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# Plainville Community Schools Teacher Evaluation and Development Plan



## PLAINVILLE COMMUNITY SCHOOLS

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# TEACHER EVALUATION AND DEVELOPMENT MODEL

## Introduction

This document outlines the Plainville Community Schools model for the evaluation and development of teachers throughout the district. Plainville's model is based on Connecticut's System for Educator Evaluation and Development (SEED) and is rooted in the Connecticut Guidelines for Educator Evaluation.

## Purpose and Rationale of the Evaluation System

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers, we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; and provide opportunities for growth and recognition. However, our current evaluation systems often fail to do these things in a meaningful way. Connecticut's new state model, SEED, strives to change that and to treat our teachers like the hard-working professionals they are. The purpose of the new evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

## Core Design Principles

The following principles guided the design of Plainville's Teacher Evaluation and Development model.

- *Consider multiple, standards-based measures of performance*  
An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher's performance. The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning or student feedback (5%). These categories are grounded in research-based, national standards: Charlotte Danielson's *Framework for Teaching*; the Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Connecticut Framework K-12 Curricular Goals and Standards; the CMT/CAPT Assessments<sup>1</sup>; and locally developed curriculum standards.

<sup>1</sup>**Connecticut Mastery Test (CMT):** The CMT is the standard assessment administered to students in Grades 3 through 8. Students are assessed in the content areas of reading, mathematics and writing in each of these grades and science in grades 5 and 8.

**Connecticut Academic Performance Test (CAPT):** The CAPT is the standard assessment administered to students in Grade 10. Students are assessed in the content areas of reading, mathematics, writing and science.

- *Promote both professional judgment and consistency*  
 Assessing a teacher’s professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers’ ratings should depend on their performance, not on their evaluators’ biases. Accordingly, the model aims to minimize the variance between school leaders’ evaluations of classroom practice and support fairness and consistency within and across schools.
- *Foster dialogue about student learning*  
 This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.
- *Encourage aligned professional development, coaching and feedback to support teacher growth*  
 Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. Plainville’s Teacher Evaluation and Development model promotes a shared language of excellence to which professional development, coaching, and feedback can align to improve practice.
- *Ensure feasibility of implementation*  
 Launching this new model will require hard work. Throughout the Plainville Community Schools, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. Plainville’s Teacher Evaluation and Development model balances high expectations with flexibility for the time and capacity considerations in our schools.



# TEACHER EVALUATION SYSTEM

## Evaluation and Support System Overview

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

1. **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
  - (a) **Observation of teacher performance and practice (40%)** as defined in the Plainville Framework for Teacher Evaluation and Support (based on the Connecticut Common Core of Teaching), which articulates six domains and thirty-eight components of teacher practice
  - (b) **Parent feedback (10%)** on teacher practice through surveys
  
2. **Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:
  - (a) **Student growth and development (45%)** as determined by the teacher's student learning objectives (SLOs)
  - (b) **Whole-school measures of student learning (5%)** as determined by aggregate student learning indicators and **student feedback** through student surveys

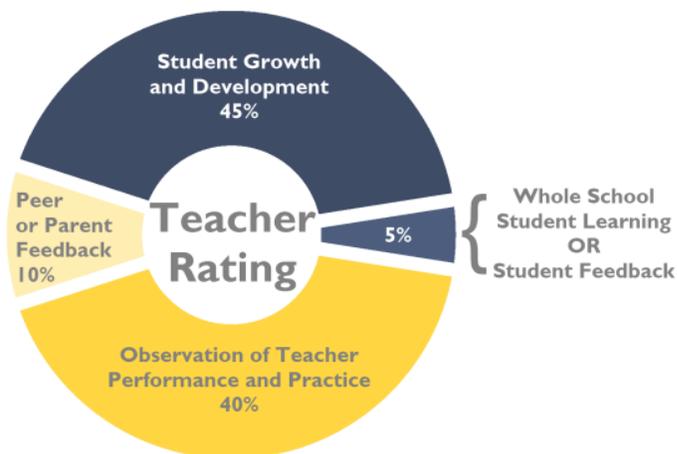
Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

**Exemplary** – Substantially exceeding indicators of performance

**Proficient** – Meeting indicators of performance

**Developing** – Meeting some indicators of performance but not others

**Below Standard** – Not meeting indicators of performance



## Teacher Evaluation Process and Timeline

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



### Goal-Setting and Planning:

Timeframe: Must be completed by October 15

1. *Orientation of New Teachers* – Teachers new to the district are provided with an orientation to the Plainville Teacher Evaluation and Development program.
2. *Orientation on Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss Plainville’s Strategic Plan Goals as well as the School Improvement Goals established by the principal and faculty. These school and district priorities should be reflected in teacher practice goals and student learning objectives (SLOs). Teachers will understand and will commit to set time aside for the types of collaboration required by the evaluation process.
3. *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and survey results and the Plainville Framework for Teacher Evaluation and Support to draft a proposed performance and practice goal(s), a parent feedback goal, student learning objectives (SLOs), and a student feedback goal for the school year. The teacher may collaborate in grade-level or subject matter teams to support the goal-setting process.
4. *Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher’s proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

### Mid-Year Check-In:

Timeframe: **December (for Year 1 and 2 teachers), January, and February (for all others)**

1. *Reflection and Preparation* – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
2. *Mid-Year Conference* – The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objectives (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

### End-of-Year Summative Review:

Timeframe: May and June; must be completed by **June 30**

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. *Scoring* – 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. 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 September 15.
3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation on or before June 30.

## **Primary and Complementary Evaluators**

The primary evaluator for most teachers will be the school principal, assistant principal, or dean of students, who will be responsible for the overall evaluation process, including assigning summative ratings. The Director of Special Education and Pupil Services and the Special Education Program Specialist will assist in the evaluations of special education and pupil services staff. The Superintendent or his/her designee may assign complementary evaluators to assist the primary evaluator. Complementary evaluators are certified teachers who may also have administrative certification. They may have specific content knowledge, such as instructional leaders, literacy/math resource teachers, or special education administrators. Complementary evaluators will be fully trained as evaluators prior to being authorized by the Superintendent and/or Assistant Superintendent to serve in this role.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback. A complementary evaluator will share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

## **Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing**

All evaluators are required to complete extensive training on the evaluation model. Plainville evaluators will build on the work we have done over the last ten years, including:

- The development of a shared understanding of high quality lesson design and delivery (see Appendix A)
- The development of individual problems of instructional practice and theories of action by administrators, departments, and grade level teams (see samples in Appendix A)
- The use of protocols to collect, describe, discuss, and analyze observational data through regular Instructional Rounds and/or Learning Walks in each school (see samples in Appendix A)
- The Video Visitation process through which evaluators
  1. view videos of teaching at all levels and calibrate their rubric ratings
  2. examine the teacher's performance and practice goal(s), parent feedback goal, student learning objectives (SLOs), and student feedback goal and discuss the teacher's progress toward those goals as evidenced in the video and/or in the administrator's overview

Evaluators must demonstrate proficiency by evaluating one or more sample teacher case studies prepared and evaluated by the central office administrators, which will include:

- a collection of evidence submitted by the teacher
- the evidence collected by an administrator during mini-observations and/or formal observations

- a video-tape of the teacher conducting a lesson (for which they will complete the rubrics and prepare for a post-conference)

An administrator will be deemed “proficient” if his/her evaluation of the teacher’s strengths and areas of challenge are substantially the same as those determined by the central office administrators.

At the request of a principal or an employee, the central office administrators will review evaluation ratings that include dissimilar ratings in different categories (e.g., include both *exemplary* and *below standard* ratings). In these cases, the Assistant Superintendent will determine a final summative rating.

In addition, the Superintendent and/or Assistant Superintendent will review all, or randomly selected evaluation evidence files from each school.

## SUPPORT AND DEVELOPMENT

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

### Evaluation-Based Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout Plainville's Teacher Evaluation and Development model, every teacher will collaborate with his/her evaluator to identify the teacher's professional learning needs. This decision will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher will be based on the individual strengths and needs as they are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

To assist with this process a Profession Learning Committee has been established with representation from every grade level across all schools. The PLC will meet at least four times per year to give input toward professional learning opportunities across the district. The PLC will serve as a clearinghouse for ideas and needs, and will help identify potential workshop leaders from amongst the Plainville staff. Teachers will also have the opportunity to design their own professional growth plans provided that their plans are in alignment with school and district priorities.

### Improvement and Remediation Plans (Intensive Supervision)

If a teacher's performance is rated as *developing* or *below standard*, it signals the need for the administrator to create an individual teacher improvement and remediation plan. The improvement and remediation plan will be developed in consultation with the teacher and his/her exclusive bargaining representative. Improvement and remediation plans must:

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

While the primary goal of the Plainville Teacher Evaluation and Development plan is to promote teacher learning to enhance the capacity of the district to promote quality teaching and learning, it does happen that occasionally accomplished teachers may experience difficulty in consistently demonstrating competence as described in the Plainville Framework. The purpose of this phase of the Plainville Teacher Evaluation and Development plan is to provide additional support and

guidance to professionals with identified weaknesses in order to improve performance. This phase will include close supervision from the teacher's immediate supervisor. A cognitive coach or peer mentor will be offered to the teacher to guide this individual back into good standing within the teaching community. The cognitive coach/peer mentor and the teacher may enter into a mutual agreement to guide and assist the teacher currently in this phase. The teacher will be encouraged to self-select professional readings and attend conferences to promote their professional growth. Additionally, professional readings and conferences may be offered to the teacher in this phase by the school district to promote the teacher's professional growth.

Teachers assigned to Intensive Supervision will work cooperatively with their immediate supervisor, and if selected with their cognitive coach/peer mentor, to develop and implement an individualized remediation plan. The supervisor will offer reasonable assistance so that the teacher can improve his/her performance in the areas that were considered unsatisfactory. This assistance may include, but is not limited to positive suggestions, resource materials, and referrals to other individuals that may assist with counseling or vocational transitions. A time frame that allows the teacher adequate opportunity to improve will be stated. The teacher is responsible for coordinating their plan of action and maintaining documentation relative to their progress.

The supervisor will advise the teacher that Intensive Supervision Phase, while designed to improve performance, may result in the termination of employment if unsuccessful.

In order to provide the teacher with positive support, all persons involved in the Intensive Supervision Phase will maintain the highest level of professional confidentiality.

Initial placement in this Phase will be for 90 school days. If an educator demonstrates mastery of the deficit areas prior to 90 days, he/she will be returned to the Tenured Teacher Phase earlier than the 90-day period.

### **Step 1 – Notification**

If a supervisor has labeled teacher's performance as below standard or developing, the supervisor must notify the educator that he/she is being placed in the Intensive Supervision Phase. This notification can happen at any point in the school year and will be both verbal and written (See Intensive Supervision Form I in Appendix F). In the notification, the supervisor will identify the domains the educator is not meeting and provide documentation that describes the specific problem area(s). At this time, the supervisor will also advise the superintendent of schools. A teacher may elect to have union representation in the meeting to review their evaluation or develop an action plan. The educator will also be informed that a mutually agreed upon cognitive coach/peer mentor may also be identified.

### **Step 2 – Action Planning**

The teacher and the supervisor will develop a plan of action (See Form I-2 in Appendix F) that incorporates teacher and supervisor input. This plan will identify the support and resources necessary to assist the teacher in improving performance in the areas cited in the notice of Step 1. The plan should clearly outline the desired outcome(s) or behavior(s) and the intervention strategies designed to address the deficiency. The interventions should include objectives that are reasonable, clear, specific, and in response to a pattern of behavior outlined by the supervisor. An objective

should be written for each identified problem or Teaching Standard that is identified as deficient. However, the supervisor, in collaboration with the teacher, must determine the number and priority of objectives that will be addressed at any one time. The action plan will specify a realistic and firm timeline for each objective.

For each domain needing improvement, the action plan will outline the data or evidence that needs to be collected. In most cases, multiple data sources will need to be collected in order to demonstrate evidence of improvement.

Included in this plan will be the names of other professionals, such as cognitive coaches, peer mentors, teaching colleagues, district and building resource teachers, instructional leaders and others with specific expertise and knowledge who may be called upon by the teacher to provide assistance. These individuals, however, will not be involved in making the summative decision regarding whether the teacher has met the desired outcome. The supervisor who has responsibility for the teacher's final evaluation maintains that role.

At the beginning of the action plan, the teacher may request that the superintendent assign an administrator from another building to serve as co-supervisor and evaluator. If such a request is made, the superintendent will decide which administrator will have responsibility for the teacher's final evaluation.

### **Step 3 - Evaluation**

The teacher and the evaluator will document evidence of progress in writing. The teacher may submit objective evidence from other sources. Once the data has been collected or the timeline has expired, the evaluator must make a final evaluation of whether the teacher has attained the plan's objectives (See Form I-3 in Appendix F). At this time, the evaluator will make one of the following recommendations to the superintendent of schools:

- 1) the deficient areas have been resolved, and the teacher has an average rating of proficient or higher and can return to the Tenured Teacher Phase
- 2) the teacher is making progress but has not yet addressed all the areas of concern and an extended plan of action should be developed
- 3) the teacher is not making progress and/or is demonstrating an inability or unwillingness to improve. The teacher continues to average 2 or lower on one or more domains. The teacher is deemed ineffective and termination is recommended.

### ***APPEAL PROCESS***

Appeals regarding evaluation will be heard by an appeals committee. An impartial teacher chosen by the EAP and an impartial administrator selected by the Superintendent will make up the appeal committee with the superintendent. The appeals committee will discuss the presentation made by the teacher and administrator. The final decision rests with the Superintendent. The outcome of the appeal will be rendered within 10 days.

## Career Development and Growth

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

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

## TEACHER PRACTICE RELATED INDICATORS

The Teacher Practice Related Indicators half of the Plainville Teacher Evaluation and Development teacher evaluation model evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. It is comprised of two categories:

- Teacher Performance and Practice, which counts for 40%; and
- Parent Feedback, which counts for 10%.

These categories will be described in detail below.

### Category #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice category of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

#### *Plainville's Teacher Practice Framework*

A diverse group of Plainville stakeholders reviewed the research and options for a framework of teaching practice and chose to blend the Connecticut Common Core of Teaching (CCT) standards with elements of Charlotte Danielson's *Framework for Teaching*. Plainville's Framework was also influenced by the work of Kim Marshall and Robert Marzano. The resulting rubric, The Plainville Framework for Teacher Evaluation and Support (see **Appendix B**), represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students. It should be noted that Plainville has developed a framework for the evaluation of classroom teachers but has chosen to use the state framework for the evaluation of specialists such as school psychologists, school counselors, etc.

The Plainville Framework for Teacher Evaluation and Support is organized into six domains, each with 5-10 components.

## Overview of the Plainville Observation Process

### Guiding Beliefs

- Teachers need timely feedback after their observation.
- The observations process should be supportive and help teachers to understand how they can become even better teachers.
- Teachers want multiple ways of getting feedback: peers, self, students.
- The evaluation should also include what each teacher does to make the school or department better.
- Both teacher and administrator reflection are an important part of the process.
- Teacher evaluation involves determining a teacher's ability to teach as well as helping to improve professional skills.

### General Procedures for all Teachers

- All tenured teachers will have one formal observation that need not have a pre-conference, but will have a post conference.
- Formal observations that include pre/post conferences are only required for non-tenured teachers or those on Intensive Supervision Plans. However, a teacher can request a formal observation at any time.
- All teachers will have **at least** three observations (see table page 20). The observation can be of data teams, performances, parent conferences, or PPTs, but at least one must be a classroom observation. Mini observations must be 10 minutes or more in length with immediate electronic feedback. Teachers may request a meeting with their administrator if they have any questions about the electronic feedback. At least one observation should be followed by a post conference and be at least 30 minutes in length.
- The Plainville Framework (rubric) is filled out by the teacher prior to the first meeting and is discussed with the administrator as part of the goal setting process. While the administrator may give feedback on the teacher's Framework self-assessment, he/she will not formally rate the teacher at this goal-setting conference. However, both the administrator and teacher will assign a rating for each domain at the end of the year.
- Every teacher will set goals for the year that must include two student learning objectives (SLOs), goals may also include data team work, department or grade level work, and/or the school learning plan goals using the following state forms: Teacher Goal Setting: Student Learning Objectives (SLO); Teacher Goal Setting: Performance and Practice Goal; Teacher Goal Setting: Parent Feedback; Teacher Goal Setting: Whole School Learning Indicator. If teachers need professional development in order to accomplish their goals, they should indicate this on the goal form.

