating**" of Exemplary, Effective, Developing, or Below Standard.
 - D. Combine the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, education specialists will be assigned a summative rating category of **Exemplary, Effective, Developing, or Below Standard.**

District Coordinator Specialist Matrix Rating System

<i>District Coordinator Specialist Practice Rating (Components 1 & 4)</i>					
<i>District Coordinator Specialist Outcomes Rating (Components 2 & 3)</i>		<i>Exemplary</i>	<i>Effective</i>	<i>Developing</i>	<i>Below Standard</i>
	<i>Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Developing</i>
	<i>Effective</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>
	<i>Developing</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>	<i>Developing</i>
	<i>Below Standard</i>	<i>Developing</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>

**DEFINITION OF DISTRICT COORDINATOR SPECIALIST EFFECTIVENESS
AND INEFFECTIVENESS**

District Coordinator Specialist effectiveness will be based upon a pattern of summative ratings collected over time. In order to be deemed effective, specialists will need to have a summative rating of *Effective* or *Exemplary*. Specialists are required to be effective within two years of being evaluated using this plan. Specialists who are not deemed effective by these criteria will be deemed ineffective.

Any specialist having a summative rating of *Developing* or *Below Standard* after one year of being evaluated with this plan may be placed on an individual improvement plan. **(See Professional Assistance and Support System, or PASS, below)**

After one year of participating in PASS, a specialist receiving such support will be expected to have a summative rating of *Effective* or *Exemplary*. Specialists who do not receive a summative rating of *Effective* or *Exemplary* after one year of participation in PASS may be placed on an additional year of PASS.

No specialist will be placed on PASS for more than two consecutive years.

DISTRICT COORDINATOR SPECIALISTS PROFESSIONAL ASSISTANCE AND SUPPORT PLAN (PASS)

Specialists who receive a summative evaluation rating of *Developing* or *Below Standard* may work with their local association president (or designee) in the development of a PASS plan, in collaboration with the evaluator (or designees). The plan will be created within 30 days after the completion of the summative evaluation rating conference. The plan will be created prior to the beginning of the next school year. The PASS process will identify areas of improvement needed and will include supports that the Mansfield Public Schools will provide to address the performance areas identified as in need of improvement. A specialist's successful completion of participation in PASS is determined by a summative final rating of *Effective* or *Exemplary* at the conclusion of the school year.

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Performance Expectation*: List performance expectation rated "developing" or "below standard."
4. *Indicators for Effective Leading*: Identify exemplar practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies the specialist can implement to show improvement in performance expectations rated "developing" or "below standard."
6. *Tasks to Complete*: Specific tasks the specialist will complete that will improve the performance expectation.
7. *Support and Resources*: List of supports and resources the specialist can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. *Indicators of Progress*: How the specialist will show progress towards effective /exemplar in domain through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focused on the development of a professional learning community supporting colleagues within this level. The education specialist, local association president or designees, and evaluator or designee will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan. The contents of the plan will be confidential.

Timeframe for Improvement in PASS

Rating	Timeframe for Improvement
Below Standard	180 days (one year) to achieve a developing rating and one year to achieve a effective rating
Developing	360 days (two years) to achieve a effective rating
Effective	N/A
Exemplary	N/A

PASS Improvement and Remediation Plan (30 Days)

The PASS Remediation Plan is a further step in the attempt to provide an education specialist with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing his/her professional responsibilities. The evaluator will help the specialist outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or specialist may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Consistent supervision and, at minimum, a weekly observation followed by timely feedback, will be provided by the evaluator. This intervention will operate for a period of time that the evaluator determines to be appropriate, but will normally conclude within 30 school days. At the end of the intervention period, the evaluator will issue a recommendation. If the specialist demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that specialist to a normal plan phase. In situations when progress is unacceptable, the specialist will move into Intensive Remediation Plan. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the specialist’s personnel file.

PASS Intensive Remediation Plan (60 Days)

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan if necessary, to provide the help necessary to meet the requirements of the position. The specialist, evaluator, and another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The specialist may choose to include their bargaining representative.

The evaluator and/or the specialist may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time that the evaluator determines to be appropriate, but will normally conclude after 60 school days. Weekly observations followed by feedback will be provided during this phase. At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the specialist demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that specialist to the normal plan phase. If the specialist's performance is below *Effective*, the evaluator will recommend termination of that specialist's employment to the superintendent.

Resolution of Differences

Should a specialist disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The specialist has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the specialist and evaluator are unable to resolve their differences, they may submit the matter to the superintendent for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

Mansfield Public Schools will provide opportunities for educator career development and professional growth based on the results of the evaluation. Educators with an evaluation of Effective or Exemplary will be able to participate in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

For educators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career educators or educators new to Mansfield Public Schools; participating in development of educator Professional Assistance and Support System plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

ADMINISTRATOR EVALUATION PLAN

ADMINISTRATOR EVALUATION PLAN OVERVIEW

INTRODUCTION

Mansfield Public Schools Administrator Evaluation Plan means to develop a shared understanding of leader effectiveness. Mansfield Public Schools administrator evaluation and support plan 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 their community.

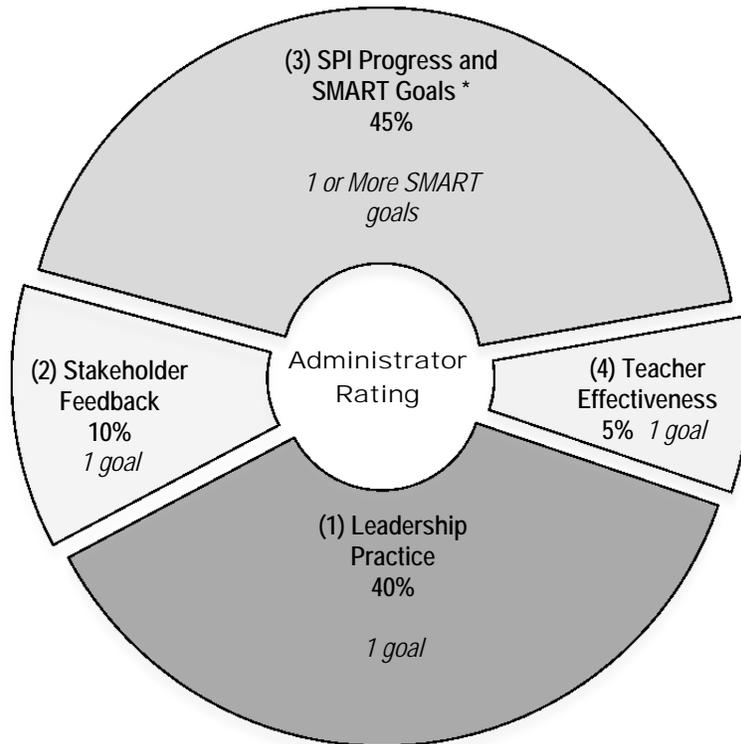
The plan describes four levels of performance for administrators and focuses on the practices and outcomes of effective administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on one or more SMART goal(s) aligned to school and district priorities
- Having more than 60% of teachers effective on the student growth portion of their evaluation

This document describes the administrator evaluation plan, beginning with a set of underlying core design principles. We then describe the four components on which administrators are evaluated – leadership practice, stakeholder feedback, student learning and teacher effectiveness – before describing the process of evaluation and, finally, the steps evaluators take to reach a summative rating for an administrator.

COMPONENTS OF THE ADMINISTRATOR EVALUATION PLAN

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on four categories:



COMPONENT #1: LEADERSHIP PRACTICE (40%)

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

The Common Core of Leadership (CCL) Competencies

Leadership practice is described in the *Common Core of Leading: Connecticut School Leadership Standards* (CCL), 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 and define effective administrative practice through six performance expectations. (This document is available online at the State’s website <http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/ccl-csls.pdf>).

All six of these performance expectations 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. As such, **Performance Expectation 2 (Teaching and Learning) for principals will be weighted twice as much as** any other Performance Expectation. The other Performance Expectations must have a weighting of at least 5% of the overall evaluation. These weightings will be consistent for **all** Mansfield Public School administrators.

Administrator Performance Levels

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

- **Exemplary:** The Exemplary Level focuses on the concepts of developing 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 Exemplary performance from Effective performance.
- **Effective:** The rubric is anchored at the Effective Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in **bold** at the Effective level.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Two key concepts are often included as indicators. Each of the concepts demonstrates a continuum of performance across the row, from *Below Standard* to *Exemplary*.

- **Assigning ratings for each Performance Expectation:** Performance indicators provide examples of observable, tangible behavior that indicate the degree to which administrators are meeting each Performance Expectation. Evaluators and administrators will review performance and complete evaluation at the Performance Expectation level, NOT at the Element level. Additionally, it is important to document an administrator's

performance on each Performance Expectation with evidence generated from multiple performance indicators, but not necessarily all performance indicators. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

- **Assessing the practice of administrators, other than principals and assistant principals:** For those Mansfield Public School administrators who are employed in non-school roles, the evaluator will assess administrator practice based upon ratings of evidence collected directly from the Connecticut School Leadership Standards. The leader evaluation rubric will be used in situations where it is applicable to the role of the administrator.

Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the *Connecticut School Leadership Standards*. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations 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 on or about August 1 to identify focus areas for development of the administrator's leadership practice.

1. The administrator being evaluated collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and will conduct at least four school site observations for administrators who are new to their district, school, the profession, or who have received ratings of *Developing or Below Standard*.**
2. The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference on or about January 30 with a focused discussion of progress toward proficiency in the focus areas identified as needing development.

3. On or about May 30, the administrator being evaluated reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
4. On or about June 30, the evaluator and the administrator being evaluated meet to discuss all evidence collected. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, effective, developing, or below standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the Leadership Practice Matrix and generates a summary report of the evaluation on or about June 30.

Orientation and Training Programs

The Mansfield Public Schools will provide a series of sessions for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timelines for their evaluation. Special attention will be given to the *Common Core of Leading Performance Expectations* and the *Leadership Practice Rubric*, so that all administrators fully understand Performance Expectations and the requirement for being an *Effective* administrator. Additional sessions will be provided throughout the academic year that will provide Mansfield Public Schools administrators with access to resources and to connect with colleagues to deepen their understanding of the Evaluation Program.

The Mansfield Public Schools will provide all evaluators of administrators with training focused on the administrator evaluation system. Training will include an in-depth overview and orientation of the 4 categories that are part of the plan, the process and timeline for plan implementation, the process for arriving at a summative evaluation, and use of the Mansfield School's online evaluation system. Training will be provided on using the *Leadership Practice Rubric*, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. Additional training will be provided to all evaluators in conducting effective observations and providing high-quality feedback. Furthermore, additional training will be provided on the three other categories in the plan and in the use of the Mansfield Public Schools' online evaluation system.

Administrator Observation Schedule

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
2013-14 SCHOOL YEAR		
Non-Tenured Administrators	Three formal observations	Two of which must have pre-conferences and post-conferences. All feedback will be oral and written, constructive and timely.
Tenured Administrators	A minimum of two formal observations	At least one of which must have pre-conferences and post-conferences. All feedback will be oral and written, constructive and timely.
All Other Administrators	At least one review of practice, with a mutually agreed upon area of practice	All feedback will be oral and written, constructive and timely.
2014-15 SCHOOL YEAR		
Non-Tenured & Tenured Administrators Not Designated as Exemplary or Effective	Four formal school-site observations	Two of which must have pre-conferences and post-conferences. All feedback will be oral and written, constructive and timely.
One-half of Tenured Administrators not participating in the 2013-14 pilot	Two formal school-site observations	At least one of which must have pre-conferences and post-conferences. All feedback will be oral and written, constructive and timely.
All Other Administrators	At least one review of practice, with a mutually agreed upon area of practice	All feedback will be oral and written, constructive and timely.
2015-16 SCHOOL YEAR		
Non-Tenured & Tenured Administrators Not Designated as Exemplary or Effective	Four formal school-site observations	Two of which must have pre-conferences and post-conferences. All feedback will be oral and written, constructive and timely.
Remaining Tenured Administrators not participating in the 2013-14 or 2014-15	Two formal school-site observations	At least one of which must have pre-conferences and post-conferences. All feedback will be oral and written, constructive and timely.
All Other Administrators	At least one review of practice, with a mutually agreed upon area of practice	All feedback will be oral and written, constructive and timely.

Principals, Assistant Principals and Other Administrators:

Leadership Practice Matrix (40%)

Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)
<i>Exemplary</i> on Teaching and Learning	At least <i>Effective</i> on Teaching and Learning	At least <i>Developing</i> on Teaching and Learning	<i>Below Standard</i> on Teaching and Learning
<i>Exemplary</i> on at least 2 other performance expectations	At least <i>Effective</i> on at least 3 other performance expectations	At least <i>Developing</i> on at least 3 other performance expectations	or <i>Below Standard</i> on at least 3 other performance expectations
No rating below <i>Effective</i> on any performance expectation	No rating below <i>Developing</i> on any		

COMPONENT #2: STAKEHOLDER FEEDBACK (10%)

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

To gain insight into what stakeholders perceive about administrators’ effectiveness, for each administrative role, the stakeholders surveyed will be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback will include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.).

The Mansfield Public Schools strive to meet the needs of all of the students all of the time. To gain insight into what parents and students perceive about our ability to accomplish this, a school-wide survey will be used. The survey to be used is the *Student, Parent and Staff School Climate surveys* that were developed by the State Department of Education (SDE) in collaboration with the Connecticut Association of Schools (CAS) and first administered in our district during 2012-13. The Mansfield Board of Education will be consulted regarding the appropriate use of the *CSDE School Climate Assessment Instruments (CSCAI)* tool.

The *CSCAI* surveys will be administered online to parents, teachers, and students throughout the district. Administering the surveys on-line allows for anonymous responses, all Mansfield Public Schools will collect and analyze parent/student feedback data that will be used for continuous improvement. All Mansfield Public Schools administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement.

Once the stakeholder feedback goal has been determined by the administrator, the administrator will identify the strategies he/she will implement to meet the target.

Examples of *CSCAI* surveys are included in the Appendix.

Arriving at a Stakeholder Feedback Summative Rating

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

Exceptions to this include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high
- Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations

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

1. Review baseline data on selected measures,
2. Set 1 target for growth on a selected measure (or performance on a selected measure when growth is not feasible to assess or performance is already high)
3. By March 15, administer surveys to relevant stakeholders
4. Aggregate data and determine whether the administrator achieved the established target
5. Assign a rating, using this scale:

Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)
Exceeded target	Met target	Made progress but did not meet target	Made little or no progress against target

COMPONENT #3: SPI PROGRESS AND SMART GOALS (45%)

** Based on the U.S. Department of Education’s approval of CT’s request for flexibility on the use of student test data in 2013-14, Mansfield Public Schools will not require that 22.5% of the administrator’s student learning component incorporate SPI progress. Given this adjustment, the entire 45% of an administrator’s rating on student learning indicators shall be based on the locally-determined indicators. These locally-determined indicators would also comprise the 5% Whole-School Student Learning Indicator rating for teachers.*

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 using the SPI and (b) performance and growth on two locally-determined measures, (SMART goals). Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator’s evaluation.

State Assessments (SPI)

1. School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut’s standardized assessments [Connecticut Mastery Test (CMT-Science)]
2. SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut’s standardized assessments.