### Non-Tenured Teachers Years 1 and 2

- TEAM could be part of the evaluation process if the teacher agrees.
- The first meeting of the year should be held by **October 15**. During this meeting the initial Framework (rubric) ratings will be discussed and the goals setting form will be completed.

## **Non-Tenured Teachers Years 1 and 2 (continued)**

- The mid-year meeting will be held no later than **December 15**. There should be no less than one formal observation (pre- and post- meeting, no less than 30 minutes) completed by this time. The teacher and administrator will discuss progress on the Plainville Framework (rubrics) and on the teacher's goals. Teachers should articulate how they have worked on the Framework skills as well as their impact on students and their practice.
- On or before **March 15** there should be a second meeting between the teacher and the administrator. A second formal observation (pre- and post- meeting, no less than 30 minutes) must have been completed. During the March meeting there will be a discussion about growth on the focus areas of the Framework (rubric). Renewal versus non-renewal will be decided by this meeting.
- Between **March 1 and June 30** there will be one more formal observation. The Framework (rubric) must be updated prior to the end of year.

## **Non-Tenured Teachers Years 3 and 4**

- The teacher and administrator collaboratively review the teacher's ratings on the Framework (rubrics), decide which domain(s) the teacher will work on. The goal-setting meeting with forms complete must be held by **October 15**.
- The mid-year meeting will be held between **December 15 and February 15**. At this meeting, the Framework (rubrics) will be reviewed and progress will be determined. The teacher should articulate how they have worked on the skills articulated in the Framework (rubrics) and what the impact of their work on their practice has been. Renewal/non-renewal will be determined by this time. We will continue to use the non-tenured teacher rubric (see Appendix E) to assist in this process.
- **Prior to the end of the school year**, the end-of-year meeting is held. If it is the teacher's **tenure year**, this meeting **must be held prior to the end of March**. Final Framework (rubric) ratings and progress on goals are discussed at this meeting. Teachers must have an average rating of 3 or higher in all areas in order to be granted tenure.

## **Tenured Teachers**

- Between **May and September 30** a goal setting conference for the upcoming school year must be held. NOTE: the goal setting conference for the upcoming school year can be tied into the end-of-year conference. The Framework (rubrics) are completed by this time.
- **Tenured teacher must have one "formal" observation** (with post- meeting, no less than 30 minutes) with written feedback.\* Teachers who receive and maintain a performance evaluation designation of proficient or exemplary shall be evaluated with a minimum of 1 formal in-class observation no less frequently than every 3 years and 3 informal in-class observations in all other years. One review of practice shall be completed every year.
- A mid-year meeting must be held to discuss progress toward goals.
- The end-of-year conference must be held prior to the end of the school year. The goals form and Framework rubrics must be completed by the teacher prior to the meeting.
- Any tenured teacher who ends the year with a "developing" or "below standard" rating (1 or 2) must be placed on an **Intensive Supervision Plan**.
- If the teacher is unable to increase his/her rating to proficient by the end of the Intensive Supervision Plan, they will be deemed **"Ineffective."**

**\*NOTE: All teachers will be observed 3 times. Observations will be structured according to the table below.**

Teacher Category	Plainville Model
First and Second Year Novice Teachers	3 formal in-class observations with pre- and post-conference.
<i>Proficient and Exemplary Teachers in Year 3 or higher</i>	A combination of at least three observations/reviews of practice, one of which must be a formal in-class observation. The exact combination shall be mutually agreed upon at the beginning of the evaluation process.
<i>Below Standard and Developing Tenured Teachers</i> (same as first and second year teachers)	3 formal in-class observations with pre- and post-conference.

### Pre-conferences and Post-Conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described on page 13. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against the Plainville Framework for Teacher Evaluation and Support and for generating action steps that will lead to the teacher's improvement. A good post-conference:

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

Classroom observations provide the most evidence for domains 2 and 3 of the Plainville Framework for Teacher Evaluation and Support, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

### Non-Classroom Reviews of Practice

Because the new evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the Plainville Framework for Teacher Evaluation and Support, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

### Feedback

The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- specific evidence and ratings, where appropriate, on observed components of the Plainville Framework for Teacher Evaluation and Support;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

Providing both verbal and written feedback after an observation is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.

### ***Teacher Performance and Practice Goal-Setting***

As described in the Evaluation Process and Timeline (pages 9-10) section, teachers develop one to three practice and performance goals that are aligned to the Plainville Framework for Teacher Evaluation and Support. These goals provide a focus for the observations and feedback conversations.

At the start of the year, each teacher will work with his or her evaluator to develop his or her practice and performance goal(s) through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards *proficient* or *exemplary* on the Plainville Framework for Teacher Evaluation and Support. Schools may decide to create a school-wide goal aligned to a particular component that all teachers will include as one of their goals. Similarly grade levels or departments might decide to create a goal that all teachers at the grade level or department will include as one of their goals

Goals should be SMART:

S=Specific and Strategic

M=Measurable

A=Aligned and Attainable

R=Results-Oriented

T=Time-Bound

#### **SMART Goal Example for Teacher Performance and Practice (40%):**

By June 2013, I will use higher-order thinking questioning and discussion techniques to actively engage at least 85% of my students in discussions that promote understanding of content, interaction among students and opportunities to extend thinking.

Additional information on SMART goals can be found in **Appendix C: Template for Setting SMART Goals**. Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice goals are not explicitly rated as part of the Teacher Performance and Practice category, progress on goals will be reflected in the scoring of Teacher Performance and Practice evidence.

### ***Teacher Performance and Practice Scoring***

#### **Individual Observations**

Evaluators are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the Framework components that were observed. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports.

## Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. The evaluator will use a three-step process to calculate the final teacher performance and practice rating:

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the 39 components.
- 2) Average components within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
- 3) Apply domain weights to domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0

Each step is illustrated below:

- 1) Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the 18 components.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 18 components. Some questions to consider while analyzing the evidence include:

**Consistency:** What rating have I seen relatively uniform, homogenous evidence for throughout the semester? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?

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

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

Once a rating has been determined, it is then translated to a 1-4 score. *Below Standard* = 1 and *Exemplary* = 4. See example below for Domain 1:

Domain 1	Rating	Evaluator's Score
1.1	<i>Developing</i>	2
1.2	<i>Developing</i>	2
1.3	<i>Proficient</i>	3
1.4	<i>Exemplary</i>	4

- 2) Average components with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Score
1	2.8
2	2.6
3	3.0
4	2.8
5	2.5
6	2.4

- 3) Apply domain weights to domain scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong planning, instruction, assessment and a positive classroom environment are major factors in improving student outcomes. Therefore, Domains 2, 3, 4, and 5 are weighted significantly more at 20%. Content and Skills and Professional Responsibilities are weighted 10%.

Domain	Score	Weighting	Weighted Score
1 – Content	2.8	10%	0.28
2- Environment	2.6	20%	0.52
3 - Planning	3.0	20%	0.6
4 - Instruction	2.8	20%	0.4
5 – Assessment	2.5	20%	0.56
6 – Prof. Resp.	2.4	10%	0.24
<b>Total</b>			2.6

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator.

The summative Teacher Performance and Practice category rating and the component ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss progress toward Teacher Performance and Practice goals/outcomes.

## Category #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area of the Plainville Teacher Evaluation and Development Plan.

The process described below focuses on:

- (1) conducting a whole-school parent survey (meaning data is aggregated at the school level);
- (2) determining several school-level parent goals based on the survey feedback;
- (3) teacher and evaluator identifying **one** related parent engagement goal and setting improvement targets;
- (4) measuring progress on growth targets; and
- (5) determining a teacher's summative rating. This parent feedback rating shall be based on four performance levels.

### 1. Administration of a Whole-School Parent Survey

Parent surveys (see Appendix D) will be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys will be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys will be confidential, and the responses will not be tied to parents' names. A baseline survey was given in February of 2013. Subsequent surveys will be administered regularly in the spring and trends analyzed from year-to-year.

### 2. Determining School-Level Parent Goals

Principals and teachers will review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. This goal-setting process will involve both teachers and the principal early in the school year and will result in 2-3 improvement goals for the entire school.

### 3. Selecting a Parent Engagement Goal and Improvement Targets

After these school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

Teachers will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned and attainable.

### 4. Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect

evidence directly from parents to measure parent-level indicators they generate. For example, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

5. Arriving at a Parent Feedback Rating

The Parent Feedback rating will reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

## STUDENT OUTCOMES RELATED INDICATORS

The Student Outcomes Related Indicators half of Plainville’s Teacher Evaluation and Development model captures the teacher’s impact on students. Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of the Plainville Teacher Evaluation and Development process, teachers will document those aspirations and anchor them in data.

Student Related Indicators includes two categories:

- Student growth and development, which counts for 45%; and
- A combination of whole-school student learning *and* student feedback, which counts for 5% of the total evaluation rating.

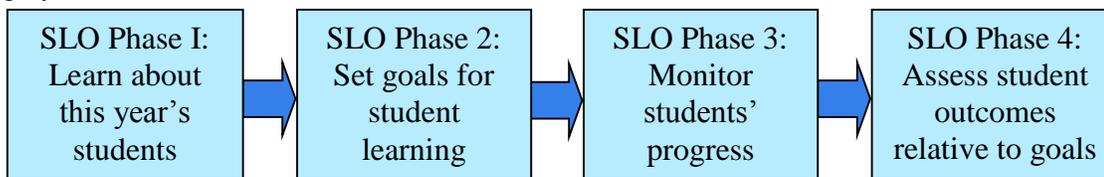
These categories are described in detail below.

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

#### *Overview of Student Learning Objectives (SLOs)*

Each teacher’s students, individually and as a group, are different from other teachers’ students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher’s assignment, students and context into account. Plainville will follow Connecticut’s process and use a goal-setting process called **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

SLOs in Plainville’s Teacher Evaluation and Development model supports teachers in using a planning cycle that will be familiar to most educators:



Plainville’s Teacher Evaluation and Development model continues the work of our Individualized Student Improvement Plans (ISIPs), asking teachers to set specific and measurable targets for each student and for their class as a whole, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:

SLO Phase I:  
Learn about  
this year's  
students

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

SLO Phase 2:  
Set goals for  
student  
learning

Each teacher will write two SLOs, each of which is worth 22.5% of their rating, or a total of 45%. Teachers whose students take a standardized assessment will create one SLO based on standardized indicators and one SLO based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator. All other teachers will develop their two SLOs based on non-standardized indicators. These indicators may include district benchmark assessments, report card assessments, or teacher-made diagnostic assessments.

Plainville's Teacher Evaluation and Development model uses the Connecticut definition of "standardized assessment." As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment\*** is characterized by the following attributes:

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

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

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning. They should each address a central purpose of the teacher's assignment and it should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth for shorter courses) – and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the teacher's assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

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

\*Pending U.S. Department of Education's approval of CT's request for flexibility on the use of student test data in 2013-14, Plainville Community Schools will not require that 22.5% of a teacher's summative rating incorporate state test data. Alternatively, the 45% student growth and development component will be composed of 22.5% standardized assessments for those grades and subjects where available and appropriate and the other 22.5% will be based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator (in accordance with the Guidelines). If there are no standardized assessments available and/or appropriate, then the educator's entire 45% student learning outcomes component would be based fully on non-standardized indicators in the 2013-14 year.

The following are examples of SLOs based on student data:

Teacher Category	Student Learning Objective
8th Grade Science	My students will master critical concepts of science inquiry.
High School Visual Arts	All of my students will demonstrate proficiency in applying the five principles of drawing.

**Step 2: Select Indicators of Academic Growth and Development (IAGDs)**

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least one indicator.

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

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

NOTE: For 4th through 8th grade teachers of English/Language Arts and Math, teachers might use the CMT vertical scale scores to set growth targets until such time as the new state assessments are operational.

One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met must be determined by 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, rather than relying solely on one isolated test score. The state test score 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, a non-standardized indicator.

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

**Sample SLO-Standardized IAGD(s)**

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development ( <i>at least one is required</i> )
8th Grade Science	My students will master critical concepts of science inquiry.	1. 78% of my students will score at the proficient or higher level on the science CMT in March 2013.
4th Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013.	1. All 17 (77%) students assessed on the standard CMT will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4th grade CMT Reading in March 2013.  2. All 5 students (23%) assessed on the MAS for Reading CMT will achieve at the proficient or goal level on 4th grade CMT Reading MAS in March 2013.

### Sample SLO-Non-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development ( <i>at least one is required</i> )
8th Grade Science	My students will master critical concepts of science inquiry.	1. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.
School Counselor	My students will demonstrate an understanding of the 7 habits of highly effective Teens	1. 80% of the students who participate in the SEEDS TO SUCCESS group will demonstrate an understanding of the 7 Habits of Highly Effective Teens as measured by a pre and post tests.

#### Step 3: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:

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

#### Step 4: Submit SLOs to Evaluator for Approval

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

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

### SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to the School Improvement Plan, the teacher's assignment, and the needs of a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

**SLO Phase 3:  
Monitor  
students'  
progress**

Once SLOs are approved, teachers will monitor students' progress towards the objectives, examining student work products, administering interim assessments, tracking students' accomplishments and struggles, etc. Teachers will share their interim findings with colleagues during collaborative time, and they will keep their evaluator apprised of progress.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

**SLO Phase 4:  
Assess student  
outcomes relative to  
SLOs**

At the end of the school year, the teacher will collect the evidence required by their indicators and submit it to his or her evaluator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

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

<b>Exceeded (4)</b>	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
<b>Met (3)</b>	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
<b>Partially Met (2)</b>	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
<b>Did Not Meet (1)</b>	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one indicator, the evaluator will score each indicator separately, and then average those scores for the SLO score.

The final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the student growth and development rating would be 2.5  $[(2+3)/2]$ . The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference.

NOTE: For SLOs that include an indicator based on state standardized tests, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state tests are the basis for all indicators, then the teacher's student growth and development rating will be based only on the results of the SLO that is based on non-standardized indicators.

However, once the state test evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15. See Summative Teacher Evaluation Scoring (page 34) for details.

## Category #4: Whole-School Student Learning Indicator and/or Student Feedback (5%)

Plainville's Teacher Evaluation and Development model uses a combination of Whole School Student Learning Indicators and Student Feedback to determine this fourth category of teacher evaluation and development.

### *Component 1: Whole-School Student Learning Indicator*

For this component, the teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. This will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal's evaluation.

### *Component 2: Student Feedback*

Plainville will use feedback from students, collected through surveys that will be disaggregated by teacher, to comprise this category of a teacher's evaluation rating. See Appendix D for copies of the surveys that will be used at the elementary and secondary levels.

Research, including the Gates Foundation's *Measures of Effective Teaching* study, has shown that student surveys can be valid and reliable indicators of teacher performance and that student feedback about a teacher is correlated with student performance in that class. Additionally, student surveys provide teachers with actionable information they can use to improve their practice – feedback that teachers would not necessarily receive elsewhere in the evaluation process.

In order to mitigate the concerns of some educators express regarding student surveys, the district has put the following procedures in place:

#### Eligible Teachers and Alternative Measures

Student surveys will not be applicable and appropriate for all teachers.