NOTE: *If there are no student subgroups of adequate size for reporting, the entire rating will be based on the SPI Progress rating.*

Evaluation Steps Based on State Test Measures

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

Step 1: SPI Progress and SPI Subgroup Progress ratings are applied to give the administrator a score between 1 and 4 for each category, using the table below:

PROFESSIONAL LEARNING AND EVALUATION PROGRAM

	Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)
SPI Progress	>125% of target progress	100-125% of target progress	50-99% of target progress	<50% of target progress
Subgroup SPI Progress	Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI > 88	Meets performance targets for 50% or more of subgroups that have SPI <88	Meets performance targets for at least one sub-group that has SPI <88	Does not meet performance target for any subgroup that has SPI <88

Step 2: The scores in each category are combined; resulting in an overall state test rating (not available for 2014-15) that is scored on the following scale:

Exemplary	Effective	Developing	Below Standard
>3.5	Between 2.5 and 3.5	Between 1.5 and 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. *Use of State test data suspended for 2014-15.*

Locally-Determined Measures – SMART goals

Administrators establish one or more SMART goals on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level or an administrators’ assignment, Mansfield Public Schools will use research-based learning standards appropriate for that administrators’ assignment (i.e., Standards for Professional Learning, American School Counselors Association, etc.).
- For administrators assigned to a school in “review” or “turnaround” status, indicators will align with the performance targets set out in the school’s mandated Improvement Plan.

Administrators have broad discretion in selecting indicators, including, but not limited to:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

The process for selecting measures and creating SMART goal(s) will strike a balance between alignment to student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way:

- First, establish student learning priorities for a given school year based on available data.
- The administrator uses available data to craft an improvement plan for the school/district. 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 Mansfield Public Schools priorities (unless the school is already doing well against those priorities) and (b) aligned with the school/district improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
- The administrator shares the SMART goal(s) with her/his evaluator, informing a conversation designed to ensure that:
 - The SMART goal(s) are attainable.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established SMART goal(s).
 - The SMART goal(s) 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 being evaluated and the evaluator collect interim data on the SMART goal(s) 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 using the Mansfield Public Schools Administrator Evaluation Summative Rating Form.

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

		State Assessment - SPI (22.5%)			
		Exemplary	Effective	Developing	Below Standard
Locally-determined Portion SMART goal(s) (22.5%)	Exemplary	Exemplary	Exemplary	Effective	Developing
	Effective	Exemplary	Effective	Effective	Developing
	Developing	Effective	Effective	Developing	Developing
	Below Standard	Developing	Developing	Developing	Below Standard

COMPONENT #4: TEACHER EFFECTIVENESS (5%)

Teacher effectiveness – as measured by an aggregation of teachers’ SMART goals – is 5% of an administrator’s evaluation.

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

As part of Mansfield Public Schools teacher evaluation plan, teachers are assessed in part on their accomplishment of their SMART goals. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes.

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

ADMINISTRATOR EVALUATION PROCESS

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 following pages explain the annual cycle that administrators and evaluators will follow.

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.

School Year Cycle: Plan Implementation and Evidence Collection

JULY	AUGUST	JANUARY	MAY	JUNE
Orientation and context setting	Goal setting and plan development	Mid-year formative review	Self-assessment	Preliminary summative rating to be finalized in August

Step 1: Orientation and Context-Setting (on or about July 30):

To begin the process, the administrator needs five things to be in place:

1. Maintain 2012-13 School Performance Index (SPI) rating.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.

5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

Step 2: Goal-Setting and Plan Development (on or about August 15):

Before a school year starts, administrators will:

1. identify a target for growth on the SPI;
2. identify one or more SMART goal(s); and,
3. identify one stakeholder feedback target.

Administrators will then identify the two specific areas of focus for their practice **that will help them accomplish** their SPI targets, their SMART goals, and their stakeholder feedback target, choosing from among the elements of the *Connecticut School Leadership Standards*. Administrators will identify these two specific focus areas of growth in order to facilitate a professional conversation about their leadership practice with their evaluator. What is critical is that the administrator can connect improvement in the practice focus areas to the growth in SPI, the SMART goal(s) and the stakeholder feedback target, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet in August to discuss and agree on the selected outcome goals and practice focus areas.

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual’s evaluation plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used.

The goal-setting form is to be completed by the administrator being evaluated. The focus areas, goals, activities, outcomes, and time line will be reviewed by the administrator’s evaluator prior to the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

The evaluator will establish a schedule of school visits with the administrator to collect evidence and observe the administrator’s work. The first visit will take place near the beginning of the school year to ground the evaluator in the school context and the administrator’s evaluation plan. Subsequent visits will be planned at two- to three-month intervals. **A note on the frequency of school site observations:**

- two observations for each administrator.
- four observations for any new non-tenured administrator, or who has received ratings of *Developing* or *Below Standard*.

Step 3: Mid-Year Formative Review (on or about January 30):

Midway through the school year there will be a formal check-in to review progress. In preparation for meeting:

- The administrator analyzes available student achievement data and considers progress toward outcome goals.
- The evaluator reviews observation and feedback forms to identify key themes for discussion.

The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point.

Step 4: Self-Assessment (on or about May 30):

On or about May 30, the administrator being evaluated completes a self-assessment on his/her practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator being evaluated determines whether he/she:

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

The administrator being evaluated will also review his/her focus areas and determine if s/he considers themselves on track or not.

The administrator being evaluated submits his/her self-assessment to his/her evaluator.

Step 5: Summative Review and Rating (on or about June 30):

The administrator being evaluated and the evaluator meet on or about June 30 to discuss the administrator's self-assessment and all evidence collected over the course of the year. This meeting serves as an opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

The evaluator completes the summative evaluation report, shares it with the administrator, and adds it to the principal's personnel file with any written comments attached that the principal requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators on or about June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than August 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.

SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

1. **Exemplary:** Exceeding indicators of performance
2. **Effective:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
4. **Below standard:** 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.

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 2 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 one or more SMART goal(s) aligned to school and district priorities
- Having more than 60% of teachers effective on the student growth portion of their evaluation

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

Exemplary 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 *exemplary* performance on more than a small number of practice elements. *Effective* represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators.

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

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

Determining Summative Ratings

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

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

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. As shown in the Summative Rating Form in the Appendix evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. The Stakeholder Feedback rating is combined with the Leadership Practice rating and the evaluator uses the matrix (see Appendix) to determine an overall Practice Rating.

B. ADMINISTRATOR OUTCOMES RATING: SMART goals (45%) + Teacher Effectiveness (5%) = 50%

The outcomes rating derives from the two student learning measures – state test results (SPI) and SMART goal(s) – and teacher effectiveness outcomes. As shown in the Summative Rating Form in the Appendix, state reports provide an assessment rating and evaluators record a rating for the SMART goal(s) agreed to in the beginning of the year. These two combine to form the basis of the overall SMART goals rating. The Teacher Effectiveness rating is combined with the SMART goal rating and the evaluator uses the matrix to determine an overall Outcomes Rating.

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

The Summative rating combines the practice and outcomes ratings using the matrix below.

If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Administrator Practice and a rating of below standard for Administrator Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

If upon re-examination of the data, the ratings do not change, the evaluator will use the Matrix to determine the rating

Administrator Matrix Rating System

Administrator Practice Rating					
Administrator Outcomes Rating		Exemplary	Effective	Developing	Below Standard
	Exemplary	Exemplary	Exemplary	Effective	Developing
	Effective	Exemplary	Effective	Effective	Developing
	Developing	Effective	Effective	Developing	Developing
	Below Standard	Developing	Developing	Developing	Below Standard

**DEFINITION OF ADMINISTRATOR EFFECTIVENESS AND
INEFFECTIVENESS**

Administrator effectiveness will be based upon a pattern of summative administrator ratings collected over time. In order to be deemed effective, administrators will need to have a summative rating of *Effective* or *Exemplary*. Administrators are required to be effective within 2 years of being evaluated using this plan.

Any administrator having a summative rating of Developing or Below Standard after 1 year of being evaluated with this plan may be placed on an individual improvement plan. **(See Professional Assistance and Support System, or PASS, below)**

After one year of participating in PASS, the administrator receiving support in PASS will be expected to have a summative rating of *Effective* or *Exemplary*. Administrators who do receive a summative rating of Effective or Exemplary after one year of PASS may be placed on an additional year of PASS. *No administrators will be placed on PASS for more than 2 consecutive years.*

**ADMINISTRATOR PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM
(PASS)**

Administrators who receive a summative evaluation rating of *Developing* or *Below Standard* will be required to work with his/her evaluator (or designated PASS Administrator Performance Remediation Plan Developer) to design an administrator performance remediation plan. The plan will be created within 30 days after the completion of the summative evaluation rating conference. The administrator performance remediation plan will identify areas of needed improvement and include supports that Mansfield Public Schools will provide to address the performance areas identified as needing improvement. After the development of the PASS Administrator Performance Remediation plan, the administrator and evaluator will collaborate to determine the target completion date. Administrators must receive a summative evaluation rating of *Effective* within a year of the development of his/her PASS Administrator Performance Remediation Plan.

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement.
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Performance Expectation*: List performance expectation rated “developing” or “below standard.”
4. *Indicators for Effective Leading*: Identify exemplar practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies the administrator can implement to show improvement in performance expectations rated “developing” or “below standard.”
6. *Tasks to Complete*: Specific tasks the administrator will complete that will improve the performance expectation.
7. *Support and Resources*: List of supports and resources the administrator can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. *Indicators of Progress*: How the administrator will show progress towards effective /exemplar in domain through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focused on the development of a professional learning community supporting colleagues within this level.

The administrator and evaluator will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Superintendent. The contents of the plan will be confidential.

For educators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career educators or educators new to Mansfield Public Schools; participating in development of educator Professional Assistance and Support System plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

Mansfield Public Schools will provide opportunities for administrator career development and professional growth based on the results of the evaluation. Administrators with an evaluation of *Effective* or *Exemplary* will be able to participate in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

For administrators rated *Exemplary*, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career administrators or administrators new to Mansfield Public Schools; participating in development of administrator improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

REFERENCES AND RESOURCES

REFERENCES

- Allinder, R.M. (1995). An examination of the relationship between teacher efficacy and curriculum-based measurement and student achievement. *Remedial and Special Education, 16*(4), 247-254. doi:10. 177/07493259501600408.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: MacMillan.
- Butler, D.L., & Schnellert, L. (2012). Collaborative inquiry in teacher professional development. *Teaching and Teacher Education (28)*2, 1206-1220.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives, 8*(1). Retrieved October 20, 2012 from <http://epaa.asu.edu/ojs/issue/view/8>.
- Darling-Hammond, L., & Bransford, J. (Eds.) (2005). *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*. San Francisco, CA: Jossey-Bass.
- Goddard, R.D., Hoy, W.K., and Woolfolk, Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and effect on student achievement. *American Educational Research Journal, 37*(2), 479-507.
- Goe, L., & Stickler, L. (2008). *Teacher quality and student achievement: Making the most of recent research*. Washington, DC: National Comprehensive Center for Teacher Quality.
- King, J. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes*. Washington, DC: Economic Policy Institute.
- Moolenaar, N.M., Slegers, P.C., & Daly, A.J. (2012). Teaming up: Linking collaboration networks, collective efficacy, and student achievement. *Teaching & Teacher Education, 28*(2), 251-262.
- Peterson, K.D. (2000). *Teacher evaluation: A comprehensive guide to new directions and practices*. Thousand Oaks, CA: Corwin Press

- Rice, J. K. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes*. Washington, DC: Economic Policy Institute.
- Schein, E.H. (2010). *Organizational culture and leadership*. San Francisco: Jossey-Bass.
- Senge, P.M., Cambron-McCabe, N., Lucas, T., Smith, B., & Dutton, J. (2012). *Schools that learn: A Fifth Discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Crown.
- Tschannen-Moran, M., & Barr, M. (2004). Fostering student learning: The relationship of collective teacher efficacy and student achievement. *Leadership & Policy in Schools*, 3(3), 189-209.
- Tschannen-Moran, M., Woolfolk Hoy, A.W., & Hoy, W.K. (1998). Teacher efficacy: Its meaning and measure. *Review of Education Research*, 68, 202-248.
- Tschannen-Moran, M., & Woolfolk Hoy, A.W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.
- Tschannen-Moran, M., & Woolfolk Hoy, A.W. (2001). *The influence of resources and support on teachers' efficacy beliefs*. Paper presented at the annual meeting of the American Educational Research Association, Session 13:82, *An exploration of beliefs related to academic achievements*. New Orleans, LA.

LINKS TO ONLINE DOCUMENTS IN THE PLAN

- Common Core of Leading (2012): Connecticut's Core Leadership Standards (CCL), <http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/ccl-csls.pdf>.
- Common Core of Teaching (2010): Foundation Skills (CCT), http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/Board_Approved_CCT_2-3-2010.pdf.
- Common Core State Standards (CCSS), <http://www.corestandards.org/the-standards>.
- Connecticut Guidelines for Educator Evaluation (2012): Performance Evaluation Advisory Council (PEAC), http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/adopted_peac_guidelines.pdf.

Standards for Professional Learning, <http://learningforward.org/standards-for-professional-learning#.Une-7aMo6xA>.

Standards for Educator Performance and Practice StEPP Continuum, <http://images.pcmac.org/Uploads/WindhamSD/WindhamSD/Departments/Forms/StEPP%20CCT%20rubric.pdf>.

Teacher Education and Mentoring (TEAM) program, <http://www.ctteam.org/>.

LINKS TO PROFESSIONAL STANDARDS DOCUMENTS

Links to standards and other informational documents related to the professional practice requirements of district coordinator specialists are provided as reference for district coordinator specialists and evaluators:

School Counselors: ASCA Ethical Standards for School Counselors (2010):
<http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>

School Psychologists: NASP Professional Standards (2010):
<http://www.nasponline.org/standards/2010standards.aspx>

Instructional Technology Specialists: NETS-T (2010)
<http://www.iste.org/docs/pdfs/nets-t-standards.pdf?sfvrsn=2>

Professional Development Coordinator, Education Staff Developers: Learning Forward, Standards for Professional Learning (2012):
<http://www.learningforward.org/bookstore/standards-for-professional-learning>

Library Media Specialist: AASL L4L Performance and Evaluation System
<http://www.ala.org/aasl/sites/ala.org/aasl/files/content/guidelinesandstandards/learning4life/resources/LMS-DANIELSON.pdf>

APPENDICES

SMART GOAL EXAMPLES

School-Wide, Math

During the 2012-2013 school year, 85% of all students will improve their math problem-solving skills as measured by a performance level gain from the 2011-2012 to 2012-2013 ABC School math problem solving sub test.

Special Education

The number of students who meet the end-of-the-year fluency benchmark will increase from 0% (September) to 60% (May) as measured by the Aimsweb CBM assessment.

Preschool, Personal/Social – Standard 7

88% of four-year old students will move from the first benchmark level (October) to the third benchmark level (January) as measured by the observation checklist aligned to the Early Childhood Personal/Social Skills, Standard 7.

Kindergarten, English Language Arts

The percentage of Kindergarten students who are able to name all 26 letters of the English alphabet will increase from 19% in September, 2012 to 80% in January, 2013 as measured by the Kindergarten Letter Naming assessment.