- Students in grades K-2 will not be surveyed
- Special education students who would not be able to respond to the survey, even with accommodations, will not be surveyed.
- Surveys will not be used to evaluate a teacher if fewer than 15 students would be surveyed or if fewer than 13 students ultimately complete the survey.

When student surveys are not appropriate for a particular teacher, the 5% allocated for student feedback should be replaced with the whole-school student learning indicator described in Component #1.

#### Survey Instruments

**Appendix D** contains Plainville's surveys for elementary (grades 3-5) and secondary (grades 6-12) students. These surveys developed by *Panorama* have been tested to assure validity and reliability. Students at the secondary level will be surveyed with a randomly assigned teacher (based on their schedule). Thus, not every student in each teacher's classes will be surveyed, but each teacher's survey results will be based upon a representative sampling of students across all of that teacher's classes.

The survey will offer teachers constructive feedback that they can use to improve their practice.

### Survey Administration

Student surveys will be administered in a way that allows students to feel comfortable providing feedback without fear of retribution. Surveys will be confidential, and survey responses will not be tied to students' names.

### Establishing Goals

Teachers and their evaluators will use their judgment in setting goals for the student feedback category. In setting a goal, a teacher must decide what he/she wants the goal to focus on. A goal will usually refer to a specific survey question (e.g., "My teacher makes lessons interesting."). However, some survey instruments group questions into categories or topics, such as "Classroom Control" or "Communicating Course Content," and a goal may also refer to a category rather than an individual question.

Results on survey based goals will be measured in terms of the percentage of students who responded favorably to the question.

In response, a teacher must set a numeric performance target. As described above, this target should be based on growth or on maintaining performance that is already high. Teachers are encouraged to bear in mind that growth becomes harder as performance increases. For this reason, we recommend that teachers set maintenance of high performance targets (rather than growth targets) when current performance exceeds 70% of students responding favorably to a question.

Finally, where feasible, a teacher may optionally decide to focus a goal on a particular subgroup of students. Plainville's survey data will include demographic information, such as grade level, gender and race that may be used to help teachers focus on a particular demographic. For example, if a teacher's survey shows that boys give much lower scores than girls in response to the survey question "My teacher cares about me," the teacher might set a growth goal for how the teacher's male students respond to that question.

The following are examples of effective goals:

- The percentage of students who "Agree" or "Strongly Agree" with "My teacher believes I can do well" will increase from 50% to 60%.
- The percentage of students who "Agree" or "Strongly Agree" with "My teacher makes what we're learning interesting" will remain at 75%.
- The percentage of 9th graders who "Agree" or "Strongly Agree" with "I feel comfortable asking my teacher for extra help" will increase from 60% to 70%.

See the surveys in **Appendix D** for additional questions that can be used to develop goals.

### Arriving at a Student Feedback Summative Rating:

In most cases, summative ratings should reflect the degree to which a teacher makes growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high.

This is accomplished in the following steps, undertaken by the teacher being evaluated through mutual agreement with the evaluator:

1. Review survey results from prior period (previous school year or fall survey).
2. Set **one** measurable goal for growth or performance (see above).
3. Later in the school year, administer surveys to students.
4. Aggregate data and determine whether the teacher achieved the goal.
5. Assign a summative rating, using the following scale to be discussed and finalized with their evaluator during the End-of-Year Conference.

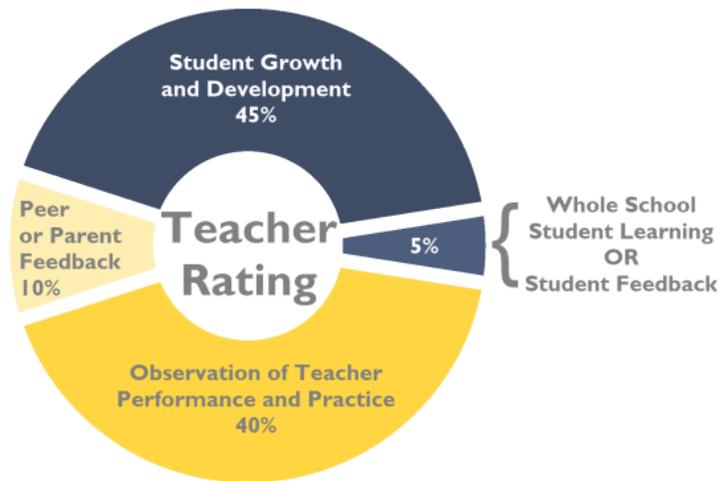
Exemplary	Proficient	Developing	Below Standard
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50 and the whole-school student learning indicator will be weighted 0 (see Summative Teacher Evaluation Scoring- page 34). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15.

## SUMMATIVE TEACHER EVALUATION SCORING

### *Summative Scoring*

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



Every educator will receive one of four performance ratings:

**Exemplary** – Substantially exceeding indicators of performance

**Proficient** – Meeting indicators of performance

**Developing** – Meeting some indicators of performance but not others

**Below Standard** – Not meeting indicators of performance

The rating will be determined using the following steps:

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

Each step is illustrated below:

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

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the

category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
<b>TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS</b>			<b>142</b>

**Rating Table**

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

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

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

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	158
Whole School Student Learning Indicator or Student Feedback	3	5	15
<b>TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS</b>			<b>172.5-173</b>

**Rating Table**

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

3) Use the Summative Matrix to determine Summative Rating

Using the ratings determined for each major category: Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is proficient and the Student Outcomes Related Indicators rating is proficient. The summative rating is therefore proficient. If the two major categories are highly discrepant (e.g., a rating of exemplary for Teacher Practice and a rating of below standard for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		<b><i>Teacher Practice Related Indicators Rating</i></b>			
		<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b><i>Student Outcomes Related Indicators Rating</i></b>	<b>4</b>	<b>Rate Exemplary</b>	<b>Rate Exemplary</b>	<b>Rate Proficient</b>	<b><i>Gather further information</i></b>
	<b>3</b>	<b>Rate Exemplary</b>	<b>Rate Proficient</b>	<b>Rate Proficient</b>	<b>Rate Developing</b>
	<b>2</b>	<b>Rate Proficient</b>	<b>Rate Proficient</b>	<b>Rate Developing</b>	<b>Rate Developing</b>
	<b>1</b>	<b><i>Gather further information</i></b>	<b>Rate Developing</b>	<b>Rate Developing</b>	<b>Rate Below Standard</b>

Adjustment of Summative Rating Summative ratings must be completed for all teachers by 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 a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

## **Definition of Effectiveness and Ineffectiveness**

In determining whether a teacher is effective or ineffective, evaluators shall look for patterns.

A novice Plainville teacher will be deemed effective if he or she receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of the novice teacher's career. A *below standard* rating shall only be permitted in the first year of the novice teacher's career, assuming a pattern of growth of *developing* in year two and two sequential *proficient* ratings in years three and four. The superintendent will offer a contract and grant tenure to any educator he/she deems effective at the end of year four.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

## **Dispute-Resolution Process**

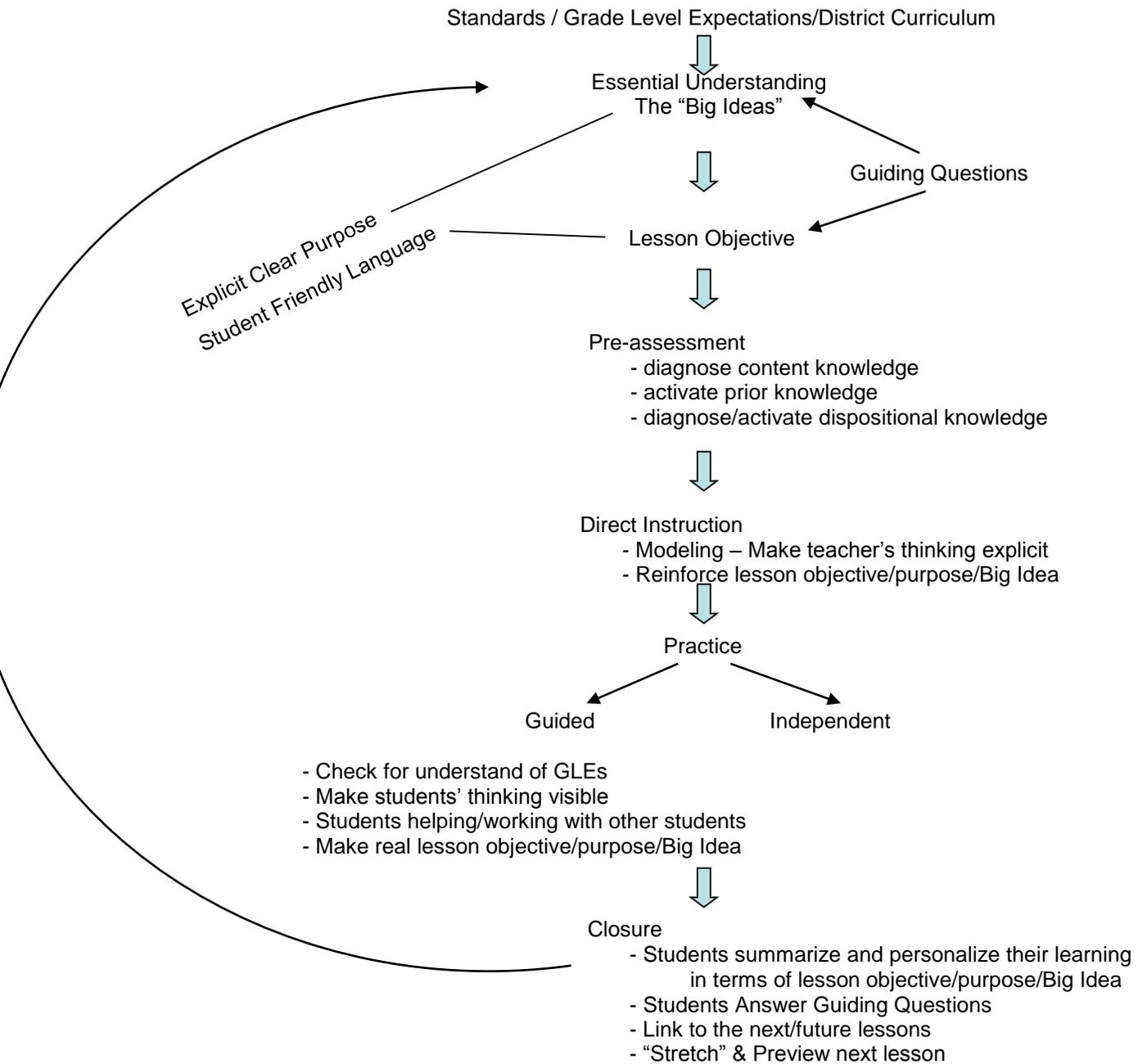
A panel, composed of the superintendent, teacher union president and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the superintendent will make the determination regarding that issue.

## **APPENDIX A**

Plainville Lesson Design  
Sample Problem of Instructional Practice  
Sample Theory of Action

# Plainville Community Schools Lesson Design

## The Foundational Work for Quality Learning



Plainville Community Schools

Draft June 2007

Revised January 2009

## Plainville Community Schools: Data Driven Decision Making Action Plan

**Administrator:** Jane Doe

**Data Buddy:** John Smith

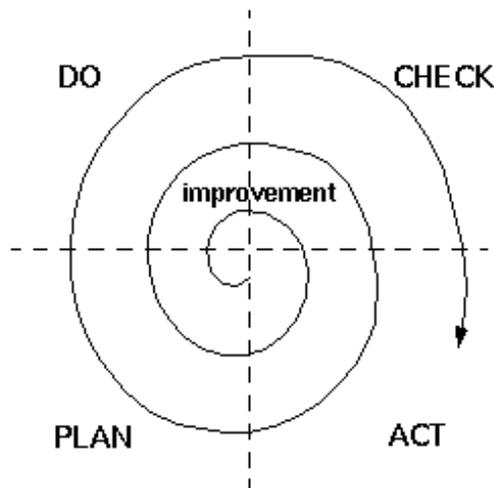
**Briefly define your problem of practice:** *Middle and high school students have difficulty solving complex mathematics problems that require them to integrate two or more math concepts and/or require multiple steps. Not all teachers consistently teach a process for solving these types of problems, and many of them do not give students enough opportunities to work with such complex, multi-step problems.*

**Briefly describe the data you used to define the problem of practice:** *Generation 2 and 3 CAPT data (see attached); Generation 3 and 4 CMT data (see attached); informal conversations with teachers; classroom observations; discussions at Math Leadership Cadre meetings*

**Briefly explain how the problem of practice is related to the district's strategic plan and/or the district's commitment to continuous improvement:** *The Strategic Plan includes the goal of improving student achievement in math, science and the language arts. This plan is focused on improving student achievement in mathematics. While the attached data in the aggregate shows considerable improvement in middle school mathematics over the past two years, there continue to be areas of challenge that impede student progress in the high school. One such area is the area of "integrated understandings/complex problem solving". The elementary schools recognized this problem and have developed common assessments that are given every 6 weeks. As a result, the data reflect strong improvement in grades 3, 4, and 5 from generation 3 to generation 4 on the CMT (see attached). In the interest of continuous improvement, the experiences of our K-5 teachers and their students may pave the way for improved middle and high school mathematics achievement.*

**Briefly explain how your problem of practice connected to the School Learning Plans:** *All of the SLPs include a goal for improving student achievement in math, science and the language arts. This plan is focused on improving student achievement in mathematics. One consistent area of weakness on the CMT is Strand 25, and the problems students encounter on the CAPT are all "strand 25-like" problems (see attached examples). Learning how to persevere in these more complex problems and giving students the strategies necessary for attacking them, as well as the opportunity to practice them on a frequent basis (2-3 times per week) is one way of improving student performance on this strand, and on the entire CAPT.*

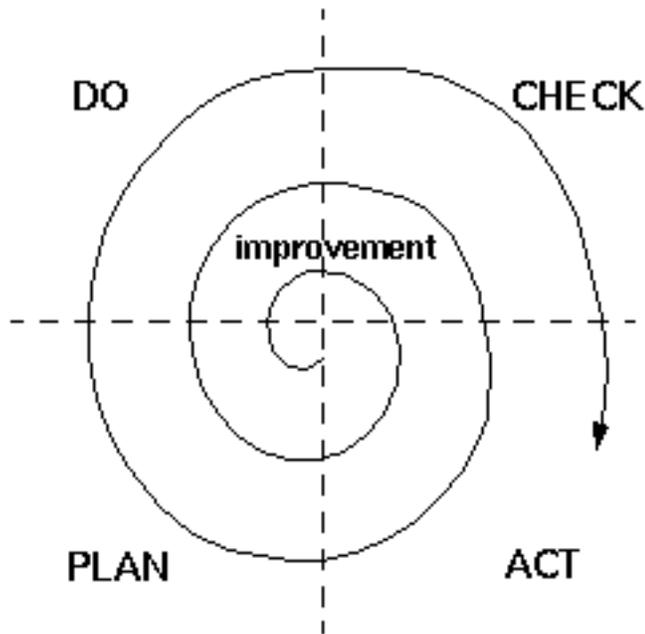
**State your theory of action around this problem of practice (use If – Then statements to frame the theory of action):** *If we explicitly teach students strategies for solving complex, multi-step, integrated mathematics problems, and if we provide regular opportunities for students to solve such problems and explain their mathematical thinking, then student achievement on strand 25 of the CMT and on the CAPT as a whole will improve. If I use a recursive PLAN-DO-CHECK-ACT process with the Math Leadership Cadre, then instruction will improve and student learning will increase.*



**What data sources will you use (should be a combination of standardized test, school-wide or district-wide benchmarks/common assessments, and classroom data)? Be as specific as possible: what data, how often, etc.**

- *Create strand 25 benchmark assessments (similar to those already in place for grades K-5) for grades 6 through 8 to be administered every 6 weeks and scored using an analytical rubric*
- *Review a random sample (2 students from each class) of mathematics portfolios in which students track their progress and set goals for improvement (along with an action plan for achieving their goals) – every trimester to determine how students are progressing*
- *Conduct classroom observations – specifically targeted for those classes in which teachers are providing explicit instruction in strand 25-like problems – visit each teacher twice during the school year and/or video-tape these lessons*
- *CMT data from Generation 4*
- *CAPT data from Generation 3*

**How will you use the data you collect with teachers in order to make instructional improvements that will lead to increased student achievement?** *Use Math Cadre time to review student work and other data and then to create an action plan for instructional improvement. The Cadre will meet at least 5 times for the purpose of creating assessments, designing instruction, processing the work and the data, and creating an action plan for instructional improvement. This recursive PLAN – DO – CHECK – ACT cycle will result in improved instruction and increased student achievement – both on Strand 25 on CMT, and on the CAPT as a whole.*



**What assistance do you need from your data buddy? (Data buddies can help with this section by proposing ideas.)** *Setting up fields in PowerSchool to collect the data and then exporting the data to Excel for my use. Helping with training of teachers. Help with classroom observation protocol and data collection tool. Help in analysis of the data.*

## Plainville Community Schools Central Office Theory of Action

As central office leaders our responsibility is to develop the capacity of administrators and teacher leaders (instructional leaders) to create the conditions, competencies, and culture that promotes and nurtures continuous improvement in the Plainville Community Schools. Our ultimate goal is to maximize student learning in each of our classrooms across the district. Our work is rooted in the research of Elmore, Fullan, Resnick, Hattie, Marzano, and others who have contributed to our collective understanding of what high quality learning and teaching looks and sounds like. As a leadership team we have developed a strong framework for learning that reflects the vision and belief statements of the Plainville Community Schools.