Grade 1, Science

The percentage of Grade 1 students who are able to compare and contrast topics using science specific academic vocabulary will increase from 38% in November, 2012 to 75% in January, 2013 as measured by the teacher-created checklist used to record student responses to teacher's compare and contrast questions.

Grade 2, Social Studies

Grade 2 students at ABC school will demonstrate a 90% proficiency rate in their ability to identify the key features of a variety of maps (road, topographic, climate, political) by the end of the first trimester as measured by the Grade 2 Social Studies Unit 2 Performance Task.

Grade 3, Music

The percentage of Grade 3 students who are able to achieve a 3 or higher on the Grade 3 aural assessment that measured ability to match pitch will increase from 17% (September) to 93% (June).

Grade 4, Math

During the 2012-2013 school year, the percent of ABC School students scoring at proficient or higher in Math – Decimals and Fractions, Metric Standards of Measurement, and Estimation 57% (Fall Grade 4 Math Benchmark, administered in September) to 80% (Winter Grade 4 Math Benchmark, administered in January).

Grade 5, Technology

In Technology Class, the percentage of students who have mastered the use of the Internet for research will increase from 0% to 80% as measured by September (pre) and May (post) performance task students will be required to complete.

Grade 6, Reading

73% of grade six students will demonstrate grade level growth from the 2012 to 2013 on the Reading Comprehension portion of the CMTs, i.e, show one year's growth.

25% percent of grade six students will improve by one performance band or more in reading as measured by the Connecticut Mastery Reading subtest in March 2013.

Grade 7, Reading

The percentage of Grade 7 students performing at Goal or higher on the district Reading Benchmark Assessment will increase from 55% (Sept.) to 90% (May).

Grade 8, Math

The percentage of Grade 8 Pre-Algebra students who score at proficiency or higher on the course pre-/post-assessment will increase from 30% to 80%.

High School, English

The percentage of Grade 10 high school students who achieve proficiency in writing effective persuasive essays will increase from 45% to 80% as measured by the final persuasive writing assessment administered in June.

High School, AP Spanish

100% of students will score a qualifying grade (4 or higher) on the Spanish AP exam and earn college credit.

High School, Art

85% of students will score a level 3 or higher in at least 4 categories on the principles of drawing rubric designed by visual arts teachers in our district used to assess September and June projects.

High School, Music

90% of students will score a level 3 or higher in all categories of the Quality Criteria for Evaluating Music and Music Performances measured at the end of the trimester "specials" cycle.

High School, Health and Physical Education

95% of students will score an 80% or higher on a presentation performance task as measured by the school-wide presentation rubric.

High School, Technology Education

Thirty-five percent of concentrators assessed will achieve 65 percent proficiency in video production as measured by the performance task and student project evaluated using the video production teacher-created rubric at the end of the course.

ELEMENTARY SCHOOL SURVEY (CSCAI)

CT School Climate Assessment Inventory Elementary

_____ Elementary School
Dear Students,

We need your help to find out what you like about our school and how we can make it better. Do not put your name on this survey; it is completely anonymous and brief.

Please answer the questions in this survey. There are no right or wrong answers. We hope that you feel comfortable to answer the questions honestly and show how you really feel about our school.

Please select an answer to each question.

CT School Climate Assessment Inventory Elementary

1. I am a:

- girl
- boy

2. What grade are you in?

- PreK
- K
- 1
- 2
- 3
- 4

3. This how I feel about my school:

I like it	It's okay	I don't like it
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Most of the time, this is the way I feel when I am coming to school in the morning:

Happy	OK	Unhappy
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. This is how much I like the children in this school:

I like them a lot	OK	I don't like them at all
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. In this school, I feel:

	Most of the time	Sometimes	Never
a. Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. The children in this school:

	A lot	OK	Not very much
Like me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. The children in this school:

	A lot	OK	Not very much
Like each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. The adults in this school care about me:

A lot	OK	Not very much
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CT School Climate Assessment Inventory Elementary

10. How often does this happen to you during the day?

	A lot	Sometimes	Never
a. Another child says something nice to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Another child says something mean to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How often do you?

	A lot	Sometimes	Never
Say something nice to someone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. How often do you?

	Never	Sometimes	A lot
Say something mean to someone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. This is how I feel in each of these places:

	Very safe	OK	Not safe
a. In classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. On the playground	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. In the hallways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. On the bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. In the cafeteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MIDDLE SCHOOL SURVEY (CSCAI)

CT School Climate Assessment Instrument Middle School

Mansfield Middle School
Dear Students,

We need your help to find out what you like about our school and how we can make it better. Do not put your name on this survey; it is completely anonymous and brief.

Please answer the questions in this survey. There are no right or wrong answers. We hope that you feel comfortable to answer the questions honestly and show how you really feel about our school.

Please select an answer to each question.

CT School Climate Assessment Instrument Middle School

1. I am a:

- girl
- boy

2. What grade are you in?

- 4th
- 5th
- 6th
- 7th
- 8th

3. This how I feel about my school:

I like it.	It's OK.	I don't like it.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Most of the time, this is the way I feel when I am coming to school in the morning:

Happy	OK	Unhappy
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. This is how much I like the children in this school:

A lot	OK	Not at all.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. In this school, I feel:

	Most of the time	Sometimes	Never
a. Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Interested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Angry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. The children in this school:

	A lot	OK	Not very much
Like me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Like each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. The adults in this school care about me:

A lot	OK	Not very much
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CT School Climate Assessment Instrument Middle School

9. There is at least one adult at school that I can go to for help when something is bothering me:

Yes	Not sure	No
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. How often does this happen to you in *your* schoolroom?

	A lot	Sometimes	Never
a. Another child in this school says something nice to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Another child in this school says something mean to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Another child in this school teases me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Another child in this school excludes me from activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How often do you?

	A lot	Sometimes	Never
a. Say something nice to someone in your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. How often do you?

	Never	Sometimes	A lot
a. Say something mean to someone in your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tease someone in your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Exclude someone in your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. This is how I feel in each of these places:

	Very safe	OK	Not safe
a. In classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. On the playground	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. In the hallways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. On the bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. In the cafeteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. In the bathroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CT School Climate Assessment Instrument Middle School

14. I am involved in extra-curricular activities (athletics, clubs, activities, school committees.)

Yes Sometimes No

15. One more thing I would like to say:

PARENT SURVEY (CSCAI)

CT School Climate Assessment - Parents/Guardians

_____ School - Parents/Guardians
Dear Parents/Guardians,

We seek your assistance in determining ways to maintain and improve school climate. Do not put your name on this survey; it is completely anonymous and brief.

Please answer the questions in this survey. There are no right or wrong answers. We hope that you feel comfortable to answer the questions honestly and show how you really feel about our school.

If you have children in more than one school, please complete each school's survey.

If you do not have access to this online survey, please pick up a paper copy in your school office, complete it, and leave it in the box designated for that purpose.

Please select a response to each question. Thank you for participating in our survey. Your feedback is important.

CT School Climate Assessment - Parents/Guardians

1. Please select your child's grade level at our school (can select multiple if more than one child in our school):

- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- PreK

2. Please select your appropriate ethnicity.

- American Indian/Alaskan
- Asian/Pacific Islander
- African American or Black
- Hispanic
- non-Hispanic
- White
- Bi-Racial
- Multi-Racial
- Prefer Not to Answer
- Do Not Know

3. My child's identified gender is (can select multiple if more than one child in our school):

- Male
- Female

CT School Climate Assessment - Parents/Guardians

4. My child likes to come to school each day.

- All of the time
- Most of the time
- Some of the time
- None of the time

5. I feel the students in this school are friendly.

- All of the time
- Most of the time
- Some of the time
- None of the time

6. I feel that this school is physically safe.

- All of the time
- Most of the time
- Some of the time
- None of the time

7. I feel comfortable sharing my thoughts and ideas at this school.

- All of the time
- Most of the time
- Some of the time
- None of the time

8. I feel my child's peers treat him/her fairly.

- All of the time
- Most of the time
- Some of the time
- None of the time

CT School Climate Assessment - Parents/Guardians

9. I feel the adults in my child's school treat me fairly.

- All of the time
- Most of the time
- Some of the time
- None of the time

10. My child has been treated unfairly at school because of his/her:

(check all that apply)

- Race
- Gender
- Sexual orientation
- Religion
- Academic achievement
- Academic level
- Ethnicity
- Disability
- Physical appearance
- Other
- Has not happened

11. I have seen or heard others being treated unfairly as school because of their:

(check all that apply)

- Race
- Gender
- Sexual orientation
- Religion
- Academic achievement
- Academic level
- Ethnicity
- Disability
- Physical appearance
- Other
- Has not happened

CT School Climate Assessment - Parents/Guardians

12. I feel there are trusted adults in the school who my child can go to/talk to for help.

- All of the time
- Most of the time
- Some of the time
- None of the time

13. My child's trip to and from school is a positive/safe experience.

- All of the time
- Most of the time
- Some of the time
- None of the time

14. My child is involved in extra-curricular activities such as athletics, clubs, activities, school committees, etc.

- All of the time
- Most of the time
- Some of the time
- None of the time

15. My child has been the target of hurtful communications through social media.

- Never
- Once
- 2-5 times
- 6 or more times

16. My child has participated in hurtful communications through social media.

- Never
- Once
- 2-5 times
- 6 or more times

CT School Climate Assessment - Parents/Guardians

17. Do you feel that there is an area of the school that is not safe?

- no
- yes

If yes, where?

18. How often do you communicate (in person, phone calls, e-mails, etc.) with your child's school during the year?

- 0-3
- 4-10
- 11-25
- more than 25 times

19. One more thing I would like to say:

STAFF SURVEY (CSCAI)

CT School Climate Assessment Instrument - All Staff

_____ School Staff
Dear Staff,

We seek your assistance in determining ways to maintain and improve school climate. Do not put your name on this survey; it is completely anonymous and brief.

Please answer the questions in this survey. There are no right or wrong answers. We hope that you feel comfortable to answer the questions honestly and show how you really feel about our school.

Please select a response to each question. Thank you for participating in our survey. Your feedback is important.

CT School Climate Assessment Instrument - All Staff

1. Please select your school assignment (your primary role).

- Administrator
- Coach
- Academic Teacher (all subjects/grades including Homeroom, Art, Music, ELL, PE, Health, Special Education, Language Literacy Labs, Math Literacy Labs, etc.)
- Student Support Staff (Counselor, Social Worker, Psychologist)
- In-School Suspension Teacher
- Support Staff (Buildings and Grounds, Maintenance, Fiscal, Clerical, Head Cook, School Lunch, School Nurse, etc.)
- Paraprofessional (Instructional Assistant)

2. How many years have you been working at this school?

- 1st year
- 2-5 years
- 5-10 years
- More than 10 years

3. Please select your appropriate ethnicity.

- American Indian/Alaskan
- Asian/Pacific Islander
- African American or Black
- Hispanic
- non-Hispanic
- White
- Bi-Racial
- Multi-Racial
- Prefer not to answer
- Do not know

4. My identified gender is.

- Male
- Female

CT School Climate Assessment Instrument - All Staff

5. The culture and emotional climate of the school is positive and supportive.

- All of the time
- Most of the time
- Some of the time
- None of the time

6. There are clear-cut policies and procedures in my school.

- yes
- no

7. I feel like I am a part of a school community (shared mission, values, efforts and goals).

- All of the time
- Most of the time
- Some of the time
- None of the time

8. I feel my contributions are valued and important.

- All of the time
- Most of the time
- Some of the time
- None of the time

9. I feel comfortable going to a least one member of the administrative team if I have a problem.

- All of the time
- Most of the time
- Some of the time
- None of the time

CT School Climate Assessment Instrument - All Staff

10. Our administrative team is committed to finding fair and balanced solutions to problems.

- All of the time
- Most of the time
- Some of the time
- None of the time

11. I feel respected by students.

- All of the time
- Most of the time
- Some of the time
- None of the time

12. I hear students speaking inappropriately. (e.g., about/to peers and or staff, using profanity, etc.)

- All of the time
- Most of the time
- Some of the time
- None of the time

13. I hear colleagues speaking inappropriately. (e.g., about/to peers and or students, using profanity, etc.)

- All of the time
- Most of the time
- Some of the time
- None of the time

CT School Climate Assessment Instrument - All Staff

14. I feel treated fairly at school with respect of my:

(check all that apply)

- Race
- Gender
- Sexual orientation
- Religion
- Academic achievement
- Academic level
- Ethnicity
- Disability
- Physical appearance
- Other
- Has not happened

15. One more thing I would like to say:

Teacher/Evaluatee/Learner Goals Worksheet

Student Outcomes and Achievement (45%)
Whole-School Indicator (5%)

Teacher/Evaluatee/Learner: _____ School: _____

Use this form to capture your Student Outcomes and Achievement and Parent Feedback goals.

SMART Goal 1 (all SMART goals equal a total of 45 %)

A SMART goal should make clear:

1. What evidence was or will be examined.
2. What level of performance is targeted?
3. What strategies used to help students to reach learning targets?
4. What assessment(s)/indicator(s) will be used to measure the targeted level of performance?
5. What proportion of students is projected to achieve the targeted performance level?

SMART Goal 1 Type (place "X" next to selected one):

___ Standardized ___ Non-Standardized

SMART Goal 1 Statement:

SMART Goal 1 Baseline Data: _____

SMART Goal 1 Target Score: _____

Rationale: Provide a rationale in the text box below for SMART Goal 1.

Note: Be sure to include data analysis information in this section.

SMART Goal 1 Rationale:

Strategies: Provide details in the text box below on the strategies you plan to utilize to attain SMART Goal 1.

SMART Goal 1 Strategies:

Progress Monitoring: Provide information in the text box below on how you plan to monitor progress toward SMART Goal 1.

SMART Goal 1 Progress Monitoring

Artifacts:

Think about the artifacts you will provide to your evaluator that support progress toward your goal.

- Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc.
- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Professional Learning: Consider those professional resources you will need to successfully achieve SMART Goal 1. Select any of the choices that apply and provide details in the box below, remember to align activities in support of SMART Goal 1.

Place an “X” next to any that apply:

- Observe colleagues Read Professional Literature
- Attend PD training Other (e.g. Understand STAR report features)

SMART Goal 1 Planned Professional Learning

SMART Goal 2 (OPTIONAL--all SMART goals equal a total of 45%)

A SMART goal should make clear:

1. What evidence was or will be examined.
2. What level of performance is targeted?
3. What strategies used to help students to reach learning targets?
4. What assessment(s)/indicator(s) will be used to measure the targeted level of performance?
5. What proportion of students is projected to achieve the targeted performance level?

SMART Goal 2 Type (place “X” next to selected one):

- Standardized Non-Standardized

SMART Goal 2 Statement:

SMART Goal 2 Baseline Data: _____

SMART Goal 2 Target Score: _____

Rationale: Provide a rationale in the text box below for SMART Goal 2.

Note: Be sure to include data analysis information in this section.

SMART Goal 2 Rationale:

Strategies: Provide details in the text box below on the strategies you plan to utilize to attain SMART Goal 2.

SMART Goal 2 Strategies:

Progress Monitoring: Provide information in the text box below on how you plan to monitor progress toward SMART Goal 2.