### Vision

*Promote a challenging environment creating an extraordinary community of learners*

### Beliefs

- *We believe that effective communication and collaboration build trust and respect.*
- *We believe that a safe, caring learning environment embraces diversity and upholds individual accountability.*
- *We believe that a high quality curriculum gives serious consideration to the arts, literacy, and technology.*
- *We believe in a shared responsibility for establishing high learning expectations for each child.*

Our theory of action reflects the district's vision and beliefs as well as the research in best practices for leadership and learning. The theory of action statements and accompanying action plans are designed to provide a blueprint for continuous improvement in our schools.

**If** we build the capacity of administrators, teacher leaders, and teachers to use data to solve problems of instructional practice, **then** we can solve any problems of student learning.

Action Plan: Central Office personnel serve as "data buddies" for building administrators coaching them in the use of data gathering and data analysis tools (Excel, SPSS, Performance Tracker, etc.) Once building administrators are comfortable with the tools and the process, they will coach teacher leaders, who will, in turn, coach members of their grade level teams or departments.

Evidence: Documentation of problems of instructional practice will be created and reviewed. Data collection and analysis will be presented and discussed at Administrative Council meetings.

If we identify those students who are most in need of intervention, and if we use research-based, high impact instructional strategies consistently and with fidelity, and if we monitor progress regularly and modify instruction based upon the progress-monitoring, then achievement of students in our sub-groups will improve.

**2. What specific leadership actions will you take this year to directly move this hypothesis forward and/or what conditions will you create to help others move it forward? Briefly list action steps below.**

- We will provide teachers and administrators the data (CMT/CAPT, as well as data from district benchmark assessments) on any student not achieving at the goal level.
  - Data reports by school and by teacher
- Teachers and administrators will develop an Individual Student Improvement Plan for each student. Each plan will identify one or two initial target area for the student and the research based intervention that will be used. Students requiring similar interventions may be grouped together for classroom interventions (Tier II), provided that no more than 5 students are in a group.

- Individual Student Improvement Plans (ISIPs)
- Targeted Intervention Group Lists
- Teachers will identify one or more high impact instructional strategy for use in whole group (Tier I instruction), taking care to match the instructional strategy with the learning task.
  - Lesson plans
  - Learning Task templates
- Teachers will administer short, progress monitoring assessments to all Tier II students) at least once per week to determine the efficacy of the intervention strategy.
  - Intervention logs
  - Data charts for each ISIP student
- Building administrators will monitor students requiring intervention through bi-weekly progress updates from the teacher.
  - Bi-weekly updates from teachers
  - Bi-weekly notes from administrators
- Central Office administrators will monitor student and teacher progress via Instructional Rounds conducted three times a year at each school and through monthly “walk-through visits”.
  - Instructional rounds meetings and notes from findings
  - Monthly walk-through notes

**3. What will be your human resource strategy planned and implemented in support of this priority? Do you have to change, add, or redeploy human resources to accomplish this priority?**

- Create a data integration specialist position (by returning technology integration specialist to the classroom) to assist teachers and administrators in collecting data and using the data to drive instructional decision-making
  - Posting of position/Hiring
  - Action plan for implementation of data warehouse
  - Reports as requested by administrators and teachers
- Purchase of data warehouse software and training necessary to implement it with fidelity

**4. What new leadership routines or expected patterns of behaviors will you put in place for you or others in support of this priority?**

- Frame data discussions in terms of collective efficacy (the shared perception of teachers in a school that the efforts of a faculty, as a whole have a positive impact on students)
  - Use the collective efficacy scale (Goddard, 2002) as a way of measuring the staff’s perceptions about their ability to positively impact students and achievement
  - Determine areas of strength and areas of challenge based on the baseline data from the collective efficacy scale
  - Plan professional development to address collective efficacy
  - Reassess collective efficacy
- Refine Instructional Rounds to focus on the learning tasks with which students are being asked to engage as well as the instructional strategies being used to provide the base for the learning tasks
  - Focus the protocol so that there is discussion of the learning task
  - Examine findings and next steps documents to ensure that the focus is on the learning task and instructional strategies employed
- Realign meetings so that all meetings are about instruction and student achievement
  - Principals regularly discuss their theories of action and bring student work to the table in order to monitor progress
  - Teachers regularly discuss student progress and use student work as a means of demonstrating progress and establishing next steps

## APPENDIX B

Plainville Frameworks for Teacher Evaluation and Professional Growth – Teachers  
Plainville Frameworks for Teacher Evaluation and Professional Growth – Specialists

## Plainville Framework for Teacher Evaluation and Professional Growth

<b>Domain 1: Content and Essential Skills</b>					
	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Examples of Classroom Practice</b>
1.1 Demonstrating proficiency in reading, writing, and mathematics skills.	Classroom material and instruction demonstrates the teacher's LIMITED understanding of standard literacy and numeracy skills which does NOT EFFECTIVELY promote student learning.	Classroom material and instruction demonstrates the teacher's INCOMPLETE understanding of standard literacy and numeracy skills.	Classroom material and instruction demonstrates the teacher's UNDERSTANDING AND APPLICATION of standard literacy and numeracy skills which effectively promote student learning.	Classroom material and instruction demonstrates the teacher's HIGH LEVEL of understanding and application of standard literacy and numeracy skills which INCREASES the rigor and relevance of the content.	The teacher accurately uses reading, writing, and math to inform their teaching and to enhance student understanding of discipline specific areas. Classroom Vignette: The teacher uses grammatically correct language and writing, reads with fluency and expression; math computations/logic/vocabulary is accurate
1.2 Demonstrating discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards.	The teacher demonstrates LITTLE OR NO knowledge of content and discipline-specific skills and standards.	The teacher demonstrates an INCOMPLETE knowledge of content and discipline-specific skills and standards.	The teacher demonstrates DISCIPLINE SPECIFIC KNOWLEDGE and keeps current of developments within the content area.	The teacher effectively integrates a HIGH LEVEL of current discipline-specific knowledge with professional teaching standards which INCREASES the rigor and relevance of the content.	The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. Classroom Vignette: The teacher is able to engage in discourse without relying on a lesson plan. They display a clear and accurate understanding of the content.
1.3 Using developmentally appropriate verbal, non-verbal and technological communications.	The teacher DOES NOT utilize developmentally appropriate verbal, non-verbal and technological communications.	The teacher INCONSISTENTLY utilizes developmentally appropriate verbal, non-verbal and technological communications.	The teacher UTILIZES developmentally appropriate verbal, non-verbal and technological communications.	The teacher EFFECTIVELY utilizes a VARIETY of developmentally appropriate verbal, non-verbal and technological communications.	The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners. Classroom Vignette: The teacher is following the district curriculum and using materials that are provided for the instructional level of his/her students.
1.4 Using technological and digital resources to promote learning, collaborate with colleagues and communicate within a learning community.	The teacher DOES NOT utilize digital and technological resources to promote learning, collaborate with colleagues, and communicate within a learning community.	The teacher INCONSISTENTLY utilizes resources, including digital and technological tools, which DOES NOT effectively promote learning, collaboration, and communication with a learning community.	The teacher UTILIZES AVAILABLE RESOURCES, including digital and technological tools, to promote learning, collaboration with colleagues, and communication within a learning community.	The teacher EFFECTIVELY utilizes a VARIETY of resources, including digital and technological tools, to promote learning, as well as to collaborate and communicate with colleagues within a learning community.	The teacher uses these resources continuously in the classroom and with colleagues. Classroom Vignette: The teacher has an updated web page. He/She brings students to the computer lab, makes use of laptop carts and use of other audiovisual resources to enhance/reinforce understanding. The teacher is effective in using Interactive White Boards (when available) for instructional purposes.

	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Examples of Classroom Practice</b>
1.5 Demonstrating understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting.	The teacher demonstrates a LIMITED understanding of how to use literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing, and presenting.	The teacher INCONSISTENTLY demonstrates an understanding of how to use literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting.	The teacher DEMONSTRATES an understanding of how to use literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting.	The teacher EFFECTIVELY utilizes VARIOUS literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting.	The teacher communicates content clearly and explicitly with well-chosen examples and modeling using content specific vocabulary and presentation skills and creates meaningful opportunities to employ a variety of forms of communication that addresses varied audiences and purposes. Classroom Vignette: The teacher uses carefully selected literacy skills that align the objective and the assessment.
1.6 Demonstrating understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.	The teacher demonstrates a LIMITED understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.	The teacher INCONSISTENTLY demonstrates understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.	The teacher DEMONSTRATES an understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.	The teacher EFFECTIVELY utilizes VARIOUS content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.	The teacher develops learner's numeracy and analytical skills by creating meaningful opportunities to engage learners in using a variety of problem solving strategies and incorporates the interpretation and numerical use of data. Classroom Vignette: The teacher directly teaches a variety of problem solving strategies and then connects to real-world problems. He/She encourages metacognition (thinking about their thinking).
Evidence submitted by teacher:					
Evidence submitted by evaluator:					

**Plainville Community Schools**  
**Plainville Framework for Teacher Evaluation and Professional Growth**

<b>Domain 2: Classroom Environment, Student Engagement, Commitment to Learning</b>					
	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Examples of Classroom Practice</b>
2.1 Creating a climate that is responsive to and respectful of learning needs of students with diverse backgrounds, cultures, interests and performance levels.	The teacher <b>INFREQUENTLY</b> demonstrates respect for or validates learners' diverse backgrounds, interests and performance levels with <b>FEW ATTEMPTS</b> to use this information to further each learner's development.	The teacher demonstrates respect for or validates learners' diverse backgrounds, interests and performance levels <b>OCCASIONALLY USING</b> this information to further each learner's development.	The teacher demonstrates respect for or validates learners' diverse backgrounds, interests and performance levels and is <b>COMMITTED TO USING</b> this information to further each learner's development.	The teacher demonstrates a <b>HIGH LEVEL OF</b> respect for or validates learners' diverse backgrounds, interests and performance levels <b>PURPOSEFULLY USING</b> this information to further each learner's development.	The teacher uses differentiated tasks, student choice, classroom environment that is comfortable for each student (colors, visuals, classroom materials, balance between quiet work and collaborative work, etc.)
2.2 Promoting engagement in shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries.	The instruction is teacher-directed and/or the teacher <b>SELDOM PROVIDES</b> opportunities for students to initiate their own questions and inquiries.	The instruction is <b>PRIMARILY</b> teacher-directed, but the teacher <b>OCCASIONALLY</b> engages students in activities in which they initiate their own questions and inquiries.	The teacher <b>REGULARLY</b> engages students in the development of their own questions and inquiries into important concepts for the discipline.	The teacher demonstrates a <b>STRONG COMMITMENT</b> to all learners to achieve at very high levels <b>REGARDLESS OF CIRCUMSTANCES</b> . The teacher <b>EMPOWERS EACH LEARNER</b> to reach his or her full potential by providing frequent opportunities for questioning, inquiry, goal setting, and evaluation.	The teacher differentiates tasks, gives individualized feedback, uses a variety of questioning techniques (i.e. Bloom's), uses a variety of rubrics and employs student goal setting and progress monitoring (charts, graphs, self-assessment reflections).
2.3 Promoting social skill development and social competence, personal responsibility, and ethical behavior while respecting students' cultural differences.	The teacher <b>SELDOM</b> promotes social skill development, social competence, and a sense of personal responsibility or is inconsistent in respecting students' cultural differences	The teacher demonstrates respect and fairness toward students, but is <b>INCONSISTENT</b> in promoting social skill development, social competence, and a sense of personal responsibility for learning.	The teacher <b>PROMOTES AND DEMONSTRATES</b> respect and fairness toward students/cultures, and <b>CONSISTENTLY</b> promotes social skill development, social competence, and a sense of personal responsibility for learning.	The teacher <b>CONSISTENTLY PROMOTES AND DEMONSTRATES</b> respect and fairness toward students/cultures, and builds strong relationships to establish a safe, engaging, collaborative and productive environment. There is evidence of <b>SHARED RESPONSIBILITY</b> for a positive/inclusive classroom culture.	The teacher clearly defines rules and expectations that are explicitly taught (visuals). The teacher consistently employs a behavior management system that fosters a community of learners both within the classroom and within the community at large.
2.4 Fostering and enforcing appropriate standards of behavior that support a productive learning environment for all students.	The teacher provides <b>LIMITED AND/OR INCONSISTENT</b> communication of classroom behavior expectations leading to an unsafe and/or unproductive learning environment.	The teacher communicates and <b>INCONSISTENTLY</b> reinforces expectations for positive classroom behaviors.	The teacher is <b>DIRECT, SPECIFIC, and CONSISTENT</b> in communicating and reinforcing high expectations for responsible and ethical behavior.	The teacher is <b>DIRECT, SPECIFIC, and CONSISTENT</b> in explicitly teaching, communicating, and reinforcing high expectations for responsible and ethical behavior. The teacher <b>DIFFERENTIATES</b> for individual behavioral needs to maintain a productive classroom environment.	The teacher consistently implements classroom behavior and management systems with regard for the individual needs of each student. The teacher demonstrates compassion and flexibility while at the same time maintaining structure and productivity.