SMART Goal 2 Progress Monitoring

Artifacts:

Think about the artifacts you will provide to your evaluator that support progress toward your goal.

- Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc.
- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Professional Learning: Consider those professional resources you will need to successfully achieve SMART Goal 1. Select any of the choices that apply and provide details in the box below, remember to align activities in support of SMART Goal 2.

Place an “X” next to any that apply:

- | | |
|--|---|
| <input type="checkbox"/> Observe colleagues | <input type="checkbox"/> Read Professional Literature |
| <input type="checkbox"/> Attend PD training
features) | <input type="checkbox"/> Other (e.g. Understand STAR report |

SMART Goal 2 Planned Professional Learning

Whole-School Indicator (5%)

The school principal will provide teachers with the information regarding the whole-school indicator.

Whole-School Indicator goal:

Strategies to Achieve Whole-School Indicator Goal

What strategies will you implement that contribute to the achievement of the Whole-School Indicator goal?

List additional resources or support you need that will help you to achieve the Whole-School Indicator goal.

Whole-School Indicator Growth Measures

How will you measure growth or achievement based on implementation of the Whole-School Indicator strategies listed above?

Administrator/Evaluator/Observer Section

To be completed by the evaluator. Please mark the SMART Goal as "Approved" or "Needs Revision." If "Needs Revision" is chosen, please provide comments/direction in the text box below for the teacher to make adjustments. You may also provide any other comments as you wish.

SMART Goal 1 Initial Status (place "X" next to selected one):

Approved Needs Revision

SMART Goal 1 Initial Approval Notes:

SMART Goal 2 Initial Status (*OPTIONAL goal*: place "X" next to selected one):

Approved Needs Revision

SMART Goal 2 Initial Approval Notes:

Evaluator: Provide comments or feedback, in the textbox below, on the Whole-School Indicator Feedback goal.

Whole-School Indicator (5%) Evaluator Comments:

Teacher/Evaluated/Learner Signature _____ **Date** _____

Administrator/Evaluator/Observer Signature _____ **Date** _____

Typing your name in the box above is equivalent to a signature. Acknowledgement of this form does not signify agreement of its contents.

Teacher/Evaluatee/Learner Other Goals Worksheet

Teacher Performance and Practice (40%)

Parent/Staff/Student Feedback (10%)

Teacher/Evaluatee/Learner: _____ School: _____

Use this form to capture your Teacher Performance and Practice and Parent/Staff/Student Feedback goals.

Teacher Performance and Practice (40%)

Complete a goal statement that clearly defines an area of practice that you will focus and improve on during this academic year.

Performance and Practice Goal Statement:

How does this goal align to Connecticut's Common Core of Teaching (CCT)?

What is your rationale for choosing this goal?

Note: Be sure to include evidence or data that supports selection of this goal.

Explain how your goal will contribute to the achievement of your student outcomes related indicators, i.e. SMART goals?

What actions will you take to achieve this goal?

List additional resources or support you need that will help you to achieve this goal.

Parent/Staff/Student Feedback (10%)

School-Wide Parent/Staff/Student Feedback Goal:

Strategies to Achieve Parent/Staff/Student Feedback Goal

What strategies will you implement that contribute to the achievement of the school-wide Parent/Staff/Student Feedback goal?

List additional resources or support you need that will help you to achieve this Feedback goal.

Parent/Staff/Student Feedback Growth Measures

How will you measure growth or achievement based on implementation of the Parent/Staff/Student Feedback strategies listed above?

Administrator/Evaluator/Observer Section

Evaluator: Provide comments or feedback, in the textbox below, on the Teacher Performance and Practice goal. Select status (place “X” next to selected one):

Approved **Needs Revision**

Teacher Performance and Practice (40%) Evaluator Comments:

Evaluator: Provide comments or feedback, in the textbox below, on the whole-school Parent Feedback goal. Select status (place “X” next to selected one):

Approved **Needs Revision**

Parent/Staff/Student Feedback (10%) Evaluator Comments:

Teacher/Evaluated/Learner Signature _____

Date _____

Administrator/Evaluator/Observer Signature _____

Date _____

Typing your name in the box above is equivalent to a signature. Acknowledgement of this form does not signify agreement of its contents.

Teacher/Evaluatee/Learner Pre-Observation Conference Worksheet

Teacher/Evaluatee/Learner: _____ **School:** _____

Subject & Grade: _____ **Anticipated Date of Lesson:** _____

Teachers should use this form and its questions as a guide in preparing for the conference. Please bring this completed form and relevant instructional materials to the pre-observation conference.

As I think about the lesson I will deliver:

1. Describe the class. Include specific needs of students.

2. As a result of this lesson, what do you expect students to know and be able to do?

3. How will students be actively engaged in the lesson? Describe specific differentiated instructional strategies, materials and resources that will be used to meet these needs.

4. During this lesson how will you monitor/formatively assess what students understand?

5. How does this lesson fit into the larger instructional plan for the students?

6. Please use this space to add any other comments or reflections you feel are relevant to this observation:

Optional Pre-Observation Conference Discussion Question:

These questions may be used to guide the pre-conference discussion.

Domain 2: How will you promote student engagement, independence and interdependence in learning by facilitating a positive learning community?

Domain 3: How will you plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large?

Domain 4: How will you implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large?

Domain 5: How will you use multiple measures to analyze student performance and to inform subsequent planning and instruction?

Domain 6: How will you maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership?

<u>Teacher/Evaluated/Learner Comments:</u> .	<u>Administrator/Evaluator/Observer Comments:</u>
--	--

Teacher/Evaluated/Learner Signature _____

Date _____

Administrator/Evaluator/Observer Signature _____

Date _____

Typing your name in the box above is equivalent to a signature. Acknowledgement of this form does not signify agreement of its contents.

Teacher/Evaluatee/Learner Post-Observation Self-Reflection Worksheet

Teacher/Evaluatee/Learner: _____ School: _____ Subject & Grade: _____ Date of Lesson: _____

1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote *student engagement, independence and interdependence* in learning and facilitate a positive learning community by:

Indicator 1a | Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.²

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
Respect for student diversity³	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

Indicator 1b | Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

Below Standard

Developing

Proficient

Exemplary

Attributes

In addition to the characteristics of Proficient, including one or more of the following:

Communicating, reinforcing and maintaining appropriate standards of behavior

Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.

Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.

Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.

Student behavior is completely appropriate.

OR

Teacher seamlessly responds to misbehavior without any loss of instructional time.

Promoting social competence⁴ and responsible behavior

Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.

Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.

When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.

Students take an active role in maintaining high standards of behaviors.

OR

Students are encouraged to independently use proactive strategies⁵ and social skills and take responsibility for their actions.

1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote *student engagement, independence and interdependence* in learning and facilitate a positive learning community by:

Indicator 1C | Maximizing instructional time by effectively managing routines and transitions.⁶

Below Standard

Developing

Proficient

Exemplary

Attributes

Routines and transitions appropriate to needs of students

Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.

Inconsistently establishes routines and transitions, resulting in some loss of instructional time.

Establishes routines and transitions resulting in maximized instructional time.

Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.

In addition to the characteristics of Proficient, including one or more of the following:

2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2a | Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge⁷ for all students.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content of lesson plan⁸ is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards. ⁹	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenge students to extend their learning to make interdisciplinary connections.
Use of data to determine students' prior knowledge and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
Literacy strategies¹⁰	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.

2: Planning for Active Learning

Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 2b | Planning instruction to cognitively engage students in the content.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse¹¹ or inquiry-based learning¹² and / or application to other situations.	Plans to release responsibility to the students to apply and/ or extend learning beyond the learning expectation.
Instructional resources¹³ and flexible groupings¹⁴ support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

2: Planning for Active Learning

Teachers plan instruction to *engage students in rigorous and relevant learning and to promote their curiosity about the world at large* by:

Indicator 2C | Selecting appropriate assessment strategies¹⁵ to monitor student progress.

Below Standard

Developing

Proficient

Exemplary

Attributes

In addition to the characteristics of Proficient, including one or more of the following:

Criteria for student success

Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.

Plans general criteria for student success; and/or plans some opportunities for students to self-assess.

Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.

Plans to include students in developing criteria for monitoring their own success.

Ongoing assessment of student learning

Plans assessment strategies that are limited or not aligned to intended instructional outcomes.

Plans assessment strategies that are partially aligned to intended instructional outcomes **OR** strategies that elicit only minimal evidence of student learning.

Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.

Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3a | Implementing instructional content¹⁶ for learning.

Below Standard

Developing

Proficient

Exemplary

Attributes

In addition to the characteristics of Proficient, including one or more of the following:

Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
Literacy strategies¹⁷	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.

3: Instruction for Active Learning

Teachers implement instruction to *engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*

Indicator 3b | Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
Instructional resources¹⁸ and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

Indicator 3C | Assessing student learning, providing feedback to students and adjusting instruction.

Below Standard

Developing

Proficient

Exemplary

Attributes

In addition to the characteristics of Proficient, including one or more of the following:

Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
Feedback¹⁹ to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
Instructional Adjustments²⁰	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration and leadership** by:

Indicator 4a | Engaging in continuous professional learning to impact instruction and student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Teacher self-evaluation/ reflection and impact on student learning	Insufficiently reflects on/ analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
Response to feedback	Unwillingly accepts feedback and recommendations for improving practice.	Reluctantly accepts feedback and recommendations for improving practice, but changes in practice are limited.	Willingly accepts feedback and makes changes in practice based on feedback.	Proactively seeks feedback in order to improve a range of professional practices.
Professional learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration and leadership** by:

Indicator 4b | Collaborating to develop and sustain a professional learning environment to support student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Collaboration with colleagues	Attends required meetings to review data but does not use data to adjust instructional practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.
Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration and leadership** by:

Indicator 4c | Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Positive school climate	Does not contribute to a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.
Culturally responsive communications²¹	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally-responsive manner.	Leads efforts to enhance culturally-responsive communications with families and the community.

Teacher/Evaluatee/Learner Interim (Mid-Year) Goal Conference for All Goals

Teacher/Evaluatee/Learner: _____ **School:** _____

Use this form to document any adjustments needed to your goals.

SMART Goal 1 Adjustments

Document any midyear adjustments made to SMART Goal 1 (if needed) in the text box below.

Are midyear adjustments needed for SMART Goal 1 (place “X” to selected one)?

___ **Yes** ___ **No**

SMART Goal 1 Statement Mid-Year Adjustment:

SMART Goal 1 Mid-Year Adjustment Target: _____

Artifacts:

Provide artifacts to support your goal.

- Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc.
- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

SMART Goal 2 Adjustments

Document any midyear adjustments made to SMART Goal 2 (if needed) in the text box below.

Are midyear adjustments needed for optional SMART Goal 2 (place “X” to selected one)??

___ **Yes** ___ **No**

SMART Goal 2 Statement Mid-Year Adjustment:

SMART Goal 2 Mid-Year Adjustment Target: _____

Artifacts:

Provide artifacts to support your goal.

- Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc.

- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Teacher Performance & Practice Adjustments

Document any midyear adjustments made to Teacher Performance & Practice Goal (if needed) in the text box below.

Are midyear adjustments needed for the Teacher Performance & Practice Goal?
_____ **Yes** _____ **No**

Teacher Performance & Practice Mid-Year Adjustment:

Parent/Staff/Student Feedback Goal Adjustments

Document any midyear adjustments made to the Parent/Staff/Student Feedback Goal (if needed) in the text box below.

Please do not overwrite any information in the text boxes from the initial goal conference. Simply document all adjustments in the text box below.

Are midyear adjustments needed for the Parent/Staff/Student Feedback Goal?
_____ **Yes** _____ **No**

Parent Feedback Goal Mid-Year Adjustment:

Whole-School Indicator Goal

Document any midyear adjustments made to the Whole-School Indicator Goal (if needed) in the text box below. Please do not overwrite any information in the text boxes from the initial goal conference. Simply document all adjustments in the text box below.

Are midyear adjustments needed for the Whole-School Indicator Goal?
_____ **Yes** _____ **No**

Whole-School Indicator Goal Mid-Year Adjustment:

Administrator/Evaluator/Observer Section

Please mark each Goal as "Approved" or "Needs Revision." If "Needs Revision" is chosen, please provide comments/direction in the text box below for the teacher to make adjustments.

SMART Goal 1 Mid-Year Status (place "X" next to selected one):
 Approved **Needs Revision**

SMART Goal 1 Mid-Year Approval Notes:

SMART Goal 2 Mid-Year Status (OPTIONAL goal: place "X" next to selected one):
 Approved **Needs Revision**

SMART Goal 2 Mid-Year Approval Notes:

Performance & Practice Mid-Year Status (place "X" next to selected one):
 Approved **Needs Revision**

Performance & Practice Mid-Year Approval Notes:

Parent/Staff/Student Feedback Mid-Year Status (place "X" next to selected one):
 Approved **Needs Revision**

Parent/Staff/Student Feedback Mid-Year Approval Notes:

Whole-School Indicator Mid-Year Status (place "X" next to selected one):
 Approved **Needs Revision**

Whole-School Indicator Mid-Year Approval Notes:

Teacher/Evaluated/Learner Signature _____ Date _____

Administrator/Evaluator/Observer Signature _____ **Date** _____

Acknowledgement of this form does not signify agreement of its contents.

Teacher/Evaluatee/Learner Self-Assessment Summative Goal Conference for All Goals

Teacher/Evaluatee/Learner: _____ School: _____

To be submitted to your evaluator 5 days prior to end-of-year conference.

SMART Goal 1

Did you eliminate SMART Goal 1 (place "X" to selected one)? Yes No

SMART Goal 1:

Paste text here

Did you accomplish this goal: Yes No

Teacher Self-Assessment of Goal 1:

Based on materials and data collected throughout the year I have come to the following conclusions.

Artifacts (optional):

You may provide artifacts to support your goal.

- Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc.
- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Optional SMART Goal 2

Did you eliminate SMART Goal 2 (place "X" to selected one)? Yes No

SMART Goal 2:

Paste text here

Did you accomplish this goal: Yes No

Teacher Self-Assessment of Goal 2:

Based on materials and data collected throughout the year I have come to the following conclusions.

Artifacts (optional):

You may provide artifacts to support your goal.

- Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc.
- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Teacher Performance & Practice Goal

Performance & Practice Goal:

Paste text here

Did you accomplish this goal: ___ Yes ___ No

Teacher Self-Assessment:

Based on materials and data collected throughout the year I have come to the following conclusions.

Artifacts (optional):

You may provide artifacts to support your goal.

- Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc.
- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Parent/Staff/Student Feedback Goal

Parent/Student/Feedback Goal:

Paste text here

Did you accomplish this goal: ___ Yes ___ No

Teacher Self-Assessment:

Based on materials and data collected throughout the year I have come to the following conclusions.

Artifacts (optional):

You may provide artifacts to support your goal.

- Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc.

- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Whole-School Indicator Goal

Whole-School Goal:

Paste text here

Did you accomplish this goal: ___ Yes ___ No

Teacher Self-Assessment:

Based on materials and data collected throughout the year I have come to the following conclusions.

Artifacts (optional):

You may provide artifacts to support your goal.

- Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc.
- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Areas for Future Development (optional)

Areas of teacher interest for future development:

Administrator/Evaluator/Observer Section

Please mark each Goal as "Agree" or "Disagree"

SMART Goal 1 (place "X" next to selected one):

___ Agree ___ Disagree

SMART Goal 1 comments:

SMART Goal 2 (place "X" next to selected one):

___ **Agree** ___ **Disagree**

SMART Goal 2 comments:

Performance & Practice Goal (place “X” next to selected one):

___ **Agree** ___ **Disagree**

Performance & Practice comments:

Parent/Staff/Student Feedback Goal (place “X” next to selected one):

___ **Agree** ___ **Disagree**

Parent/Staff/Student Feedback comments:

Whole-School Indicator Goal (place “X” next to selected one):

___ **Agree** ___ **Disagree**

Whole-School Indicator comments:

Teacher/Evaluated/Learner Signature _____

Date _____

Administrator/Evaluator/Observer Signature _____

Date _____

Acknowledgement of this form does not signify agreement of its contents.

Specialist/Evaluatee/Learner Goals Worksheet

Learner Outcomes and Achievement (45%)
District-Wide Indicators (5%)

Specialist/Evaluatee/Learner: _____ Area: _____

Use this form to capture your Learner Outcomes and Achievement and Parent Feedback goals.

SMART Goal 1 (all SMART goals equal at total of 45%)

A SMART goal should make clear:

1. What evidence was or will be examined.
2. What level of performance is targeted?
3. What strategies used to help learners to reach learning targets?
4. What assessment(s)/indicator(s) will be used to measure the targeted level of performance?
5. What proportion of learners is projected to achieve the targeted performance level?

SMART Goal 1 Type (place "X" next to selected one):

_____ Standardized _____ Non-Standardized

SMART Goal 1 Statement:

SMART Goal 1 Baseline Data: _____

SMART Goal 1 Target Score: _____

Rationale: Provide a rationale in the text box below for SMART Goal 1.

Note: Be sure to include data analysis information in this section.

SMART Goal 1 Rationale:

Strategies: Provide details in the text box below on the strategies you plan to utilize to attain SMART Goal 1.

SMART Goal 1 Strategies:

Progress Monitoring: Provide information in the text box below on how you plan to monitor progress toward SMART Goal 1.

SMART Goal 1 Progress Monitoring

Artifacts:

Think about the artifacts you will provide to your evaluator that support progress toward your goal.

- Artifact examples include lesson plans, examples of learner work, survey data, specialist products or artifacts, rubrics associated to the lesson, intervention, treatment or action plans, etc.
- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Professional Learning: Consider those professional resources you will need to successfully achieve SMART Goal 1. Select any of the choices that apply and provide details in the box below, remember to align activities in support of SMART Goal 1.

Place an “X” next to any that apply:

- | | |
|---|---|
| <input type="checkbox"/> Observe colleagues | <input type="checkbox"/> Read Professional Literature |
| <input type="checkbox"/> Attend PD training | <input type="checkbox"/> Other (e.g. Understand STAR report |

features)

SMART Goal 1 Planned Professional Learning

SMART Goal 2 (OPTIONAL--all SMART goals equal at total of 22.5%)

A SMART goal should make clear:

1. What evidence was or will be examined.
2. What level of performance is targeted?
3. What strategies used to help learners to reach learning targets?
4. What assessment(s)/indicator(s) will be used to measure the targeted level of performance?
5. What proportion of learners is projected to achieve the targeted performance level?

SMART Goal 2 Type (place “X” next to selected one):

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> Standardized | <input type="checkbox"/> Non-Standardized |
|---------------------------------------|---|

SMART Goal 2 Statement:

SMART Goal 2 Baseline Data: _____

SMART Goal 2 Target Score: _____

Rationale: Provide a rationale in the text box below for SMART Goal 2.

Note: Be sure to include data analysis information in this section.

SMART Goal 2 Rationale:

Strategies: Provide details in the text box below on the strategies you plan to utilize to attain SMART Goal 2.

SMART Goal 2 Strategies:

Progress Monitoring: Provide information in the text box below on how you plan to monitor progress toward SMART Goal 2.

SMART Goal 2 Progress Monitoring

Artifacts:

Think about the artifacts you will provide to your evaluator that support progress toward your goal.

- Artifact examples include lesson plans, examples of learner work, survey data, specialist products or artifacts, rubrics associated to the lesson, intervention, treatment or action plans, etc.
- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Professional Learning: Consider those professional resources you will need to successfully achieve SMART Goal 1. Select any of the choices that apply and provide details in the box below, remember to align activities in support of SMART Goal 2.

Place an “X” next to any that apply:

- | | |
|--|---|
| <input type="checkbox"/> Observe colleagues | <input type="checkbox"/> Read Professional Literature |
| <input type="checkbox"/> Attend PD training
features) | <input type="checkbox"/> Other (e.g. Understand STAR report |

SMART Goal 2 Planned Professional Learning

District-Wide Indicator (5%)

The superintendent will provide specialists with the information regarding the District-Wide indicator.

District-Wide Indicator goal:

Strategies to Achieve District-Wide Indicator Goal

What strategies will you implement that contribute to the achievement of the District-Wide Indicator goal?

List additional resources or support you need that will help you to achieve the District-Wide Indicator goal.

District-Wide Indicator Growth Measures

How will you measure growth or achievement based on implementation of the District-Wide Indicator strategies listed above?

Superintendent/Evaluator/Observer Section

To be completed by the evaluator. Please mark the SMART Goal as "Approved" or "Needs Revision." If "Needs Revision" is chosen, please provide comments/direction in the text box below for the teacher to make adjustments. You may also provide any other comments as you wish.

SMART Goal 1 Initial Status (place "X" next to selected one):

Approved **Needs Revision**

SMART Goal 1 Initial Approval Notes:

SMART Goal 2 Initial Status (OPTIONAL goal: place "X" next to selected one):

Approved **Needs Revision**

SMART Goal 2 Initial Approval Notes:

Evaluator: Provide comments or feedback, in the textbox below, on the District-Wide Indicator Feedback goal.

District-Wide (5%) Evaluator Comments:

Specialist/Evaluatee/Learner Signature _____

Date _____

Superintendent/Evaluator/Observer Signature _____

Date _____

Typing your name in the box above is equivalent to a signature. Acknowledgement of this form does not signify agreement of its contents.

Specialist/Evaluatee/Learner Other Goals Worksheet
Specialist Performance and Practice (40%)
Parent/Staff/Student Feedback (10%)

Specialist/Evaluatee/Learner: _____ **Area:** _____

Use this form to capture your SPecialist Performance and Practice and Parent/Staff/Student Feedback goals.

Complete a goal statement that clearly defines an area of practice that you will focus and improve on during this academic year.

Performance and Practice Goal Statement:

How does this goal align to Connecticut's Common Core of Teaching (CCT)?

What is your rationale for choosing this goal?

Note: Be sure to include evidence or data that supports selection of this goal.

Explain how your goal will contribute to the achievement of your student outcomes related indicators, i.e. SMART goals?

What actions will you take to achieve this goal?

List additional resources or support you need that will help you to achieve this goal.

Parent/Staff/Student Feedback (10%)

School-Wide Parent/Staff/Student Feedback Goal:

[Empty text box for School-Wide Parent/Staff/Student Feedback Goal]

Strategies to Achieve Parent/Staff/Student Feedback Goal

What strategies will you implement that contribute to the achievement of the district-wide Parent/Staff/Student Feedback goal?

[Empty text box for strategies to achieve feedback goal]

List additional resources or support you need that will help you to achieve this Feedback goal.

[Empty text box for additional resources or support]

Parent/Staff/Student Feedback Growth Measures

How will you measure growth or achievement based on implementation of the Parent/Staff/Student Feedback strategies listed above?

[Empty text box for growth or achievement measures]

Superintendent/Evaluator/Observer Section

Evaluator: Provide comments or feedback, in the textbox below, on the Specialist Performance and Practice goal. Select status (place "X" next to selected one):

___ Approved ___ Needs Revision

Specialist Performance and Practice (40%) Evaluator Comments:

[Empty text box for Specialist Performance and Practice (40%) Evaluator Comments]

Evaluator: Provide comments or feedback, in the textbox below, on the district-wide Parent/Staff/Student Feedback goal. Select status (place "X" next to selected one):

___ Approved ___ Needs Revision

Parent/Staff/Student Feedback (10%) Evaluator Comments:

[Empty text box for Parent/Staff/Student Feedback (10%) Evaluator Comments]

Specialist/Evaluated/Learner Signature _____ **Date** _____

Superintendent/Evaluator/Observer Signature _____ **Date** _____

Typing your name in the box above is equivalent to a signature. Acknowledgement of this form does not signify agreement of its content.

Specialist/Evaluatee/Learner Pre-Observation Conference Worksheet

Specialist/Evaluatee/Learner: _____ **School:** _____

Subject & Grade: _____ **Anticipated Date of Lesson:** _____

Specialists should use this form and its questions as a guide in preparing for the conference. Please bring this completed form and relevant instructional materials to the pre-observation conference.



7. Describe the class. Include specific needs of students.

8. As a result of this lesson, what do you expect students to know and be able to do?

9. How will students be actively engaged in the lesson? Describe specific differentiated instructional strategies, materials and resources that will be used to meet these needs.

10. During this lesson how will you monitor/formatively assess what students understand?

11. How does this lesson fit into the larger instructional plan for the students?

12. Please use this space to add any other comments or reflections you feel are relevant to this observation:

Optional Pre-Observation Conference Discussion Question:

These questions may be used to guide the pre-conference discussion.

Domain 2: How will you promote student engagement, independence and interdependence in learning by facilitating a positive learning community?

Domain 3: How will you plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large?

Domain 4: How will you implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large?

Domain 5: How will you use multiple measures to analyze student performance and to inform subsequent planning and instruction?

Domain 6: How will you maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership?

<u>Specialist/Evaluated/Learner Comments:</u> .	<u>Administrator/Evaluator/Observer Comments:</u>
---	--

Specialist/Evaluated/Learner Signature _____

Date _____

Administrator/Evaluator/Observer Signature _____

Date _____

Typing your name in the box above is equivalent to a signature. Acknowledgement of this form does not signify agreement of its contents.

**Specialist/Evaluated/Learner
Post-Observation Self-Reflection Worksheet**

Specialist/Evaluated/Learner: _____ **School:** _____
Subject & Grade: _____ **Date of Lesson:** _____

District Coordinator Specialists and their Evaluators will reference the new CCT Rubric 2014 found on pages 137-148 until a revised Specialist rubric is available.

Specialist/Evaluatee/Learner Interim (Mid-Year) Goal Conference for All Goals

Specialist/Evaluatee/Learner: _____ School: _____

Use this form to document any adjustments needed to your goals.

SMART Goal 1 Adjustments

Document any midyear adjustments made to SMART Goal 1 (if needed) in the text box below.

Are midyear adjustments needed for SMART Goal 1 (place "X" to selected one)?
 Yes No

SMART Goal 1 Statement Mid-Year Adjustment:

SMART Goal 1 Mid-Year Adjustment Target: | _____ |

Artifacts:

Provide artifacts to support your goal.

- Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc.
- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

SMART Goal 2 Adjustments

Document any midyear adjustments made to SMART Goal 2 (if needed) in the text box below.

Are midyear adjustments needed for optional SMART Goal 2 (place "X" to selected one)?
 Yes No

SMART Goal 2 Statement Mid-Year Adjustment:

SMART Goal 2 Mid-Year Adjustment Target: | _____ |

Artifacts:

Provide artifacts to support your goal.

- Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc.

- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Specialist Performance & Practice Adjustments

Document any midyear adjustments made to Specialist Performance & Practice Goal (if needed) in the text box below.

Are midyear adjustments needed for the Specialist Performance & Practice Goal? Yes No

Specialist Performance & Practice Mid-Year Adjustment:

Parent/Staff/Student Feedback Goal Adjustments

Document any midyear adjustments made to the Parent/Staff/Student Feedback Goal (if needed) in the text box below.

Please do not overwrite any information in the text boxes from the initial goal conference. Simply document all adjustments in the text box below.

Are midyear adjustments needed for the Parent/Staff/Student Feedback Goal? Yes No

Parent Feedback Goal Mid-Year Adjustment:

District-Wide Indicator Goal

Document any midyear adjustments made to the District-Wide Indicator Goal (if needed) in the text box below. Please do not overwrite any information in the text boxes from the initial goal conference. Simply document all adjustments in the text box below.

Are midyear adjustments needed for the District-Wide Indicator Goal? Yes No

District-Wide Indicator Goal Mid-Year Adjustment:

Administrator/Evaluator/Observer Section

Please mark each Goal as "Approved" or "Needs Revision." If "Needs Revision" is chosen, please provide comments/direction in the text box below for the teacher to make adjustments.

SMART Goal 1 Mid-Year Status (place "X" next to selected one): **Approved** **Needs Revision**

SMART Goal 1 Mid-Year Approval Notes:

SMART Goal 2 Mid-Year Status (OPTIONAL goal: place "X" next to selected one): **Approved** **Needs Revision**

SMART Goal 2 Mid-Year Approval Notes:

Specialist Performance & Practice Mid-Year Status (place "X" next to selected one): **Approved** **Needs Revision**

Specialist Performance & Practice Mid-Year Approval Notes:

Parent/Staff/Student Feedback Mid-Year Status (place "X" next to selected one): **Approved** **Needs Revision**

Parent/Staff/Student Feedback Mid-Year Approval Notes:

District-Wide Indicator Mid-Year Status (place "X" next to selected one): **Approved** **Needs Revision**

District-Wide Indicator Mid-Year Approval Notes:

Specialist/Evaluated/Learner Signature _____ **Date** _____

Administrator/Evaluator/Observer Signature _____ **Date** _____

Acknowledgement of this form does not signify agreement of its contents.

Specialist/Evaluatee/Learner Self-Assessment Summative Goal Conference for All Goals

Specialist/Evaluatee/Learner: _____ School: _____

To be submitted to your evaluator 5 days prior to end-of-year conference.

SMART Goal 1

Did you eliminate SMART Goal 1 (place "X" to selected one)? Yes No

SMART Goal 1:

Paste text here

Did you accomplish this goal: Yes No

Specialist Self-Assessment of Goal 1:

Based on materials and data collected throughout the year I have come to the following conclusions.

Artifacts (optional):

You may provide artifacts to support your goal.

- Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc.
- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

SMART Goal 2

Did you eliminate optional SMART Goal 2 (place "X" to selected one)? Yes No

SMART Goal 2:

Paste text here

Did you accomplish this goal: Yes No

Specialist Self-Assessment of Goal 2:

Based on materials and data collected throughout the year I have come to the following conclusions.

Artifacts (optional):

You may provide artifacts to support your goal.

- Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc.
- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Specialist Performance & Practice Goal

Performance & Practice Goal:

Paste text here

Did you accomplish this goal: Yes No

Teacher Self-Assessment:

Based on materials and data collected throughout the year I have come to the following conclusions.

Artifacts (optional):

You may provide artifacts to support your goal.

- Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc.
- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Parent/Staff/Student Feedback Goal

Parent/Student/Feedback Goal:

Paste text here

Did you accomplish this goal: Yes No

Specialist Self-Assessment:

Based on materials and data collected throughout the year I have come to the following conclusions.

Artifacts (optional):

You may provide artifacts to support your goal.

- Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc.
- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Whole-School Indicator Goal

Whole-School Goal:

Paste text here

Did you accomplish this goal: Yes No

Specialist Self-Assessment:

Based on materials and data collected throughout the year I have come to the following conclusions.

Artifacts (optional):

You may provide artifacts to support your goal.

- Artifact examples include lesson plans, examples of student work, rubrics associated to the lesson, etc.
- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Areas for Future Development (optional)

Areas of specialist interest for future development:

Administrator/Evaluator/Observer Section

Please mark each Goal as "Agree" or "Disagree"

SMART Goal 1 (place "X" next to selected one):

Agree Disagree

SMART Goal 1 comments:

SMART Goal 2 (OPTIONAL goal: place “X” next to selected one):

Agree Disagree

SMART Goal 2 comments:

Performance & Practice Goal (place “X” next to selected one):

Agree Disagree

Performance & Practice comments:

Parent/Staff/Student Feedback Goal (place “X” next to selected one):

Agree Disagree

Parent/Staff/Student Feedback comments:

Whole-School Indicator Goal (place “X” next to selected one):

Agree Disagree

Whole-School Indicator comments:

Specialist/Evaluated/Learner Signature _____ | **Date** _____

Administrator/Evaluator/Observer Signature _____ | **Date** _____

Acknowledgement of this form does not signify agreement of its contents.

Administrator/Evaluatee/Learner Other Goals Worksheet
Leadership Performance and Practice (40%)
Stakeholder Feedback (10%)

Administrator/Evaluatee/Learner: _____ **School:** _____

Use this form to capture your Leadership Performance and Practice and Stakeholder Feedback goals.

Component #1 -- Leadership Performance & Practice Focus Areas (40%)

Complete goal statements that clearly define two areas of practice that you will focus and improve on during this academic year.

Leadership Performance and Practice Focus Area 1 Statement:

How does Focus Area 1 align to Connecticut's Common Core of Leading (CCL)?

What is your rationale for choosing Focus Area 1?

Note: Be sure to include evidence or data that supports selection of this area.

Explain how Focus Area 1 area will contribute to the achievement of your goals, i.e. SMART goals?

What actions will you take to grow/improve in Focus Area 1?

List additional resources or support you need that will help you to attain success in Focus Area 1.

Leadership Performance and Practice Focus Area 2 Statement:

How does Focus Area 2 align to Connecticut's Common Core of Learning (CCL)?

What is your rationale for choosing Focus Area 2?

Note: Be sure to include evidence or data that supports selection of this area.

Explain how Focus Area 2 area will contribute to the achievement of your goals, i.e. SMART goals?

What actions will you take to grow/improve in Focus Area 2?

List additional resources or support you need that will help you to attain success in Focus Area 2.

Component #2 -- Stakeholder Feedback (10%)

Stakeholder Feedback Goal:

Strategies to Achieve Stakeholder Feedback Goal

What strategies will you implement that contribute to the achievement of the school-wide Parent/Staff/Student Feedback goal?

List additional resources or support you need that will help you to achieve this Stakeholder Feedback goal.

Stakeholder Feedback Growth Measures

How will you measure growth or achievement based on implementation of the Stakeholder Feedback strategies listed above?

Superintendent/Evaluator/Observer Section

Evaluator: Provide comments or feedback, in the textbox below, on the two Leadership Performance and Practice focus areas. Select status (place “X” next to selected one):

Focus Area 1 of Leadership Performance and Practice

Approved Needs Revision

Focus Area 1 Evaluator Comments:

Focus Area 2 of Leadership Performance and Practice

Approved Needs Revision

Focus Area 2 Evaluator Comments:

Evaluator: Provide comments or feedback, in the textbox below, on the Stakeholder Feedback goal. Select status (place “X” next to selected one):

Approved Needs Revision

Stakeholder Feedback (10%) Evaluator Comments:

Administrator/Evaluated/Learner Signature _____ **Date** _____

Superintendent/Evaluator/Observer Signature _____ **Date** _____

Typing your name in the box above is equivalent to a signature. Acknowledgement of this form does not signify agreement of its contents.

Administrator/Evaluatee/Learner Goals Worksheet

SPI Progress and SMART Goals (45%)
Teacher Effectiveness (5%)

Administrator/Evaluatee/Learner: _____ **School:** _____

Use this form to capture your SPI & SMART Goals and Teacher Effectiveness goals.



State Assessments (SPI)

School Performance Index (SPI) progress changes from year to year in student achievement on Connecticut’s standardized assessments [Connecticut Mastery Test (CMT), the Connecticut Academic Performance Test (CAPT)], and SBAC. SPI progress for student subgroups changes from year to year in student achievement for subgroups on Connecticut’s standardized assessments. *If there are no student subgroups of adequate size for reporting, the entire rating will be based on the SPI Progress rating.*

SPI Baseline Data: _____

SPI Target Score: _____

Rationale: Provide a rationale in the text box below for SPI target score.



Administrators establish one or more SMART goals where certain parameters apply:

1. All measures must align to Connecticut learning standards.
2. The goal(s) may focus on student outcomes from subjects and/or grades not assessed on a state-administered assessment.
3. Includes measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.

SMART Goal 1 Type (place “X” next to selected one):

___ **Standardized** ___ **Non-Standardized**

SMART Goal 1 Statement:

SMART Goal 1 Baseline Data: _____

SMART Goal 1 Target Score: _____

Rationale: Provide a rationale in the text box below for SMART Goal 1.

Note: Be sure to include data analysis information in this section.

SMART Goal 1 Rationale:

Strategies: Provide details in the text box below on the strategies you plan to utilize to attain SMART Goal 1.

SMART Goal 1 Strategies:

Progress Monitoring: Provide information in the text box below on how you plan to monitor progress toward SMART Goal 1.

SMART Goal 1 Progress Monitoring

Artifacts:

Think about the artifacts you will provide to your evaluator that support progress toward your goal.

Professional Learning: Consider those professional resources you will need to successfully achieve SMART Goal 1. Select any of the choices that apply and provide details in the box below, remember to align activities in support of SMART Goal 1.

Place an “X” next to any that apply:

___ Observe colleagues

___ Read Professional Literature

___ Attend PD training

___ Other (e.g. Understand STAR report

features)

SMART Goal 1 Planned Professional Learning

SMART Goal 2 Type (*OPTIONAL goal: place “X” next to selected one*):

___ Standardized

___ Non-Standardized

SMART Goal 2 Statement:

SMART Goal 2 Baseline Data: _____

SMART Goal 2 Target Score: _____

Rationale: Provide a rationale in the text box below for SMART Goal 2.

Note: Be sure to include data analysis information in this section.

SMART Goal 2 Rationale:

Strategies: Provide details in the text box below on the strategies you plan to utilize to attain SMART Goal 2.

SMART Goal 2 Strategies:

Progress Monitoring: Provide information in the text box below on how you plan to monitor progress toward SMART Goal 2.

SMART Goal 2 Progress Monitoring

Artifacts:

Think about the artifacts you will provide to your evaluator that support progress toward your goal.

Professional Learning: Consider those professional resources you will need to successfully achieve SMART Goal 2. Select any of the choices that apply and provide details in the box below, remember to align activities in support of SMART Goal 2.

Place an “X” next to any that apply:

___ Observe colleagues

___ Read Professional Literature

___ Attend PD training

___ Other (e.g. Understand STAR report

features)

SMART Goal 2 Planned Professional Learning

Component #4 -- Teacher Effectiveness (5%)

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

Strategies to Achieve Teacher Effectiveness Goal

What strategies will you implement that contribute to the achievement of the Teacher Effectiveness goal?

List additional resources or support you need that will help you to achieve the Teacher Effectiveness goal.

Superintendent/Evaluator/Observer Section

To be completed by the evaluator. Please mark the SMART Goal as "Approved" or "Needs Revision." If "Needs Revision" is chosen, please provide comments/direction in the text box below for the teacher to make adjustments. You may also provide any other comments as you wish.

SPI Progress Initial Status (place "X" next to selected one):

Approved **Needs Revision**

SPI Progress Initial Approval Notes:

SMART Goal 1 Initial Status (place "X" next to selected one):

Approved **Needs Revision**

SMART Goal 1 Initial Approval Notes:

Administrator/Evaluatee/Learner Post-Observation Self-Reflection Worksheet

Administrator/Evaluatee/Learner: _____ **School:** _____

Description: _____ **Date of Observation:** _____

Component #1 of Mansfield’s Administrator Evaluation Plan is based on leadership practice and comprises 40% of an administrator’s evaluation. Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards (CCL), 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 and define effective administrative practice through 6 performance expectations. All 6 of these performance expectations 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. As such, **Performance Expectation 2 (Teaching and Learning)**, comprises three times more of the leadership practice rating than the other 5 performance expectations, which are equally weighted. The 6 performance expectations and their weights are: Vision, Mission and Goals (5%); Teaching and Learning (15%); Organizational Systems and Safety (5%); Families and Stakeholders (5%); Ethics and Integrity (5%); The Education System (5%). **Administrators/Evaluatees/Learners should place an “X” next to all indicators that apply to their observation.**

Performance Expectation 1: Vision, Mission and Goals

Education leader₁ ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and staff₂ and high expectations for student performance.

Element A: High Expectations for All					
Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.					
The Leader...					
INDICATORS	Below Standard	Developing	Effective	Exemplary	Comments
1. Information & analysis shape vision, mission and goals	___ relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	___ uses data to set goals for students shapes a vision and mission based on basic data and analysis.	___ uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	___ uses a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.	– –

<p>2. Alignment to policies</p>	<p>___ does not align the school's vision, mission and goals to district, state or federal policies.</p>	<p>___ establishes school vision, mission and goals that are partially aligned to district priorities.</p>	<p>___ aligns the vision, mission and goals of the school to district, state and federal policies.</p>	<p>___ builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.</p>	
<p>3. Diverse perspectives, collaboration, and effective learning</p>	<p>___ provides limited opportunities for stakeholder involvement in developing and implementing the school's vision, mission and goals.</p> <p>___ creates a vision, mission and goals that set low expectations for students.</p>	<p>___ offers staff and other stakeholders some opportunities to participate in the development of the vision, mission and goals.</p> <p>___ develops a vision, mission and goals that set high expectations for most students.</p>	<p>___ incorporates diverse perspectives and collaborates with all stakeholders³ to develop a shared vision, mission and goals so that all students have equitable and effective learning opportunities.</p>	<p>___ collaboratively creates a shared vision of high expectations with all stakeholders³ and builds staff capacity to implement a shared vision for high student achievement.</p>	<p>— —</p>

Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals

Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.

The Leader...

INDICATORS	Below Standard	Developing	Effective	Exemplary	Comments
<p>1. Shared understandings guide decisions & evaluation of outcomes.</p>	<p>___ tells selected staff and stakeholders about decision-making processes related to implementing and sustaining the vision, mission and goals.</p>	<p>___ develops understanding of the vision, mission and goals with staff and stakeholders.</p> <p>___ provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.</p>	<p>___ develops shared understandings, commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.</p>	<p>___ engages and empowers staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals.</p>	<p>— —</p>

<p><i>2 and 3 combined -- Communicates vision; Advocates for effective learning for all</i></p>	<p>___ is unaware of the need to communicate or advocate for the school’s vision, mission and goals or for effective learning for all.</p>	<p>___ builds stakeholders’ understanding and support for the vision, mission and goals.</p> <p>___ generates some support for equitable and effective learning opportunities for all students.</p>	<p>___ publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.</p>	<p>___ effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission.</p> <p>___ persuasively communicates the importance of equitable learning opportunities for all students and the impact on students and the community if these opportunities are not available.</p>	<p>–</p> <p>–</p>
---	--	---	---	---	-------------------

Element C: Continuous Improvement toward the Vision, Mission and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

The Leader...

INDICATORS	Below Standard	Developing	Effective	Exemplary	Comments
<p>1. Analyzes data to identify needs and gaps between outcomes and goals</p>	<p>___ is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.</p>	<p>___ uses data to identify gaps between current outcomes and goals for some areas of school improvement.</p>	<p>___ uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.</p>	<p>___ collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals.</p> <p>___ works with faculty to collectively identify specific areas for improvement at the school, classroom and student level.</p>	<p>–</p> <p>–</p>

<p>2 and 3 combined— Uses data and collaborates to design, assess and change programs</p>	<p>___ is unaware of the need to use data, research or best practice to inform and shape programs and activities.</p>	<p>___ uses some systems and processes for planning, prioritizing and managing change and inquires about the use of research and best practices to design programs to achieve the school’s vision, mission and goals.</p>	<p>___ uses data, research and best practice to shape programs and activities and regularly assesses their effects.</p> <p>___ analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.</p>	<p>___ collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices.</p> <p>___ engages all stakeholders in building and leading a school-wide continuous improvement cycle.</p>	<p>— —</p>
<p>4. Identifies and addresses barriers to achieving goals</p>	<p>___ does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.</p>	<p>___ manages barriers to the achievement of the school’s vision, mission and goals on a situational level.</p>	<p>___ identifies and addresses barriers to achieving the vision, mission and goals</p>	<p>___ focuses conversations, initiatives and plans on minimizing barriers to improving student achievement and is unwavering in urging staff to maintain and improve their focus on student outcomes.</p> <p>___ uses challenges or barriers as opportunities to learn and to develop staff.</p>	<p>— —</p>
<p>5. Seeks and aligns resources</p>	<p>___ is unaware of the need to seek or align resources necessary to sustain the school’s vision, mission and goals.</p>	<p>___ aligns resources to some initiatives related to the school’s vision, mission and goals.</p>	<p>___ seeks and aligns resources to achieve the vision, mission and goals.</p>	<p>___ builds capacity of the school and its staff to provide services that sustain the school’s vision, mission and goals.</p> <p>___ prioritizes the allocation of resources to be consistent with the school’s vision, mission and goals.</p>	<p>— —</p>

Performance Expectation 2: Teaching and Learning

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

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

The Leader...