	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Examples of Classroom Practice</b>
2.5 Maximizing the amount of time spent on learning by effectively managing routines and transitions and physical classroom space.	The teacher has LIMITED AND/OR INEFFECTIVE routines that lead to FREQUENT LOSS of instructional time.	The teacher has ESTABLISHED and PLANNED for routines and transitions, but there is SOME LOSS of instructional time due to INCONSISTENCY in practice.	The teacher has ESTABLISHED and MAINTAINS routines and transitions, resulting in LITTLE OR NO LOSS of instructional time.	The teacher has ESTABLISHED, EXPLICITLY TEACHES, and MAINTAINS class routines and transitions to MAXIMIZE student learning time and promote student independence.	The teacher uses clear language to define expectations for transitions from one activity to the next (i.e., quickly, safely, quietly). The teacher sets reasonable time frame for transitioning (i.e., "You have one minute to put your materials away and get ready for ...). The teacher effectively works to maximize instructional time and safe behaviors.
Evidence submitted by teacher:					
Evidence submitted by evaluator:					

**Plainville Community Schools**  
**Plainville Framework for Teacher Evaluation and Professional Growth**

<b>Domain 3: Planning for Active Learning</b>					
	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Examples of Classroom Practice</b>
3.1 Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs.	The teacher has no IDENTIFIABLE plan or no STATED student learning goals. The teacher does NOT use prior knowledge to plan content instruction.	The teacher plans to achieve student learning goals by INFREQUENTLY assessing and building upon prior knowledge through the use of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	The teacher plans to achieve student learning goals by assessing and building upon prior knowledge through the use of APPROPRIATE strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	The teacher plans to achieve student learning goals by CONTINUOUSLY assessing and building upon prior knowledge through the use of a VARIETY of strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	The teacher uses appropriate vocabulary and terminology. The teacher provides opportunities for students to predict based on their prior knowledge. The teacher uses assessment results to guide or modify instruction.
3.2 Developing and organizing coherent and relevant units, lessons, and learning tasks that build on students' prior knowledge, skills, and interests and engage students in the work of the discipline.	The teacher designs units with lessons that have MINIMAL learning tasks that do not account for students' prior knowledge and/or have unclear goals.	The teacher designs units with lessons that have GENERAL learning tasks that may build on students' prior knowledge and/or have LIMITED measurable goals aligned with standards.	The teacher designs RELEVANT units with lessons that have learning tasks that build on students' prior knowledge and have measurable goals aligned with standards.	The teacher designs COHERENT and RELEVANT units with RIGOROUS lessons that have learning tasks that build on students' prior knowledge and have CLEAR measurable goals CLOSELY aligned with standards.	The teacher includes a variety of challenging learning tasks. The teacher provides opportunities for students to explain their thinking in a variety of ways.
3.3 Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions.	The teacher does NOT anticipate students' misconceptions and has NO strategies or has INEFFECTIVE strategies to overcome the confusions.	The teacher does NOT FULLY anticipate students' misconceptions or develops strategies that have LIMITED effectiveness to overcome the confusions.	The teacher anticipates students' misconceptions and develops a VARIETY of strategies to overcome the confusions.	The teacher anticipates students' misconceptions and develops MULTIPLE EFFECTIVE strategies to overcome the confusions.	The teacher uses Q&A to develop multiple examples that show students how to extend their thinking. The teacher might ask students to explain, question, and share their thinking with others.

	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Examples of Classroom Practice</b>
3.4, 3.5, 3.6 Selecting appropriate assessment strategies to monitor ongoing student progress(CCT 4.6, 5.1, 5.2); Selecting or designing instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems. Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible.	The teacher does NOT design or adapt learning experiences that include learners in collaborative or self-directed learning activities.	The teacher designs and adapts learning experiences that <b>INFREQUENTLY</b> include learners in either collaborative or self-directed learning (i.e. inquiry, discourse, flexible groupings, and interdisciplinary learning activities).	The teacher designs and adapts learning experiences that include learners in both collaborative and self-directed learning (i.e. inquiry, discourse, flexible groupings, and interdisciplinary learning activities).	The teacher <b>STRATEGICALLY</b> designs and adapts learning experiences that <b>ENGAGE</b> learners in <b>BOTH</b> collaborative and self-directed learning (i.e. inquiry, discourse, flexible groupings, and interdisciplinary learning activities).	The teacher provides opportunities for student led discussions, research, shared work, group synthesis and student presentations. These include real world application and interdisciplinary connections where appropriate.
3.7 Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone.	The teacher does NOT use academic and/or behavioral interventions (differentiated, supplemental, or specialized instruction) or interventions are <b>INEFFECTIVE</b> for students who do not respond to primary instruction along.	The teacher <b>MAY</b> use academic and/or behavioral interventions (differentiated, supplemental, or specialized instruction) with <b>LIMITED EFFECTIVENESS</b> for students who do not respond to primary instruction along.	The teacher <b>DESIGNS OR SELECTS</b> academic and/or behavioral interventions (differentiated, supplemental, or specialized instruction) for students who do not respond to primary instruction along.	The teacher <b>CUSTOM DESIGNS</b> or selects <b>HIGHLY EFFECTIVE</b> academic and/or behavioral interventions (differentiated, supplemental, or specialized instruction) <b>TO IMPROVE LEARNING</b> for students who do not respond to primary instruction along.	The teacher implements PBIS. The teacher has academic/behavioral contracts. The teacher collaborates with Special Education, School Counselors, support programs, and parents.

	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Examples of Classroom Practice</b>
3.8 Designing strategic question and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning.	The teacher does NOT design strategic questions and/or opportunities that appropriately challenge or engage students; nor does he/she promote inquiry and classroom discourse.	The teacher INFREQUENTLY designs strategic questions and/or opportunities that appropriately challenge or engage students; and/or OCCASIONALLY promotes inquiry and classroom discourse.	The teacher REGULARLY designs strategic questions and/or opportunities that appropriately challenge or engage students, FREQUENTLY promoting inquiry and classroom discourse.	The teacher ALWAYS designs strategic questions and/or provides RIGOROUS opportunities that challenge AND engage students, while promoting inquiry and strong discourse amongst learners.	The teacher plans the questions he/she will ask students taking care to challenge students to perform at their highest level. Questions are clearly designed to promote inquiry and discourse.
3.9 Including strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills.	The teacher does NOT include strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills.	The teacher is AWARE of strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills, but his or her use of these strategies is LIMITED.	The teacher includes strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills.	The teacher includes MULTIPLE strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills.	The teacher might use a kinesthetic approach with students. The teacher might provide opportunities for students to use manipulatives, technology, and learning stations. The teacher might provide visual supports.
Evidence submitted by teacher:					
Evidence submitted by evaluator:					

**Plainville Community Schools**  
**Plainville Framework for Teacher Evaluation and Professional Growth**

<b>Domain 4: Instruction for Classroom Learning</b>					
	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Examples of Classroom Practice</b>
4.1 Using a variety of evidence-based strategies to enable students to apply and construct new learning.	The teacher uses instructional strategies based on general curriculum guidelines with <b>LIMITED CONSIDERATION</b> of student learning needs. Instruction engages students primarily in learning <b>LOWER LEVEL SKILLS</b> .	The teacher uses instructional strategies based on general curriculum guidelines or data about student learning. Instruction engages students primarily in learning <b>LOWER LEVEL</b> skills with <b>FEW OPPORTUNITIES</b> for analyzing, evaluating, or creating new learning.	The teacher uses <b>EVIDENCE-BASED</b> instructional strategies based on specific data about student learning which engages students in applying, analyzing and evaluating their learning.	The teacher <b>FLEXIBLY</b> uses evidence-based instructional strategies based on specific data about student learning. Instruction engages students in applying, analyzing and evaluating their learning which <b>LEADS TO CONSTRUCTION</b> of new learning in different contexts.	The teacher allows students to demonstrate and apply new learning using activities that promote this (e.g. Marzano's 9 and other high-yield, research-based strategies).
4.2 Using technological and digital resources strategically to promote learning.	The teacher provides students with <b>LIMITED OPPORTUNITIES</b> to demonstrate or apply learning through technological or digital resources.	The teacher provides students with opportunities to demonstrate learning through technological or digital resources. Their use of technology <b>DOES NOT CONSISTENTLY</b> promote learning.	The teacher provides guidance for students to become critical consumers of technological and digital resources <b>WHICH PROMOTES</b> increased learning opportunities	Using technology and digital resources, teacher provides <b>FREQUENT OPPORTUNITIES</b> for students to collaboratively engage in problem-solving and critical thinking, <b>RESULTING IN</b> analysis, interpretation, communication, and demonstration of new learning.	The teacher uses current curriculum identified technological resources to promote and enhance student learning. Classroom Vignette: Observation of use of web quest, internet research, video streaming, interactive white board technologies.
4.3 Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning.	The teacher uses <b>FEW</b> instructional strategies with <b>LIMITED</b> evidence of active learning.	The teacher uses instructional strategies with <b>SOME</b> evidence of scaffolding that focuses on the development and reinforcement of basic skills. Learning interactions are <b>GENERALLY TEACHER DIRECTED</b>	The teacher provides guidance for students to become critical consumers of technological and digital resources <b>WHICH PROMOTES</b> increased learning opportunities	The teacher <b>CONSISTENTLY</b> uses instructional strategies that scaffold learning and promote curiosity about the content. Students are engaged in active learning strategies such as discourse or inquiry-based learning <b>LEADING TO STUDENT INDEPENDENCE</b> .	The teacher uses current curriculum identified technological resources to promote and enhance student learning. Classroom Vignette: Observation of use of web quest, internet research, video streaming, interactive white board technologies.
4.4 Varying the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students.	The teacher delivers the content with <b>LIMITED</b> opportunities for students to assume responsibility for their own learning.	The teacher primarily delivers the content with <b>SOME</b> opportunities to engage students in assuming responsibility for their own learning.	The teacher <b>VARIES</b> his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction <b>GRADUALLY RELEASING</b> responsibility to students.	The teacher varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction by providing <b>MULTIPLE OPPORTUNITIES</b> for the students to learn <b>COLLABORATIVELY</b> and <b>INDEPENDENTLY</b> through analysis, questioning and discourse.	The teacher uses inquiry that goes beyond what is explicitly taught that allows students to construct new meaning (e.g. student presentations, accountable talk, debates, commercials, videos, etc.)

	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Examples of Classroom Practice</b>
4.5 Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents.	The teacher makes a LIMITED attempt to adjust instruction to meet the needs of individuals and groups of learners.	The teacher uses SOME strategies and resources while attempting to adjust instruction to meet the needs of individuals and groups of learners.	The teacher USES APPROPRIATE strategies and resources to adjust instruction to the needs of individuals and groups of learners.	The teacher uses DATA to REFINE appropriate strategies and resources to meet the instructional needs of individuals and groups of learners. The teacher ROUTINELY PROVIDES opportunities for remediation with varied alternate strategies as well as enrichment opportunities that promote independent learning.	Students have multiple ways to demonstrate learning, students have opportunities to advance to higher level; accommodations/modifications are evident, and reteaching is provided as needed.
4.6 Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks.	The teacher makes LIMITED attempts to monitor and adjust instruction in response to student performance.	The teacher monitors and adjusts instruction by PROMPTING learners through questioning.	The teacher monitors and adjusts teaching by ENGAGING learners in questioning in order to foster innovation and problem solving.	The teacher monitors and adjusts instruction by FACILITATING learners to INDEPENDENTLY question and challenge assumptions and approaches in order to foster innovation and problem solving.	Teacher can adapt and create new learning strategies based on student needs
4.7 Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.	The teacher provides LIMITED feedback to students during instruction.	The teacher provides TIMELY feedback to students during instruction.	The teacher provides timely, MEANINGFUL, and SPECIFIC feedback to students during instruction to IMPROVE their performance.	The teacher provides timely, meaningful, specific and PRESCRIPTIVE feedback to students during instruction to improve their performance and DEEPEN their UNDERSTANDING.	The teacher's feedback during instruction is timely, detailed, and specific enough to improve student performance.
Evidence submitted by teacher:					
Evidence submitted by evaluator:					

**Plainville Community Schools**  
**Plainville Framework for Teacher Evaluation and Professional Growth**

**Domain 5: Assessment for Learning**

	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Examples of Classroom Practice</b>
5.1-5.2 Using and/or designing a variety of formative and summative assessments and criteria across the hierarchy of cognitive skills that directly align with the learning objectives and value the diversity of ways in which students learn.	The teacher primarily uses summative assessments, RARELY adjusts instruction and provides LIMITED opportunities for students to demonstrate their learning.	The teacher uses LIMITED types of assessments in order to inform and minimally adjust instruction and OCCASIONALLY provides different ways for students to demonstrate their learning.	The teacher uses different types of assessments in order to REGULARLY inform and adjust instruction to help students meet curriculum standards and provides a variety of ways for students to demonstrate their learning.	The teacher EFFECTIVELY uses different types of assessments in order to CONTINUOUSLY inform, adjust, and differentiate instruction to meet individual student needs and provide ALTERNATE ways for students to demonstrate their learning.	The teacher plans instruction using a variety of formative and summative data; including aligning assessment with learning objectives. The teacher bases assessment on student diversity including prior learner knowledge and learner interest. The teacher minimizes sources of bias that can distort assessment results and analysis of these results.
5.3-5.4 Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time, collaborating with colleagues as appropriate to review and interpret assessment data.	Teacher primarily uses assessments to measure RECALL OR LOW LEVEL information. This assessment data is compiled and reviewed independently and/or collaboratively but NOT CONSISTENTLY used to plan instruction.	Teacher uses assessments to measure student's knowledge and skills. This assessment data is compiled and analyzed independently and/or collaboratively to plan WHOLE CLASS instruction.	Teacher uses assessments to measure student's knowledge, skills and CONCEPTS. This assessment data is compiled and analyzed independently and/or collaboratively to identify general instructional needs and for additional SUPPORT AND ENRICHMENT.	Teacher effectively uses assessments to CONTINUALLY measure student's knowledge, skills and CRITICAL concepts. This assessment data (which also includes detailed evidence of performance) is compiled and analyzed independently and/or collaboratively to design TARGETED INTERVENTIONS, enrichment, and/or grade/dept. level INSTRUCTIONAL CHANGES.	During a unit of study, teacher uses multiple data points including on-the-spot checks for understanding in addition to cumulative measures. Artifacts (anecdotal notes, observation check lists, performance task rubrics, etc.) are used to identify base points and then plan accordingly.
5.5 Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.	The teacher provides assessment criteria that are NOT CLEAR and feedback is very LIMITED (e.g. grades only).	The teacher reviews the assessment process with students and provides LIMITED feedback (i.e. grades and general comments).	The teacher ENGAGES learners in assessment process and develops each learner's capacity to review, communicate, and share their progress.	The teacher EFFECTIVELY engages learners in the assessment process and develops the student's capacity to review, communicate, and create their own GOALS and share their progress while assuming RESPONSIBILITY for their learning.	The teacher has a clear understanding of what is being assessed and clearly communicates criteria to the children (rubrics, exemplars, checklists, etc.).

	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Examples of Classroom Practice</b>
5.6 Communicating academic and/or behavioral performance expectations and/or results with students, their families and/or other educators.	The teacher communicates <b>SUMMATIVE</b> and <b>PRIMARILY LOW LEVEL</b> performance results (i.e. grades on summative tests) mainly through <b>MANDATED</b> means such as report cards and conferences.	The teacher communicates expectations and performance results with student and families primarily through mandated means and limited use of other communications (i.e. alerts to low grades by phone call or email). Occasionally seeks outside support for academic and behavioral needs.	The teacher <b>REGULARLY</b> communicates performance results, including reporting both areas needing improvement and <b>SUCSESSES</b> with families. <b>REGULARLY</b> enlists support to address academic and behavioral needs.	The teacher regularly and <b>PROACTIVELY</b> communicates a <b>VARIETY</b> of performance results with families providing <b>DETAILED, IN-DEPTH INFORMATION, RESOURCES, STRATEGIES AND GOALS.</b> <b>PROACTIVELY</b> enlists support to address academic and behavioral needs.	The teacher posts and reviews the criteria for proficient work helping children to internalize. The teacher provides students with specific individualized, and constructive feedback. Students set ambitious goals, continuously self-assess, and take responsibility for improving their own performance (data walls and charting progress on their own).
5.7 Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities.	The teacher <b>DOES NOT USE</b> academic, behavioral or health data when developing intervention strategies for students. The teacher has <b>NO OR VERY LIMITED</b> participation in the development of the IEP.	The teacher uses <b>LIMITED</b> sources of data, and contributes academic and/or behavioral data to develop individualized education plans has <b>MINOR</b> participation in the development of the IEP.	The teacher <b>REGULARLY</b> accesses sources of data, including support personnel reports and student progress monitoring, and contribute academic and/or behavioral data to <b>DEVELOP</b> interventions, <b>DIFFERENTIATE</b> instruction, to <b>REFINE</b> interventions and develop an individualized education plan.	<b>INTERACTING</b> as a <b>PART OF A TEAM</b> , the teacher analyzes multiple sources of data, seeks support from specialists, and contributes a variety of academic and/or behavioral data to <b>EFFECTIVELY</b> refine interventions, differentiate instruction, and develop appropriate individualized education plans.	The teacher uses a variety of methods to communicate student progress by reviewing individual data, setting goals, and analysis of student work. The teacher communicates with parents by regularly and proactively providing specific and detailed information about student academic, health and behavioral progress, including next steps (goals, i.e. 504, IEP, SLP)
Evidence submitted by teacher:					
Evidence submitted by evaluator:					

**Plainville Community Schools**  
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<b>Domain 6: Professional Responsibilities and Teacher Leadership</b>					
	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Examples of Classroom Practice</b>
6.1 Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning.	The teacher has a LIMITED awareness of how to effectively integrate reflection, self-evaluation and professional development in their professional practice.	The teacher HAS AN AWARENESS of the importance of reflection, self-evaluation and professional development and its importance in their professional practice, but WITH LIMITED IMPACT on student learning.  The teacher INCONSISTENTLY engages in opportunities to enhance content knowledge, pedagogy and resources available to enhance student learning.	The teacher DEMONSTRATES self-evaluation, reflection of his/her performance, attends all professional development and integrates this learning into their practice to improve student learning.  The teacher ENGAGES in opportunities to enhance content knowledge, pedagogy and resources available to enhance student learning.	The teacher CONTINUOUSLY engages in self-evaluation, reflection of his/her performance, professional development, integrating this learning into their practice which positively impacts student learning.  The teacher CONTINUOUSLY engages in opportunities to enhance content knowledge, pedagogy and resources available to enhance student learning.	The teacher is able to engage in discourse that accurately reflects their practice and how to monitor and adjust for increased student performance.
6.2 Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students.	There is NO EVIDENCE of the teacher seeking out professional development to enhance skills related to teaching and meeting the needs of all students.	There is SOME EVIDENCE of the teacher seeking out professional development to enhance skills related to teaching and meeting the needs of all students.	The teacher ATTENDS and APPLIES the professional development opportunities provided by the district to enhance skills related to teaching and meeting the needs of all students. The professional development is INTEGRATED into their practice.	The teacher CONTINUOUSLY seeks out professional development within and beyond the district to enhance skills related to teaching and meeting the needs of all students. The professional development is INTEGRATED into their practice which POSITIVELY IMPACTS student learning.	The teacher fully implements the curriculum and actively engages colleagues in discourse related to student work and data teaming. The teacher exchanges ideas and resources in a way that has student learning as its focus.
6.3 Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate.	There is NO EVIDENCE of the teacher collaborating with colleagues, administrators, parents and students to develop and sustain a positive school climate.	There is SOME EVIDENCE of the teacher collaborating with colleagues, administrators, parents and students to develop and sustain a positive school climate. The teacher INFREQUENTLY supports school-wide and classroom initiatives.	The teacher REGULARLY collaborates with colleagues, administrators, parents and students to develop and sustain a positive school climate. The teacher SUPPORTS school-wide and classroom initiatives which POSITIVELY IMPACT the school climate.	The teacher CONTINUOUSLY COLLABORATES with colleagues, administrators, parents and students to develop and sustain a positive school climate which positively impacts student learning. The teacher supports school-wide and classroom initiatives which POSITIVELY IMPACT the school climate AND STUDENT LEARNING.	The teacher employs and celebrates the school-wide PBS structure. The teacher actively participates and consistently implements all aspects of the program. There is evidence of community and rapport within their classroom. The teacher demonstrates consistent expectations in all areas with all students.
6.4 Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement.	There is NO EVIDENCE that the teacher collaborates with colleagues and administrators to examine student learning data.	There is SOME EVIDENCE that the teacher collaborates with colleagues and administrators to examine student learning data, instructional strategies, curricular, and organizational structures to support continuous school and district improvement.	The teacher REGULARLY COLLABORATES with colleagues and administrators to examine student learning data, instructional strategies, curricular, and organizational structures to support continuous school and district improvement that impact student learning.	The teacher CONSISTENTLY COLLABORATES with colleagues and administrators to examine student learning data, instructional strategies, curricular, and organizational structures to support continuous school and district improvement which positively impacts student learning.	The teacher comes prepared with the appropriate data and reflections to actively plan and evaluate results. The focus is always on student achievement and what instructional practices have met those results.

	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Examples of Classroom Practice</b>
6.5 Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions.	There is NO EVIDENCE that the teacher guides and coaches paraprofessionals and collaborates with colleagues, administrators, and special services staff.	There is SOME EVIDENCE that the teacher guides and coaches paraprofessionals and collaborates with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions.	There is EVIDENCE that the teacher REGULARLY guides and coaches paraprofessionals and collaborates with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions.	There is evidence that the teacher CONTINUOUSLY guides and coaches paraprofessionals and collaborates with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions. There is evidence that the teacher's actions have a POSITIVE IMPACT on student learning.	The teacher has reviewed IEP's, Student Intervention plans, FBA's and has provided a clear understanding of what the students' goal(s) are and what strategies are being employed to achieve those goals. The teacher monitors the consistent implementation and data collection of whatever intervention forms are in place.
6.6 Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning.	There is NO EVIDENCE that the teacher proactively communicates in culturally respectful and sensitive ways with families.	There is SOME EVIDENCE that the teacher communicates in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning.	There is evidence that the teacher CONSTITENTLY COMMUNICATES in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning.	There is evidence that the teacher CONTINUOUSLY and PROACTIVELY communicates in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning. The teacher's actions POSITIVELY IMPACT student learning.	The teacher effectively communicates in a manner that is compassionate and accommodating to parents. This communication allows for partnering of home and school which ultimately benefits the students.
6.7 Understanding the legal rights of students with disabilities and their families within the intervention, referral and individualized education plan process.	There is NO EVIDENCE that the teacher understands the legal rights of students with disabilities and their families.	There is SOME EVIDENCE that the teacher understands the legal rights of students with disabilities and their families within the intervention, referral and individualized education plan process.	The teacher UNDERSTANDS the legal rights of students with disabilities and their families within the intervention, referral and individualized education plan process.	The teacher DEMONSTRATES an understanding of the legal rights of students with disabilities and their families within the intervention, referral and individualized education plan process, which has a POSITIVE IMPACT on student learning.	The teacher consults with their building level teams and actively advocates for the goals that are noted in students' IEP's. The teacher will bring issues related to student learning to the team and actively work toward resolving noted issues.
6.8 Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues.	There is NO EVIDENCE that the teacher understands how one's race, gender and culture affect professional interactions with students, families and colleagues.	There is some evidence SOME EVIDENCE that the teacher understands how one's race, gender and culture affect professional interactions with students, families and colleagues.	The teacher UNDERSTANDS how one's race, gender and culture affect professional interactions with students, families and colleagues.	The teacher UNDERSTANDS how one's race, gender and culture affect professional interactions with students, families and colleagues. The teacher's understanding has a POSITIVE IMPACT on student learning.	The teacher moves beyond personal biases and beliefs in order to treat others in a respectful and professional manner.

	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>	<b>Examples of Classroom Practice</b>
6.9 Using communication technology in a professional and ethical manner.	The teacher DOES NOT DEMONSTRATE an understanding of using communication technology in a professional and ethical manner.	The teacher demonstrates a LIMITED UNDERSTANDING on using communication technology in a professional and ethical manner.	The teacher DEMONSTRATES an UNDERSTANDING on using communication technology in a professional and ethical manner.	The teacher CONTINUOUSLY DEMONSTRATES an understanding on using communication technology in a professional and ethical manner. The teacher uses communication technology in a way that POSITIVELY IMPACTS school climate and student learning.	The teacher is actively participating in all team settings in which decisions are being made as it relates to student success in school.
6.10 Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post secondary and career exploration, and/or capstone projects.	There is NO EVIDENCE that the teacher collaborates with colleagues, administrators, and families in the development of individualized student success plans.	There is SOME EVIDENCE that the TEACHER COLLABORATES with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post secondary and career exploration, and/or capstone projects.	The teacher REGULARLY COLLABORATES with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post secondary and career exploration, and/or capstone projects.	The teacher CONTINUOUSLY COLLABORATES with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post secondary and career exploration, and/or capstone projects, which has a POSITIVE IMPACT on student learning.	The teacher is actively participating in all team settings in which decisions are being made as it relates to student success in school.
6.11 Conducting themselves as professionals in accordance with the CT's Code of Professional Responsibility for Educators.	The teacher DOES NOT CONDUCT himself/herself as a professional in accordance with the Connecticut Code of Professional Responsibility for Educators.	There is SOME EVIDENCE that teacher conducts himself/herself as a professional in accordance with the Connecticut Code of Professional Responsibility for Educators.	The teacher REGULARLY CONDUCTS himself/herself as a professional in accordance with the Connecticut Code of Professional Responsibility for Educators.	The teacher CONTINUOUSLY CONDUCTS himself/herself as a professional in accordance with the Connecticut Code of Professional Responsibility for Educators. There is evidence that the teacher's behavior has a POSITIVE IMPACT on school climate and student learning.	The teacher not only follows the Connecticut Code of Professional Responsibility for Educators but also encourages and holds others accountable to this code.
Evidence submitted by teacher:					
Evidence submitted by evaluator:					

## State Framework for Specialist Evaluation and Professional Growth

### Domain 2: Environment, Student Engagement and Commitment to Learning

*Service Providers promote student engagement, independence, and interdependence in learning by facilitating a positive learning community by:*

Indicators	Below Standard	Developing	Proficient	Exemplary
<p>2.a. Promoting a positive climate that is responsive, respectful, and equitable</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>• Rapport and positive interactions</li> <li>• Respectful of student(s), staff, and families' diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Limited evidence of rapport with student(s), staff, and families</li> <li>• Demonstrating some disrespectful interactions with student(s), staff, and families or lack of sensitivity to diversity of student(s), staff, and families</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing rapport and positive interaction with some, but not all students, staff, and families</li> <li>• Demonstrating respectful interactions with student(s), staff, and families, but does not reinforce respect for diversity among student(s), staff, and families</li> </ul>	<ul style="list-style-type: none"> <li>• Building positive rapport and trusting, supportive relationships with student(s), staff, and families</li> <li>• Interacting with student(s), staff, and families respectfully and creating a climate that is sensitive to cultural, developmental and learning differences</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>• Involving student(s), staff, and families in promoting a respectful learning environment</li> <li>• Celebrating student(s)' staff, and family differences and diversity and promoting expectations that they are respectful of one another</li> </ul>
<p>2.b. Promoting student engagement and shared responsibility for learning</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>• Student engagement/re-engagement</li> <li>• Shared responsibility for positive student interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Some students are consistently not engaged and few attempts are made to re-engage them</li> <li>• Creating a learning environment in which student(s) are reluctant to take intellectual risks or interact with staff and other student(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating developing strategies to engage and re-engage student(s)</li> <li>• Creating a safe learning environment in which student(s) take some intellectual risks and/or interact positively with each other</li> </ul>	<ul style="list-style-type: none"> <li>• Some students are consistently not engaged and few attempts are made to re-engage them</li> <li>• Creating a learning environment in which student(s) are reluctant to take intellectual risks or interact with staff and other student(s)</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>• Student(s) contribute to a positive learning environment and independently interact with one another</li> </ul>
<p>2.c. Promoting appropriate standards of behavior</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>• Communicates and reinforces appropriate standards of behavior</li> <li>• Promotes social competence and responsible behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Providing limited or inconsistent communication and/or enforcement of rules, consequences, and expectations resulting in interference with student learning</li> <li>• Providing ineffective opportunities for student(s) to develop social skills and responsible behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating high standards of behavior, but enforcement is inconsistent, resulting in some interference in student learning</li> <li>• Promoting social competence with some effectiveness in building student(s)' capacity to self-regulate and take responsibility for their actions</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating and reinforcing high standards of behavior for all students resulting in little interference with student learning</li> <li>• Promoting and positively reinforcing social competence by explicitly teaching and modeling social skills, building student(s)' capacity to self-regulate and take responsibility for their</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>• Student(s) independently use proactive strategies and social skills and take responsibility for their actions</li> </ul>

			actions	
Indicators	Below Standard	Developing	Proficient	Exemplary
<p>2.d. Promoting efficient routines and transitions to maximize service delivery</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>• Service delivery time spent on routines and transitions appropriate to the purpose and the needs of the student(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of significant service delivery due to ineffective management of routines, transitions, and accessing resources and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Losing some service delivery time by ineffectively managing routines, transitions or accessing resources or materials</li> </ul>	<ul style="list-style-type: none"> <li>• Maximizing service delivery time by using creative solutions to manage routines, transitions, and organizing resources and materials to meet the needs of the student(s)</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>• Student(s) independently facilitate and engage in routines and transitions</li> </ul>

## State Framework for Specialist Evaluation and Professional Growth

### Domain 3: Planning for Active Learning

*Service Providers plan intervention in order to engage student(s) in rigorous and relevant learning and to promote their curiosity about the world a large by:*

Indicators	Below Standard	Developing	Proficient	Exemplary
<p>3.a. Planning service delivery is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>• Service delivery is aligned with coherent progression</li> <li>• Service delivery is aligned with present level of knowledge and skill</li> <li>• Differentiation based on students' learning needs</li> </ul>	<ul style="list-style-type: none"> <li>• Planning service delivery content that lacks alignment with performances or developmental expectations or standards</li> <li>• Use of student data is insufficient to identify prior knowledge to plan service delivery or differentiate for student(s)' needs</li> <li>• Planning service delivery that is often at an inappropriate level of challenge for student(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Planning service delivery that is aligned with student need, but sometimes lacks coherent sequencing or connections to developmental expectations or standards</li> <li>• Using some assessment data to develop a general understanding of student(s)' level of knowledge and skill to guide planning</li> <li>• Planning intervention that is at an appropriate level of challenge and depth based on student(s)' prior developmental expectations or standards</li> </ul>	<ul style="list-style-type: none"> <li>• Planning service delivery that has a coherent progression and alignment with developmental expectations or standards, connecting and integrating performance and participation</li> <li>• Using multiple sources of data to develop a clear, detailed understanding of student(s)' level of knowledge and skill to guide planning</li> <li>• Planning service delivery that is at an inappropriate level of challenge, depth, and relevant to student(s)' developmental expectations or standards</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>• Planning anticipates content misconceptions, ambiguity, misunderstandings or challenges and considers multiple ways of how to address these in advance</li> <li>• Engaging students in identifying their own learning needs and advocating for supports</li> </ul>
<p>3.b. Planning assessment and prevention/intervention strategies to actively engage student(s)</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>• Prevention/intervention strategies, tasks, and questions</li> <li>• Resources, technology, and flexible groupings</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and designing strategies, tasks, and questions that focus on low cognitive demand or recall of information providing students with an inappropriate level of challenge and few opportunities for problem-solving or critical thinking</li> <li>• Selecting or designing resources, technology that insufficiently support the needs of students</li> <li>• Selecting or designing resources, technology, and groupings that insufficiently support access to and attainment of learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and designing instructional strategies, tasks, and questions that build on prior knowledge and skills and provide students with some opportunities for problem-solving and critical thinking at an appropriate level of challenge</li> <li>• Selecting or designing resources, technology, and groupings to generally support access to and attainment of learning outcomes</li> <li>• Resources, technology and flexible groupings are used to enable access and attainment of student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting and designing instructional strategies, tasks, and questions that build to higher order, knowledge and skills, and lead to problem-solving, critical thinking, discourse, or inquiry at an appropriate level of challenge</li> <li>• Selecting or designing resources, technology, and groupings to consistently support access to and attainment of learning outcomes and their application within and beyond the classroom</li> <li>• Resources, technology, and flexible groupings are used to enable access and learning outcomes in and out of the setting</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>• Selecting and designing resources that extend learning opportunities beyond the classroom or school and provides for opportunities for interdisciplinary, real world, career or global connections</li> </ul>