INDICATORS	Below Standard	Developing	Effective	Exemplary	Comments
1. Closes achievement gaps	<ul style="list-style-type: none"> ___ is unaware of the achievement gap. is working toward improvement for only some students. 	<ul style="list-style-type: none"> ___ uses student outcome data to build their own awareness of achievement gaps. ___ is developing a personal commitment to improvement for all students. 	<ul style="list-style-type: none"> ___ develops shared understanding and commitment to close achievement gaps¹ so that all students achieve at their highest levels. 	<ul style="list-style-type: none"> ___ regularly shares ongoing data on achievement gaps and works with faculty to identify and implement solutions. ___ establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels. 	<ul style="list-style-type: none"> - ___
2. Supports and Evaluates Professional Development	<ul style="list-style-type: none"> ___ provides professional development that is misaligned with faculty and student needs. ___ does not monitor classroom instruction for the implementation of professional development content. 	<ul style="list-style-type: none"> ___ provides professional development for staff that addresses some but not all needs for improvement. 	<ul style="list-style-type: none"> ___ supports and evaluates professional development to broaden faculty teaching skills to meet the needs of all students 	<ul style="list-style-type: none"> ___ works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs. ___ collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes. 	<ul style="list-style-type: none"> - ___
3 and 4 combined-- Fosters Inquiry and Collaboration for Improvement	<ul style="list-style-type: none"> ___ establishes most strategies and directions without staff collaboration and is rarely open to new ideas 	<ul style="list-style-type: none"> ___ models learning and seeks opportunities for personal growth. ___ encourages staff 	<ul style="list-style-type: none"> ___ seeks opportunities for personal and professional growth through continuous inquiry. 	<ul style="list-style-type: none"> ___ develops processes for continuous inquiry with all staff and inspires others to seek opportunities for personal 	<ul style="list-style-type: none"> - ___

	<p>and strategies.</p> <p>___ is uninvolved in faculty conversations to resolve student learning challenges.</p>	<p>collaboration and growth to improve teaching and learning.</p>	<p>___ fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.</p>	<p>and professional growth.</p> <p>___ builds a culture of candor, openness to new ideas, and collaboration to improve instruction with all staff.</p>	
<p>5. Supports Teacher Reflection and Leadership</p>	<p>___ provides insufficient time and resources for teachers to work together on instructional improvement.</p> <p>___ provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.</p>	<p>___ recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.</p>	<p>___ provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.</p>	<p>___ provides time and resources for teacher collaboration and builds the capacity.</p> <p>___ of teachers to lead meetings focused on improving instruction.</p> <p>___ builds a strong instructional leadership team, builds the leadership capacity of promising staff, and distributes leadership opportunities among staff.</p>	<p>—</p> <p>—</p>
<p>6. Provides Feedback to Improve Instruction</p>	<p>___ ineffectively uses data, assessments or evaluation methods to support feedback.</p> <p>___ does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.</p>	<p>___ provides sporadic feedback based on data, assessments or evaluations.</p> <p>___ monitors some teachers' practice for improvements based on feedback.</p>	<p>___ provides timely, accurate, specific and ongoing feedback using data, assessments and evaluation methods that improve teaching and learning.</p>	<p>___ provides regular, timely and constructive feedback to all staff and monitors for implementation and improved practice.</p> <p>___ creates a culture of candid feedback and opportunities for staff to review each other's data and instructional practice and provide feedback to each other.</p>	<p>—</p> <p>—</p>

Element B: Curriculum and Instruction					
Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.					
The Leader...					
INDICATORS	Below Standard	Developing	Effective	Exemplary	Comments
1 and 2 combined - Aligns Curriculum, Instruction and Assessment to Standards	<ul style="list-style-type: none"> is unaware of how to align curriculum with standards, instruction and assessments. 	<ul style="list-style-type: none"> builds their own understanding of state and national standards. develops curriculum, instruction and assessment methods that are loosely aligned to standards. 	<ul style="list-style-type: none"> develops a shared understanding of curriculum, instruction and alignment of standards-based instructional programs. ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods. 	<ul style="list-style-type: none"> builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meet or exceed state and national standards. monitors and evaluates the alignment of all instructional processes. 	- -
3. Improves Instruction for the Diverse Needs of All Students	<ul style="list-style-type: none"> supports the use of instructional strategies that do not meet the diverse learning needs of students. 	<ul style="list-style-type: none"> uses evidence-based instructional strategies and instructional practices that address the learning needs of some but not all student populations. 	<ul style="list-style-type: none"> uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations¹. 	<ul style="list-style-type: none"> builds the capacity of staff to collaboratively identify differentiated learning needs for student groups. works with staff to continuously adjust instructional practices and strategies to meet the needs of every student. 	- -

<p>4. Collaboratively Monitors and Adjusts Curriculum and Instruction</p>	<p>___ is unaware of how to analyze student progress using student work.</p> <p>___ supports the use of curriculum and instruction that fail to consistently meet the needs of all students.</p>	<p>___ analyzes student work and monitors student progress with occasional collaboration from staff.</p> <p>___ facilitates adjustments to curriculum and instruction that meet the needs of some but not all students.</p>	<p>___ develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.</p>	<p>___ empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student.</p>	<p>___</p> <p>___</p>
<p>5. Provides Resources and Training for Extended Learning</p>	<p>___ identifies only limited resources and supports for extending learning beyond the classroom.</p>	<p>___ promotes learning beyond the classroom provides inconsistent support and resources to faculty around extending learning opportunities.</p>	<p>___ provides faculty and students with access to instructional resources, training and technical support to extend learning beyond the classroom walls.</p>	<p>___ builds strong faculty commitment to extending learning beyond the classroom.</p> <p>___ collaborates with faculty to attain necessary resources and provide ongoing training and support for extended learning.</p>	<p>___</p> <p>___</p>
<p>6. Supports the Success of Faculty and Students as Global Citizens</p>	<p>___ focuses only on established academic standards as goals for student and staff skills.</p> <p>___ provides limited support or development for staff or students associated with the dispositions for a global citizen.</p>	<p>___ supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.</p>	<p>___ assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.</p>	<p>___ establishes structures for staff to continuously discuss the skill, knowledge and dispositions necessary for success as global citizens.</p> <p>___ faculty and students have multiple opportunities to develop global knowledge, skills and dispositions.</p>	<p>___</p> <p>___</p>

Element C: Assessment and Accountability

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

The Leader...					
INDICATORS	Below Standard	Developing	Effective	Exemplary	Comments
1 and 2 combined- Uses Multiple Sources of Information1 to Improve Instruction	<ul style="list-style-type: none"> ___ monitors limited sources of student information and staff evaluation data. ___ does not connect information to school goals and/or instruction. 	<ul style="list-style-type: none"> ___ develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction. ___ is learning to use multiple sources of information to identify areas for improvement. 	<ul style="list-style-type: none"> ___ uses district, state, national, and international assessments and multiple sources of information to analyze student performance, advance instructional accountability, and improve teaching and learning. 	<ul style="list-style-type: none"> ___ builds the capacity and accountability of staff to monitor multiple sources of information and a range of assessments for each student. ___ empowers staff members to continuously use multiple sources of information to adjust instructional strategies and improve teaching and learning. 	<ul style="list-style-type: none"> - ___
3. Staff Evaluation	<ul style="list-style-type: none"> ___ conducts occasional classroom observations for some staff. ___ does not connect evaluation results to professional development or school improvement goals. 	<ul style="list-style-type: none"> ___ completes evaluations for all staff according to stated requirements. ___ uses some evaluation results to inform professional development. 	<ul style="list-style-type: none"> ___ implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement. 	<ul style="list-style-type: none"> ___ sets and monitors meaningful goals with each staff member, accurately differentiates ratings and provides additional evaluation activity and feedback for Developing or Below Standard teachers. ___ develops and supports individual staff learning plans and school improvement goals based on evaluations. 	<ul style="list-style-type: none"> - ___
4. Communicates Progress	<ul style="list-style-type: none"> ___ provides limited information about student progress to faculty and families. 	<ul style="list-style-type: none"> ___ provides updates on student progress to faculty and families. 	<ul style="list-style-type: none"> ___ interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders. 	<ul style="list-style-type: none"> ___ builds the capacity of all staff to share ongoing progress updates with families and other staff members. ___ consistently connects results to the vision, mission and goals of the school and frequently 	<ul style="list-style-type: none"> - ___

				updates staff and families around progress and needs for improvement.	
--	--	--	--	---	--

Performance Expectation 3: Organizational Systems and Safety

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

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

The Leader...					
INDICATORS	Below Standard	Developing	Effective	Exemplary	Comments
1. Safety and security plan	<ul style="list-style-type: none"> ___ insufficiently plans for school safety. 	<ul style="list-style-type: none"> ___ develops a safety and security plan and monitors its implementation. ___ creates minimal engagement with the community around safety plan. 	<ul style="list-style-type: none"> ___ develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders. 	<ul style="list-style-type: none"> ___ continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan. 	<ul style="list-style-type: none"> - ___
2. Positive school climate for learning	<ul style="list-style-type: none"> ___ is unaware of the link between school climate and student learning. ___ acts alone in addressing school climate issues. 	<ul style="list-style-type: none"> ___ seeks input and discussion from school community members to build his/her own understanding of school climate. ___ plans to develop a school climate focused on learning and social/emotional safety. 	<ul style="list-style-type: none"> ___ advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community. 	<ul style="list-style-type: none"> ___ supports ongoing collaboration from staff and community to review and strengthen a positive school climate. ___ develops a school climate that supports and sustains learning, social/emotional safety and success for every member of the school community. 	<ul style="list-style-type: none"> - ___

<p>3. Community norms for learning</p>	<p>___ uses his/her own judgment to develop norms for behavior.</p> <p>___ does not consistently implement or monitor norms for accountable behavior.</p>	<p>___ develops and informs staff about community norms for accountable behavior.</p> <p>___ monitors for implementation of established norms.</p>	<p>___ involves families and the community in developing, implementing and monitoring guidelines and community norms for accountable behavior to ensure student learning.</p>	<p>___ builds ownership for all staff, community and students to develop and review community norms for accountable behavior.</p> <p>___ students, staff and parents all hold themselves and each other accountable for following the established norms.</p>	<p>_</p> <p>—</p>
---	---	--	--	--	-------------------

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

The Leader...					
INDICATORS	Below Standard	Developing	Effective	Exemplary	Comments
<p>1 and 4 combined - Evaluate and Improve operational systems</p>	<p>___ ineffectively monitors operational processes.</p> <p>___ makes minimal improvements to the operational system.</p>	<p>___ reviews existing processes and plans improvements to operational systems.</p>	<p>___ uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise.</p> <p>___ processes to improve the operational system.</p>	<p>___ continuously evaluates and revises school processes.</p> <p>___ plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.</p>	<p>_</p> <p>—</p>
<p>2. Safe physical plant</p>	<p>___ maintains a physical plant that does not consistently meet guidelines and legal requirements for safety.</p>		<p>ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.</p>	<p>___ develops systems to maintain and improve the physical plant and rapidly resolve any identified safety.</p>	<p>_</p> <p>—</p>
<p>3. Data systems to inform practice</p>	<p>___ uses existing data systems that provide inadequate information to inform practice.</p>	<p>___ monitors communication and data systems to provide support to practice.</p>	<p>___ facilitates the development of communication and data systems that assure the accurate and timely exchange</p>	<p>___ gathers regular input from faculty on new communications or data systems that could improve practice.</p>	<p>_</p> <p>—</p>

			of information to inform practice.	___ seeks new capabilities and resources based on school community input.	
5. Equipment and technology for learning	___ uses existing equipment and technology or technology that ineffectively supports teaching and learning.	___ identifies new equipment and technologies and/or maintains existing technology. ___ is learning about how technology can support the learning environment.	___ oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.	___ develops capacity among the school community to acquire, maintain and ensure security of equipment and technology and to use technology to improve instructional practices and enhance communication.	— —

Element C: Fiscal and Human Resources

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

The Leader...

INDICATORS	Below Standard	Developing	Effective	Exemplary	Comments
1 and 2 combined - Aligns resources to goals	___ operates a budget that does not align with district or state guidelines. ___ allocates resources that are not aligned to school goals.	___ develops and operates a budget within fiscal guidelines. ___ aligns resources to school goals and to strengthening professional practice.	___ develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations. ___ seeks, secures and aligns resources to achieve vision, mission and goals to strengthen professional practice and improve student learning.	___ works with community to secure necessary funds to support school goals. ___ aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning.	— —

<p>3. Recruits and retains staff</p>	<p>___ uses hiring processes that involve few recruiting sources.</p> <p>___ provides limited support for early career teachers and has few strategies to retain teachers.</p>	<p>___ reviews and improves processes for recruiting and selecting staff.</p> <p>___ provides support to early career teachers but has limited strategies to develop and retain effective teachers.</p>	<p>___ implements practices to recruit, support and retain highly qualified staff.</p>	<p>___ involves all stakeholders in processes to recruit, select and support effective new staff.</p> <p>___ implements strategies and practices that successfully retain and develop effective staff in the school and district.</p>	<p>-</p> <p>___</p>
<p>4. Conducts staff evaluations</p>	<p>___ does not consistently implement district/state evaluation processes.</p> <p>___ evaluation results are not used to improve teaching and learning.</p>	<p>___ prioritizes and completes staff evaluation processes.</p> <p>___ is beginning to connect evaluation process and results to professional learning.</p>	<p>___ conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.</p>	<p>___ coordinates staff to conduct staff evaluation processes and differentiate evaluation process based on individual teacher performance.</p> <p>___ works with staff to connect evaluation processes to professional learning and instructional improvement.</p>	<p>-</p> <p>___</p>

Performance Expectation 4: Families and Stakeholders

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

<p>Element A: Collaboration with Families and Community Members</p>					
<p>Leaders ensure the success of all students by collaborating with families and stakeholders.</p>					
<p>The Leader...</p>					
<p>INDICATORS</p>	<p>Below Standard</p>	<p>Developing</p>	<p>Effective</p>	<p>Exemplary</p>	<p>Comments</p>

<p>1. Accesses family and community resources</p>	<p>___ is unaware of how to access resources or support from families and the community.</p>	<p>___ reaches out to the broader community to access resources and support.</p> <p>___ secures community resources that are not consistently aligned to student learning.</p>	<p>___ coordinates the resources of schools, family members and the community to improve student achievement.</p>	<p>___ consistently seeks and mobilizes family and community resources and support aligned to improving achievement for all students.</p>	<p>___</p>
<p>2. Engages families in decisions</p>	<p>___ provides limited opportunities for families to engage in educational decisions.</p> <p>___ does not ensure that families feel welcome in the school environment.</p>	<p>___ welcomes family involvement in some school decisions and events that support their children's education.</p>	<p>___ welcomes and engages all families in decision-making to support their children's education.</p>	<p>___ engages families consistently in understanding and contributing to decisions about school-wide and student-specific learning needs.</p>	<p>___</p>
<p>3. Communicates with families and community</p>	<p>___ uses limited strategies to communicate with families and community members.</p> <p>___ limits opportunities for families and community members to share input or concerns with the school.</p>	<p>___ shares information and progress with families.</p> <p>___ provides opportunities for families and community members to share input and concerns with the school.</p>	<p>___ uses a variety of strategies to engage in open communication with staff and families and community members.</p>	<p>___ uses a variety of strategies and builds the capacity of all staff to facilitate open and regular communication between the school and families and community members.</p>	<p>___</p>

Element B: Community Interests and Needs

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

The Leader...

INDICATORS	Below Standard	Developing	Effective	Exemplary	Comments
<p>1. <i>Communicates effectively</i></p>	<p>___ ineffectively communicates with members of the school community.</p>	<p>___ communicates clearly with most people.</p> <p>___ seeks more opportunities to interact with stakeholders.</p>	<p>___ demonstrates the ability to understand, communicate with, and interact effectively with people.</p>	<p>___ communicates and interacts effectively with a wide range of stakeholders.</p> <p>___ builds the skills of staff</p>	<p>___</p>

				to ensure clear two-way communication and understanding with all stakeholders.	
2. <i>Understands and accommodates diverse1 student and community conditions</i>	<ul style="list-style-type: none"> ___ uses limited resources to understand diverse student needs. ___ demonstrates limited knowledge of community conditions and dynamics. 	<ul style="list-style-type: none"> ___ collects information to understand diverse student and community conditions. ___ provides some accommodations for diverse student and community conditions. 	___ uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.	<ul style="list-style-type: none"> ___ uses assessment strategies and research with all staff to build understanding of diverse student and community conditions. ___ collaborates with staff to meet the diverse needs of students and the community. 	- __
3. <i>Capitalizes on diversity</i>	___ demonstrates limited awareness of community diversity as an educational asset.	<ul style="list-style-type: none"> ___ values community diversity. ___ develops some connections between community diversity and educational programs. 	___ capitalizes on the diversity of the community as an asset to strengthen education.	___ integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.	- __
4. <i>Collaborates with community programs</i>	<ul style="list-style-type: none"> ___ establishes limited collaboration with community programs. ___ community programs address few student learning needs. 	___ collaborates with community programs to meet some student learning needs.	___ collaborates with community programs serving students with diverse needs.	___ builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.	- __
5. <i>Involves all stakeholders</i>	<ul style="list-style-type: none"> ___ provides limited opportunities for stakeholder input. ___ occasionally excludes or ignores competing perspectives. 	<ul style="list-style-type: none"> ___ elicits some stakeholder involvement and input. ___ seeks occasional input from competing educational perspectives. 	___ involves all stakeholders, including those with competing or conflicting educational perspectives.	<ul style="list-style-type: none"> ___ builds a culture of ongoing open discussion for all stakeholders. ___ actively seeks and values alternate viewpoints. 	- __

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

The Leader...

INDICATORS	Below Standard	Developing	Effective	Exemplary	Comments
1. <i>Collaborates with community agencies</i>	<ul style="list-style-type: none"> ___ works with community agencies when needed. ___ provides limited access to community resources and services to children and families. 	<ul style="list-style-type: none"> ___ collaborates with some community agencies for health, social or other services. ___ provides some access to resources and services to children and families. 	<ul style="list-style-type: none"> ___ collaborates with community agencies for health, social and other services that provide essential resources and services to children and families. 	<ul style="list-style-type: none"> ___ proactively identifies and prioritizes essential resources and services for children and families. ___ collaborates with community agencies to provide prioritized services and consistently evaluates service quality. 	<ul style="list-style-type: none"> ___ ___
2. <i>Develops relationships with community agencies</i>	<ul style="list-style-type: none"> ___ develops limited relationships with community agencies. ___ community partnerships inconsistently meet the needs of the school community. 	<ul style="list-style-type: none"> ___ develops relationships with community organizations and agencies. ___ evaluates some partnerships to ensure benefit to agencies and school community. 	<ul style="list-style-type: none"> ___ develops mutually beneficial relationships with community organizations and agencies to share school and community resources. 	<ul style="list-style-type: none"> ___ develops ongoing relationships with community agencies aligned to school needs. ___ assesses partnerships on a regular basis to ensure mutual benefit and shared resources for school and agency. 	<ul style="list-style-type: none"> ___ ___
3. <i>Applies resources to meet the needs of children and families</i>	<ul style="list-style-type: none"> ___ does not consistently align resources to the educational needs of the school. 	<ul style="list-style-type: none"> ___ aligns resources to the educational needs of students. ___ supports the educational needs of most families. 	<ul style="list-style-type: none"> ___ applies resources and funds to support the educational needs of all children and families. 	<ul style="list-style-type: none"> ___ identifies educational needs of students and families and aligns all resources to specific needs. 	<ul style="list-style-type: none"> ___ ___

Performance Expectation 5: Ethics and Integrity

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

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.					
The Leader...					
INDICATORS	Below Standard	Developing	Effective	Exemplary	Comments
1. Professional Responsibility	___ does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.		___ exhibits and promotes professional conduct in accordance with Connecticut’s Code of Professional Responsibility for Educators.	___ continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.	— —
2. Ethics	___ does not consistently demonstrate personal and professional ethical practices.		___ models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.	___ holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.	— —
3. Equity and Social Justice¹	___ does not consistently promote educational equity and social justice for students.	___ earns respect and is building professional influence to foster educational equity and social justice for all stakeholders.	___ uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.	___ removes barriers to high-quality education that derive from all sources of educational disadvantage or discrimination. ___ promotes social justice by ensuring all students have access to educational opportunities.	— —
4. Rights and Confidentiality	___ does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.		___ protects the rights of students, families and staff and maintains confidentiality.	___ builds a shared commitment to protecting the rights of all students and stakeholders. ___ maintains confidentiality, as appropriate.	— —

Element B: Personal Values and Beliefs

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

The Leader...

INDICATORS	Below Standard	Developing	Effective	Exemplary	Comments
1. Respects the Dignity and Worth of Each Individual	___ does not consistently treat everyone with respect.		___ demonstrates respect for the inherent dignity and worth of each individual.	___ promotes the recognition of the dignity and worth of everyone.	- -
2. Models Respect for Diversity and Equitable Practices	___ does not consistently demonstrate respect for diversity and equitable practices for all stakeholders.		___ models respect for diversity and equitable practices for all stakeholders.	___ builds a shared commitment to diversity and equitable practices for all stakeholders.	- -
3. Advocates for Mission, Vision and Goals	___ does not consistently advocate for or act on commitments stated in the mission, vision and goals.	___ advocates for the vision, mission and goals.	___ advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.	___ advocates and actively engages the participation and support of all stakeholders towards the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.	- -
4. Ensures a Positive Learning Environment	___ does not consistently address challenges or contribute to a positive learning environment.	___ addresses some challenges or engages others to ensure values and beliefs promote the school vision, mission and goals.	___ overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.	___ skillfully anticipates and overcomes challenges and collaborates with others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.	- -

Element C: High Standards for Self and Others

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

The Leaders...

INDICATORS	Below Standard	Developing	Effective	Exemplary	Comments
1. Lifelong Learning	___ does not consistently engage in or seek personal professional learning opportunities.	___ recognizes the importance of personal learning needs. ___ uses some research and best practices for professional growth.	___ models, reflects on and builds capacity for lifelong learning through an increased understanding of research and best practices.	___ models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.	— —
2. Support of Professional Learning	___ does not consistently support and use professional development to strengthen curriculum, instruction and assessment.	___ supports professional development that is primarily related to curriculum and instructional needs.	___ supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.	___ supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment.	— —
3. Allocates Resources Equitably	___ does not equitably use resources to sustain and strengthen organizational performance.	___ allocates resources which address some organizational needs.	___ allocates resources equitably to sustain a high level of organizational performance.	___ actively seeks and provides resources to equitably build, sustain and strengthen organizational performance.	— —
4. Promotes Appropriate Use of Technology	___ demonstrates a limited understanding of technology and ethical implications for its use.	___ promotes the use of technology and has addressed some legal, social and ethical issues.	___ promotes understanding of the legal, social and ethical use of technology among all members of the school community.	___ is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.	— —
5. Inspires Student Success	___ ineffectively builds trust, respect and communication to achieve expected levels of performance and	___ promotes communication and is building trust and respect to strengthen school performance and	___ inspires and instills trust, mutual respect and honest communication to achieve optimal levels	___ creates a collaborative learning community which inspires and instills trust, mutual respect and honest	— —

	student success.	student learning.	of performance and student success.	communication to sustain optimal levels of performance and student success.	
--	------------------	-------------------	--	---	--

Performance Expectation 6: The Education System

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

Element A: Professional Influence

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

The Leader...

INDICATORS	Below Standard	Developing	Effective	Exemplary	Comments
1. <i>Promotes public discussion about educational laws, policies and regulations</i>	___ does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education.	___ follows current education legislation, seeks opportunities to engage in professional learning activities to understand issues and implications, and shares information with the school community.	___ promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.	___ engages the entire school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school and district as appropriate.	
2. <i>Builds relationships with stakeholders and policymakers</i>	___ takes few opportunities to engage stakeholders in educational issues.	___ identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers.	___ develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to, and influence issues that affect education.	___ actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.	
3. <i>Advocates for equity, access and adequacy of student and family resources</i>	___ has limited understanding and/or ineffectively uses resources for family services and support through community agencies.	___ is learning how to help students and families locate, acquire and access programs, services or resources to create equity.	___ advocates for equity, access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.	___ empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.	

Element B: The Educational Policy Environment

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

The Leader...

INDICATORS	Below Standard	Developing	Effective	Exemplary	Comments
<p>1. Accurately communicates educational performance</p>	<p>___ ineffectively communicates with members of the school community.</p> <p>___ does not fully understand growth, trends and implications for improvement.</p>	<p>___ reviews school growth measures and student data.</p> <p>___ conducts basic data analyses and communicates data about educational performance.</p>	<p>___ collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way.</p>	<p>___ engages the school community and stakeholders in analysis of school and student data that leads to identifying important indicators of school progress, greater understandings and implications for growth and refinements to the school or district's mission, vision and goals.</p>	<p>-</p> <p>___</p>
<p>2. Improves public understanding of legislation, policy and laws</p>	<p>___ provides incomplete information to the public to understand school or student results, legal issues, practices and implications.</p>	<p>___ shares information about federal, state and local laws, policies and regulations.</p> <p>___ provides information to decision-makers and the community.</p>	<p>___ communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.</p>	<p>___ actively communicates and clarifies federal, state and local laws, policies and regulations with stakeholders and decision makers to improve public understanding and input.</p>	<p>___</p> <p>-</p>
<p>3. Upholds laws and influences educational policies and regulations</p>	<p>___ does not consistently uphold laws, regulations.</p>	<p>___ upholds federal, state and local laws and seeks to engage in public discourse about policies and regulations to support education.</p>	<p>___ upholds federal, state and local laws and influences policies and regulations in support of education.</p>	<p>___ works with district, state and/or national leaders to advocate for/or provide feedback about the implementation effectiveness of policies or regulations.</p>	<p>-</p> <p>___</p>

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The Leader...

INDICATORS	Below Standard	Developing	Effective	Exemplary	Comments
1. Advocates for public policies to support the present and future needs of children and families	<p>___ does not advocate for policies and procedures to meet the needs of all students and their families.</p>	<p>___ identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies.</p>	<p>___ advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.</p>	<p>___ works with students, families and caregivers to successfully advocate for equitable and appropriate policies and procedures to close the achievement gap by ensuring all children have an equal opportunity to learn.</p>	<p>— —</p>
2. Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources	<p>___ is unaware of policies that result in equitable resources to meet the needs of all students.</p> <p>___ does not allocate resources appropriately, adequately or equitably.</p>	<p>___ supports fiscal guidelines to use resources that are aligned to meet school goals and student needs.</p> <p>___ allocates and distributes school resources among faculty, staff and students.</p>	<p>___ promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.</p>	<p>___ aligns with state and national professional organizations that promote public policy and advocate for appropriate, adequate and equitable resources to ensure quality educational opportunities that are equal and fair for all students.</p>	<p>— —</p>
3. Collaborates with leaders to inform planning, policies and programs	<p>___ demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.</p>	<p>___ is learning to collect analyze and share data with others to raise awareness of its impact on decisions affecting student learning on local, district, state and national levels.</p>	<p>___ collaborates with community leaders to collect and analyze data on economic, social and other emerging issues to inform district and school planning, policies and programs.</p>	<p>___ actively engages all stakeholders through conversations and collaboration to proactively change local, district, state and national decisions affecting the improvement of teaching and learning.</p> <p>___ is involved with local, state and national professional organizations in order</p>	<p>— —</p>

				to influence and advocate for legislation, policies and programs that improve education.	
--	--	--	--	--	--

Please use this space to add any other comments or reflections you feel are relevant to this observation:

Administrator/Evaluated/Learner Comments:

Superintendent/Evaluator/Observer Comments:

Administrator/Evaluated/Learner Signature _____

Date _____

Superintendent/Evaluator/Observer Signature _____

Date _____

Typing your name in the box above is equivalent to a signature. Acknowledgement of this form does not signify agreement of its contents.

Administrator/Evaluatee/Learner Interim (Mid-Year) Goal Conference for All Goals

Administrator/Evaluatee/Learner: _____ School: _____

Use this form to document any adjustments needed to your goals.

SMART Goal 1 Adjustments

Document any midyear adjustments made to SMART Goal 1 (if needed) in the text box below.

Are midyear adjustments needed for SMART Goal 1 (place "X" to selected one)?
 Yes No

SMART Goal 1 Statement Mid-Year Adjustment:

SMART Goal 1 Mid-Year Adjustment Target: | _____ |

Artifacts:

Provide artifacts to support your goal.

- Think about the artifacts you will provide to your evaluator that support progress toward your goal.
- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

SMART Goal 2 Adjustments

Document any midyear adjustments made to SMART Goal 2 (if needed) in the text box below.

Are midyear adjustments needed for optional SMART Goal 2 (place "X" to selected one)?
 Yes No

Optional SMART Goal 2 Statement Mid-Year Adjustment:

SMART Goal 2 Mid-Year Adjustment Target: | _____ |

Artifacts:

Provide artifacts to support your goal.

- Think about the artifacts you will provide to your evaluator that support progress toward your goal.

- Remember to align your artifacts to a rubric if applicable. You may align a single artifact to multiple rubrics if needed.

Leadership Performance & Practice Adjustments

Document any midyear adjustments made to Leadership Performance & Practice Goal (if needed) in the text box below.

Are midyear adjustments needed for the Leadership Performance & Practice Goal? **Yes** **No**

Leadership Performance & Practice Mid-Year Adjustment:

Stakeholder Feedback Goal Adjustments

Document any midyear adjustments made to the Stakeholder Feedback Goal (if needed) in the text box below. Please do not overwrite any information in the text boxes from the initial goal conference. Simply document all adjustments in the text box below.

Are midyear adjustments needed for the Stakeholder Feedback Goal? **Yes** **No**

Stakeholder Feedback Goal Mid-Year Adjustment:

Teacher Effectiveness Goal

Document any midyear adjustments made to the Teacher Effectiveness Goal (if needed) in the text box below. Please do not overwrite any information in the text boxes from the initial goal conference. Simply document all adjustments in the text box below.

Are midyear adjustments needed for the Teacher Effectiveness Goal? **Yes** **No**

Teacher Effectiveness Goal Mid-Year Adjustment:

Superintendent/Evaluator/Observer Section

Please mark each Goal as "Approved" or "Needs Revision." If "Needs Revision" is chosen, please provide comments/direction in the text box below for the Administrator to make adjustments.

SMART Goal 1 Mid-Year Status (place "X" next to selected one): **Approved** **Needs Revision**

SMART Goal 1 Mid-Year Approval Notes:

SMART Goal 2 Mid-Year Status (Optional goal: place "X" next to selected one): **Approved** **Needs Revision**

SMART Goal 2 Mid-Year Approval Notes:

Leadership Performance & Practice Goal Mid-Year Status (place "X" next to selected one): **Approved** **Needs Revision**

Leadership Performance & Practice Mid-Year Approval Notes:

Stakeholder Feedback Goal Mid-Year Status (place "X" next to selected one): **Approved** **Needs Revision**

Stakeholder Feedback Mid-Year Approval Notes:

Teacher Effectiveness Goal Mid-Year Status (place "X" next to selected one): **Approved** **Needs Revision**

Teacher Effectiveness Goal Mid-Year Approval Notes:

Administrator/Evaluated/Learner Signature _____ **Date** _____

Superintendent/Evaluator/Observer Signature _____ **Date** _____

Acknowledgement of this form does not signify agreement of its contents.