Indicators	Below Standard	Developing	Proficient	Exemplary
<p>3.c. Selecting appropriate assessment and prevention/intervention strategies to monitor ongoing student(s) progress</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>Formative assessment strategies aligned to developmental expectations or standards to monitor student progress</li> </ul>	<ul style="list-style-type: none"> <li>Selecting or designing assessment strategies that insufficiently measure progress towards or attainment of learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Selecting or designing assessment strategies that at times do not measure progress towards or attainment of the learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Selecting or designing assessments strategies that are aligned with instruction and measure progress towards and contribute to attainment of the learning outcomes</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>Selecting and designing performance assessments that enable student(s) to generalize learning to new contexts</li> </ul>

## State Framework for Specialist Evaluation and Professional Growth

### Domain 4: Service Delivery

*Service Providers implement intervention to support student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by:*

Indicators	Below Standard	Developing	Proficient	Exemplary
<p>4.a. Delivery of services</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>Service delivery is aligned with developmental expectations or standards</li> <li>Preventative/intervention are aligned with instructional objectives</li> </ul>	<ul style="list-style-type: none"> <li>Implementing developmental expectations or standards that are ineffective based on limited clarity or connections to the instructional objectives</li> <li>Implementing prevention/intervention instructional content that lacks alignment with instructional objective or lacks coherent sequence of skills or concepts</li> <li>Implementing prevention/intervention that is routinely at an inappropriate level of challenge</li> </ul>	<ul style="list-style-type: none"> <li>Implementing developmental expectations or standards which sometimes lack clarity or connection with the broader instructional objectives</li> <li>Implementing prevention/intervention instructional content that is aligned with instructional objective, but lacks a coherent progression of knowledge, skills, or concepts</li> <li>Implementing prevention/intervention aligned with student developmental expectations or standards, but at an inappropriate level of challenge and depth for some students</li> </ul>	<ul style="list-style-type: none"> <li>Providing the developmental expectations or standards clearly within the broader learning context/curriculum</li> <li>Implementing prevention/intervention instructional content that has a coherent progression aligned with the developmental expectations or standards</li> <li>Implementing prevention/intervention at an inappropriate level of challenge, depth, and relevant to student(s)' developmental expectations and standards and assists students with accessing or understanding the content</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>Student(s) can explain how the learning is situated within a broader learning context/curriculum</li> </ul>
<p>4.b. Leading students to construct new learning through use of prevention/intervention strategies</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>Strategies, tasks, questions, discourse, and inquiry</li> <li>Resources, technology, and groupings</li> <li>Level of challenge</li> <li>Varying service provider and student roles</li> </ul>	<ul style="list-style-type: none"> <li>Engaging students in strategies, tasks, and questions that focus on low cognitive demand or recall of information</li> <li>Using resources, technology, and groupings insufficiently to support student engagement with the tasks and questions</li> <li>Using an inappropriate balance of support and challenge</li> <li>Varying of student and service provider roles provides some opportunities for students to work together</li> </ul>	<ul style="list-style-type: none"> <li>Engaging students in strategies, tasks, and questions which lead them to build some problem-solving and critical thinking skills</li> <li>Using resources, technology, and groupings that support collaboration and engagement with tasks and questions</li> <li>Using a balance of support and challenge to help some students advance their learning</li> <li>Varying the student and service provider roles allows for opportunities for students to work together to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Engaging students in purposeful strategies, tasks, and questions which lead them to problem-solving, critical thinking, addressing misconceptions and discourse or inquiry and at times involve students in developing their own questions and problem-solving strategies</li> <li>Using resources, technology, and groupings that support student collaboration and engagement with tasks and questions and maximizes construction or use of learning in multiple ways</li> <li>Using a balance of support and challenge to help students advance their learning</li> <li>Varying the student and service provider roles provides multiple ways for students to solve problems and build independence</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>Students develop their own questions and problem-solving strategies that lead to purposeful discourse, building independence and interdependence</li> <li>Promoting student ownership, self-direction, and choice while achieving the lesson purpose</li> <li>Promoting opportunities for interdisciplinary, real world, career or global connections</li> </ul>

Indicators	Below Standard	Developing	Proficient	Exemplary
<p>4.c. Monitoring student learning, providing feedback to students, and adjusting service delivery</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>• Monitoring student understanding during service delivery</li> <li>• Feedback to students</li> <li>• Adjustment of service delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring is not evident</li> <li>• Providing feedback that may be limited, frequently does not help students improve skills, lacks specificity, or is inaccurate</li> <li>• Adjusting service delivery that is frequently not based on effective monitoring of students' improvement of skills</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring student achievement of the lesson purpose/objective, but is sometimes inconsistent or incomplete</li> <li>• Providing feedback that may lack specificity, but is accurate and helps some students improve their skills</li> <li>• Adjusting service delivery during and between lessons that focuses primarily on providing more time or re-teaching of content or process</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring progress of individual and groups of students in order to evaluate the achievement of the lesson purpose/objective</li> <li>• Providing feedback that is accurate, specific, and helps students advance their skills</li> <li>• Adjusting service delivery strategies or assessments during and between lessons that is targeted to group and/or individual needs</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>• Student(s) independently monitor and self-assess or assess peers and help themselves or their peers to improve their learning</li> <li>• Feedback challenges students to extend their learning and thinking</li> </ul>

## State Framework for Specialist Evaluation and Professional Growth

### Domain 5: Assessment for Service Delivery

*Service Providers use multiple measures and strategies to analyze student performance and to inform subsequent planning and intervention by:*

Indicators	Below Standard	Developing	Proficient	Exemplary
<p>5.a. Formative and summative assessment for learning</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>Formative and summative assessment strategies aligned with developmental expectations and standards</li> <li>Connections between assessment results and service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Using formative and summative assessments that are frequently misaligned between measurement of student(s)' skills and concepts or developmental expectations or standards</li> <li>Insufficiently using assessment results aligned to developmental expectations or standards to inform planning and service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Using formative and summative assessment strategies to measure student(s)' skills and concepts or developmental expectations or standards</li> <li>Beginning to make connections between assessment results to inform planning and service delivery</li> </ul>	<ul style="list-style-type: none"> <li>Using a variety of formative and summative assessments and strategies to provide multiple measures of student(s)' skills and concepts or developmental expectations or standards</li> <li>Making connections between assessment results to inform planning and service delivery</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>Modifying assessments to meet the needs of students and value the diversity of ways in which they learn</li> </ul>
<p>5.b. Assessment criteria and feedback to improve student performance and responsibility for learning</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>Assessment criteria</li> <li>Student use of assessment criteria</li> <li>Summative or cumulative feedback for learning</li> </ul>	<ul style="list-style-type: none"> <li>Development assessment criteria that lacks sufficient clarity or descriptiveness or may not be effectively communicated to student(s)</li> <li>Providing insufficient opportunity for student(s) to use assessment criteria for self-assessment or to take responsibility for learning</li> <li>Providing feedback on summative or cumulative progress that is not individualized or descriptive</li> </ul>	<ul style="list-style-type: none"> <li>Developing and using prevention/intervention and behavioral assessment criteria that are generally clear and descriptive, aligned with outcomes, but may not be consistently communicated or discussed with student(s) prior to assignments/assessments</li> <li>Providing some opportunities for student(s) to use assessment criteria for self and peers and to assume responsibility for own learning</li> <li>Providing individualized feedback on summative and cumulative progress that may be general and/or overly focused on errors with some guidance toward intervention goals</li> </ul>	<ul style="list-style-type: none"> <li>Developing and using prevention/intervention and behavioral assessment criteria that are clear, descriptive, aligned with outcomes, and communicated and discussed with student(s) prior to assignments or assessments</li> <li>Providing frequent opportunities for students to apply criteria to self-assess work and assume responsibility for their own learning</li> <li>Providing individualized and descriptive feedback on summative and cumulative progress that guides students toward intervention</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>Involving student(s) in developing assessment criteria</li> <li>Student(s) provide rationale for self-assessment results</li> <li>Students analyze their own results and progress toward achieving learning goals</li> </ul>

Indicators	Below Standard	Developing	Proficient	Exemplary
<p>5c. Comprehensive data analysis, interpretation and communication</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>Comprehensive data to understand student achievement at a particular point in time and over time</li> <li>Collaborate, analyze, interpret, and communicate data/results</li> </ul>	<ul style="list-style-type: none"> <li>Insufficiently collecting student prevention/intervention or behavioral data/results to develop an understanding of students' progress</li> <li>Insufficiently communicating or collaborating with colleagues to review, analyze, and interpret assessment data to monitor and adjust prevention/intervention or behavioral instruction</li> </ul>	<ul style="list-style-type: none"> <li>Collecting some student prevention/intervention behavioral, social emotional, or other data/results to develop an understanding of students' progress</li> <li>Communicating and collaborating with colleagues to review, analyze, and interpret assessment data to monitor and adjust prevention/intervention or behavioral instruction predominantly through organized structures or processes and not as needs arise</li> </ul>	<ul style="list-style-type: none"> <li>Collecting comprehensive student prevention/intervention, behavioral, social emotional, or other data/results to develop an understanding of students' progress</li> <li>Communicating and collaborating with colleagues on an ongoing basis to review, analyze, and interpret assessment data to monitor and adjust prevention/intervention or behavioral instruction</li> </ul>	<p>NOTE: no exemplary performance descriptor is provided for this indicator</p>

## State Framework for Specialist Evaluation and Professional Growth

### Domain 6: Professional Responsibility and Leadership

*Service Providers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership large by:*

Indicators	Below Standard	Developing	Proficient	Exemplary
<p>6.a. Engaging in continuous professional growth to impact services and student progress</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>Reflection and self-evaluation to analyze practice and impact on student learning</li> <li>Response to feedback</li> <li>Learning opportunities to enhance skills and student learning</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting or self-evaluating is insufficient for analyzing practice and impact on student learning</li> <li>Responding negatively or reluctantly to supervisor or peer feedback and recommendations for improving practice</li> <li>Participating in required professional learning that is limited to attendance at required sessions or opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on and self-evaluating practice and student learning, but lacks depth of analysis</li> <li>Responding constructively to supervisor or peer feedback and recommendations for professional growth</li> <li>Participating in school-based professional learning, but initiating few opportunities to strengthen skills and student learning or apply new learning to practice</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting and self-evaluating demonstrates depth of analysis and direct impact on practice and student learning</li> <li>Responding constructively to supervisor or peer feedback and proactively discussing areas for growth, professional learning, and collaboration</li> <li>Taking responsibility for own professional learning and actively initiating and participating in opportunities within and beyond the school to strengthen skills for student learning and apply new learning to practice</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>Collaborates with colleagues to reflect upon, analyze, and improve individual practices to address learning, school, and professional needs.</li> </ul>
<p>6.b. Collaborating to develop and sustain a professional learning environment to support student learning</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>Contributing to school improvement processes</li> <li>Collaboration with colleagues and administrators</li> </ul>	<ul style="list-style-type: none"> <li>Participating with colleagues and stakeholders but minimally collaborates or contributes to developing the school improvement initiatives</li> <li>Collaborating with colleagues and stakeholders in limited ways or when required to plan and engage in professional learning</li> </ul>	<ul style="list-style-type: none"> <li>Participating on school or district committees and activities as required and beginning to engage in implementation of the school improvement initiatives</li> <li>Collaborating with colleagues and administrators to engage in professional learning that is team-based, job embedded, sustained over time, and aligned with CT Core Standards and/or appropriate standards</li> </ul>	<ul style="list-style-type: none"> <li>Participating proactively with colleagues, stakeholders, and administrators to develop school or district improvement planning, implementation, analysis, and adjustment</li> <li>Collaborating with colleagues and administrators to proactively plan, engage in, and assist others in professional learning that is team-based, job-embedded, sustained over time, and aligned with CT Core Standards and/or other appropriate standards</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>Leading and facilitating colleagues in efforts to develop school and district improvement efforts</li> <li>Facilitating or coaching others in professional learning to improve practice and provide constructive feedback</li> </ul>

Indicators	Below Standard	Developing	Proficient	Exemplary
<p>6c. Communicating and collaborating with colleagues, stakeholders, and families to develop and sustain a positive school climate and support student learning</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>• Collaborating with colleagues, stakeholders, and families to sustain positive school climate</li> <li>• Communicating with families</li> <li>• Culturally respectful communication with families and students</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborating insufficiently with colleagues to develop a positive school climate and reach out to families, or interactions demonstrate bias and/or negativity</li> <li>• Communicating with families about student progress is primarily through required reports and conferences</li> <li>• Communicating with student(s) and families sometimes lacks respect for cultural differences</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborating with colleagues and stakeholders to engage student(s) and families in efforts to develop and sustain a positive school climate</li> <li>• Communicating with families about student progress is provided through required reports and conferences, and includes attempts to build relationships</li> <li>• Communication with student(s) and families in a generally culturally respectful manner</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborating with colleagues and stakeholders proactively to engage student(s) and families to develop and sustain a positive school climate</li> <li>• Communicating frequently and proactively with families about the learning expectations and student progress, and developing positive relationships with families to promote student success</li> <li>• Communicating with students and families in a consistently culturally respectful manner</li> </ul>	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> <li>• Leading efforts within and outside the school to improve and strengthen the school climate</li> <li>• Developing unique strategies or digital and technological resources to communicate frequently with families and students</li> <li>• Seeking input from families and communities to support student growth and development</li> </ul>
<p>6.d. Conducting oneself as a professional</p> <p>Attributes</p> <ul style="list-style-type: none"> <li>• Code of professional ethics and responsibility</li> <li>• Standards of practice for discipline</li> </ul> <p>Consistent with certification and licensure requirements</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Service Provider actions <b>are consistent</b> with the commitment to student(s), the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators and standards of professional practice for the discipline.</li> <li><input type="checkbox"/> Service Provider actions <b>are NOT consistent</b> with the commitment to student(s), the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators and standards of professional practice for the discipline.</li> </ul>			

## APPENDIX C: TEMPLATE FOR SETTING SMART GOALS

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

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

The characteristics of SMART goals are:

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

### SMART goals Dos and Don'ts

#### **DO:**

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

#### **DON'T:**

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

## **APPENDIX D**

Sample Surveys  
Elementary (Grades 3-5) Student  
Secondary (Grades 6-12) Student  
Parent  
Staff

# Student Survey, Elementary

## State Model for Teacher Evaluation



PLAINVILLE Community Schools  
Promote a challenging environment creating an extraordinary community of learners.



### Instructions

Thank you for taking this survey. When you answer these questions, think about your experiences in this classroom in particular. Please answer honestly. No one at your school will see your answers. Your teacher will not see what you write.

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. I look forward to going to school each day.	<input type="radio"/>				
2. My school is clean and well maintained.	<input type="radio"/>				
3. I feel safe when I am at school.	<input type="radio"/>				
4. At my school, bullying is not acceptable.	<input type="radio"/>				
5. I have been the target of hurtful communications through social media.	<input type="radio"/>				
6. I feel safe on my trip to and from school.	<input type="radio"/>				
7. There is an adult at school I can go to who will listen if I have a problem or concern.	<input type="radio"/>				
8. Students at my school treat each other with respect.	<input type="radio"/>				
9. The Principal is visible.	<input type="radio"/>				
10. The Principal seeks input from a variety of constituents when making decisions.	<input type="radio"/>				
11. The Principal strives to help parents/students understand and support the school's basic mission.	<input type="radio"/>				
12. The Principal actively promotes a safe and orderly environment.	<input type="radio"/>				
13. The media specialist is effective at his/her job.	<input type="radio"/>				
14. My PE teacher motivates me to improve my physical health.	<input type="radio"/>				
15. The librarian has helped me improve my researching skills.	<input type="radio"/>				
<b>Classroom Survey</b>					
16. Students feel comfortable asking my teacher for help.	<input type="radio"/>				
17. My teacher goes too fast when we are learning new things.	<input type="radio"/>				
18. The other students in this class are well-behaved.	<input type="radio"/>				

# Student Survey

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	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
19. My teacher is happy to answer questions.	<input type="radio"/>				
20. A lot of time is wasted in this class.	<input type="radio"/>				
21. My teacher explains things clearly.	<input type="radio"/>				
22. My teacher knows my name.	<input type="radio"/>				
23. Students are often confused in this class.	<input type="radio"/>				
24. The teacher treats students with respect.	<input type="radio"/>				
25. I feel comfortable asking my teacher for help.	<input type="radio"/>				
26. My teacher encourages me to ask questions if I don't understand something.	<input type="radio"/>				
27. My teacher goes too slow when we are learning new things.	<input type="radio"/>				
28. My teacher cares about me.	<input type="radio"/>				
29. I am often confused in this class.	<input type="radio"/>				
30. Students talk to each other while the teacher is talking.	<input type="radio"/>				
31. Doing well in school is important to me.	<input type="radio"/>				
32. If students don't understand something, my teacher will help them.	<input type="radio"/>				
33. My teacher enforces the rules.	<input type="radio"/>				
34. When my teacher teaches us something, he/she knows it well.	<input type="radio"/>				
35. My teacher knows me well.	<input type="radio"/>				
36. My teacher talks to my parents about how I am doing in school.	<input type="radio"/>				
37. My teacher shows us how what we're learning is important, even outside of school.	<input type="radio"/>				
38. Students treat each other with respect in this class.	<input type="radio"/>				
39. If I don't understand something, my teacher will help me.	<input type="radio"/>				
40. Students in this class treat the teacher with respect.	<input type="radio"/>				
41. I am proud of the work I do in this class.	<input type="radio"/>				
42. Students are nice to each other in this class.	<input type="radio"/>				

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# Student Survey

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	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
43. My teacher thinks I can do well in school.	<input type="radio"/>				
44. I like coming to school.	<input type="radio"/>				
45. The teacher treats me with respect.	<input type="radio"/>				
46. My teacher makes learning fun.	<input type="radio"/>				

# Student Survey, Grades 6-12

## State Model for Teacher Evaluation



**PLAINVILLE Community Schools**  
*Provides a challenging environment creating an extraordinary community of learners.*



### Instructions

Thank you for taking this survey. When you answer these questions, think about your experiences in this classroom in particular. Please answer honestly. No one at your school will see your answers. Your teacher will not see what you write.

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. My teacher knows this subject well.	<input type="radio"/>				
2. My teacher is willing to give us extra help on our schoolwork if we need it.	<input type="radio"/>				
3. My classmates find this class too hard.	<input type="radio"/>				
4. I look forward to going to this class.	<input type="radio"/>				
5. My teacher cares about me.	<input type="radio"/>				
6. The teacher treats students with respect.	<input type="radio"/>				
7. My teacher explains things clearly.	<input type="radio"/>				
8. Doing well in school is important to me.	<input type="radio"/>				
9. Students are often confused in this class.	<input type="radio"/>				
10. My teacher talks to my parents about how I am doing in school.	<input type="radio"/>				
11. I know what I need to do to improve my work in this class.	<input type="radio"/>				
12. My teacher pushes me to do my best.	<input type="radio"/>				
13. The homework in this class helps me learn the material.	<input type="radio"/>				
14. My teacher makes me like this subject more than I did before.	<input type="radio"/>				
15. My teacher knows my name.	<input type="radio"/>				
16. The teacher treats me with respect.	<input type="radio"/>				
17. A lot of time is wasted in this class.	<input type="radio"/>				
18. My teacher challenges me to think.	<input type="radio"/>				
19. I enjoy learning this subject	<input type="radio"/>				
20. I feel comfortable asking my teacher for extra help.	<input type="radio"/>				

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# Student Survey

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	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
21. We learn a lot in this class.	<input type="radio"/>				
22. I am often confused in this class.	<input type="radio"/>				
23. My teacher knows me well.	<input type="radio"/>				
24. My teacher makes me want to do my best.	<input type="radio"/>				
25. I enjoy the discussions we have in this class.	<input type="radio"/>				
26. My classmates find this class too easy.	<input type="radio"/>				
27. My teacher knows when we're confused about something he/she is trying to teach us.	<input type="radio"/>				
28. My teacher grades fairly.	<input type="radio"/>				
29. I'm afraid to speak up in this class.	<input type="radio"/>				
30. My teacher believes in me.	<input type="radio"/>				
31. Students talk to each other while the teacher is talking.	<input type="radio"/>				
32. My teacher makes what we're learning interesting.	<input type="radio"/>				
33. I don't work as hard as I could in this class.	<input type="radio"/>				
34. If students in this class need help, they will ask the teacher for help.	<input type="radio"/>				
35. My teacher gives us work to do in class that helps us learn.	<input type="radio"/>				
36. My teacher has trouble controlling the class.	<input type="radio"/>				
37. My teacher shows us how what we're learning is important outside of the classroom.	<input type="radio"/>				
38. This class moves too quickly.	<input type="radio"/>				
39. Students in this class respect the teacher.	<input type="radio"/>				

## Climate Survey

40. I look forward to going to school each day.	<input type="radio"/>				
41. Students at school are treated fairly regardless of race, culture, religion, sexual orientation, gender, or disability.	<input type="radio"/>				
42. My school is clean and well maintained.	<input type="radio"/>				
43. I feel safe when I am at school.	<input type="radio"/>				

# Student Survey

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	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know				
44. At my school, bullying is not acceptable.	<input type="radio"/>								
45. I have been the target of hurtful communications through social media.	<input type="radio"/>								
46. I have participated in hurtful communications through social media.	<input type="radio"/>								
47. I feel comfortable going to my counselor with a question or problem.	<input type="radio"/>								
48. There is an adult at school I can go to who will listen if I have a problem or concern.	<input type="radio"/>								
49. Students at my school treat each other with respect.	<input type="radio"/>								
50. The Principal is visible.	<input type="radio"/>								
51. The Principal seeks input from a variety of constituents when making decisions.	<input type="radio"/>								
52. The Principal strives to help parents/students understand and support the school's basic mission.	<input type="radio"/>								
53. The Principal actively promotes a safe and orderly environment.	<input type="radio"/>								
54. I am involved in extra-curricular activities such as athletics, clubs, activities, school committees.	<input type="radio"/>								
55. I feel safe on my trip to and from school.	<input type="radio"/>								
56. I feel there are trusted adults in the school who I can go to for help.	<input type="radio"/>								
57. I have been treated unfairly at school because of my: (check all that apply)									
Race	Gender	Sexual orientation	Religion	Academic Achievement	Ethnicity	Disability	Physical Appearance	Other	Has Not Happened
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. I have seen or heard others being treated unfairly at school because of their: (check all that apply)									
Race	Gender	Sexual orientation	Religion	Academic Achievement	Ethnicity	Disability	Physical Appearance	Other	Has Not Happened
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Parent Survey, All Grades**  
*State Model for Teacher Evaluation*



**PLAINVILLE** *Community Schools*  
 Promote a challenging environment creating an extraordinary community of learners.



**Instructions**

Thank you for taking this survey. Please answer honestly. No one at your child's school will see your answers.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>I Don't Know</b>
1. My child is learning a lot in school this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My child's teacher(s) treat my child with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I know how my child is doing in school before I get my child's report card.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The school does a good job of preparing my child to be college and career ready.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I talk with my child's teacher(s) about my child's schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My child's teacher(s) have high expectations for my child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I feel welcome at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I feel well-informed about what is going on at the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My child's teacher(s) are knowledgeable about the subjects they teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My child's teacher(s) help make my child excited about school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. At least one adult at school knows my child well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My child's teacher(s) notice when my child is good at something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I talk with my child's teacher(s) about what I can do to help my child learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Parents feel comfortable talking to teachers at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My child's teacher(s) motivate my child to do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. My child's teacher(s) treat me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I am aware of my child's progress or problems before progress reports are sent home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# Parent Survey

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18. I feel that Plainville adequately funds our schools.	<input type="radio"/>				
19. The Principal is visible.	<input type="radio"/>				
20. The Principal seeks input from a variety of constituents when making decisions.	<input type="radio"/>				
21. The Principal strives to help parents/students understand and support the school's basic mission.	<input type="radio"/>				
22. The Principal actively promotes a safe and orderly environment.	<input type="radio"/>				
23. The Central Office staff is visible.	<input type="radio"/>				
24. The Central Office staff is responsive to my needs.	<input type="radio"/>				
25. The Superintendent seeks input from a variety of constituents when making decisions.	<input type="radio"/>				
26. In school, my child's grades are mostly...					
<input type="radio"/> A's <input type="radio"/> B's <input type="radio"/> C's <input type="radio"/> D's <input type="radio"/> F's <input type="radio"/> I don't know					
27. What is <u>your child's</u> gender?					
<input type="radio"/> Male <input type="radio"/> Female					
28. What is <u>your child's</u> race or ethnicity? (Pick only one answer, please.)					
<input type="radio"/> White <input type="radio"/> Black or African American <input type="radio"/> Asian <input type="radio"/> Hispanic or Latino					
<input type="radio"/> American Indian or Alaska Native <input type="radio"/> Native Hawaiian or Other Pacific Islander <input type="radio"/> Two or More Races/Ethnicities					
29. What grade is <u>your child</u> in?					
<input type="radio"/> Pre-K <input type="radio"/> K <input type="radio"/> 1 <sup>st</sup> <input type="radio"/> 2 <sup>nd</sup> <input type="radio"/> 3 <sup>rd</sup> <input type="radio"/> 4 <sup>th</sup> <input type="radio"/> 5 <sup>th</sup> <input type="radio"/> 6 <sup>th</sup>					
<input type="radio"/> 7 <sup>th</sup> <input type="radio"/> 8 <sup>th</sup> <input type="radio"/> 9 <sup>th</sup> <input type="radio"/> 10 <sup>th</sup> <input type="radio"/> 11 <sup>th</sup> <input type="radio"/> 12 <sup>th</sup> <input type="radio"/> Other					
30. What is <u>your</u> gender?					
<input type="radio"/> Male <input type="radio"/> Female					

# Staff Survey



## Instructions

Thank you for taking this survey. Please answer the following questions about your experience at your school. Please answer honestly. No one at your school will see your answers.

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. Staff morale is high at this school.	<input type="radio"/>				
2. I feel like I am a part of this school's community.	<input type="radio"/>				
3. The culture and emotion climate of this school is supportive.	<input type="radio"/>				
4. I feel respected by students at this school.	<input type="radio"/>				
5. I believe students are getting a high-quality education at this school.	<input type="radio"/>				
6. I regularly collaborate with other teachers at this school.	<input type="radio"/>				
7. I feel comfortable going to at least one member of this school's administrative team if I have a problem.	<input type="radio"/>				
8. This school's discipline program is effective.	<input type="radio"/>				
9. I have access to the technology that I need at this school.	<input type="radio"/>				
10. Staff members at this school treat students with respect	<input type="radio"/>				
11. Staff members at this school treat me with respect	<input type="radio"/>				
12. This school's facilities are clean and well-maintained.	<input type="radio"/>				
13. This school is sensitive to issues regarding race, gender, sexual orientation and disabilities.	<input type="radio"/>				
14. Parents are given the opportunity to be involved at this school.	<input type="radio"/>				
15. There is a clear academic vision for this school.	<input type="radio"/>				
16. I am able to have conversations with parents when necessary.	<input type="radio"/>				
17. I often communicate with students about their academic progress in class.	<input type="radio"/>				

# Staff Survey

Page 2

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
18. I often communicate with parents about their child's progress in class.	<input type="radio"/>				
19. In this school, there is honest communication on important school issues.	<input type="radio"/>				
20. I hear students speaking inappropriately (e.g., about/to peers and/or students, using profanity, yelling, etc.).	<input type="radio"/>				
21. I hear colleagues speaking inappropriately (e.g., about/to peers and/or students, using profanity, yelling, etc.).	<input type="radio"/>				
22. I receive timely feedback on my performance and progress toward goals.	<input type="radio"/>				
23. School leaders communicate a clear vision for this school.	<input type="radio"/>				
24. School leaders value teacher feedback.	<input type="radio"/>				
25. The Central Office administration is responsive to my needs.	<input type="radio"/>				
26. Teachers at this school are given opportunities for professional development.	<input type="radio"/>				
27. I have received the support that I need to use our district's online tools and resources, such as PowerSchool.	<input type="radio"/>				
28. Teachers at this school work together to improve their instructional practice.	<input type="radio"/>				
29. New teachers receive the support they need to be successful.	<input type="radio"/>				
30. I feel respected by the school leadership team.	<input type="radio"/>				
31. The superintendent acts with professionalism.	<input type="radio"/>				
32. The superintendent has a good rapport with the staff.	<input type="radio"/>				
33. The superintendent is an inspiring leader.	<input type="radio"/>				
34. The principal is an inspiring leader.	<input type="radio"/>				
35. The principal has a good rapport with the staff.	<input type="radio"/>				

**APPENDIX E: NON-TENURED TEACHER RUBRIC**  
**NONTENURED TEACHER - BEST PRACTICES RUBRIC**

**Administrator's Worksheet**

(based upon Connecticut's Common Core of Teaching: Foundation Skills and Competencies)

STRAND I - Teachers have knowledge of:	SUPERIOR PERFORMANCE	POTENTIAL FOR SUPERIOR PERFORMANCE	UNSATISFACTORY PERFORMANCE
<p><b>A.</b></p> <p><b>STUDENTS</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates full and complete understanding of how students learn and develop.</li> <li>• Demonstrates thorough and insightful understanding of how students differ in their approaches to learning.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Demonstrates that he or she is beginning to understand how students learn and develop.</li> <li>• Demonstrates that he or she is beginning to understand how students differ in their approaches to learning.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Does not demonstrate an understanding of how students learn and develop.</li> <li>• Does not demonstrate an understanding of how students differ in their approaches to learning.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>

<p><b>B. CONTENT</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates that he or she is fully proficient in reading, writing and mathematics.</li> <li>• Demonstrates complete understanding the central concepts and skills, tools of inquiry, and structures of the discipline(s) taught.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Demonstrates that he or she is working toward proficiency in reading, writing and mathematics.</li> <li>• Demonstrates that he or she is beginning to understand the central concepts and skills, tools of inquiry and structures of the disciplines(s) taught.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Does not demonstrate proficiency in reading, writing and mathematics.</li> <li>• Does not demonstrate an understanding of central concepts and skills, tools of inquiry and structures of the disciplines taught.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>
<p><b>C. PEDAGOGY</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding that content taught is part of a larger K-12 curriculum and recognizes the importance of sequencing curricular objectives to connect with students' previous and future learning.</li> <li>• Recognizes the individual differences in student approaches to learning and consistently varies his or her role in the instructional process.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Beginning to demonstrate a knowledge of how to design and deliver instruction.</li> <li>• Beginning to recognize the individual differences in student approaches to learning and usually varies his or her role in the instructional process.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Does not demonstrate ability to effectively design and deliver instruction.</li> <li>• Does not demonstrate a recognition of the need to vary instructional methods.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>

**STRAND II - Teachers  
apply this knowledge by:**

**SUPERIOR  
PERFORMANCE**

**POTENTIAL FOR SUPERIOR  
PERFORMANCE**

**UNSATISFACTORY  
PERFORMANCE**

<p><b>A. PLANNING</b></p>	<ul style="list-style-type: none"> <li>Consistently plans instruction and assessment based upon knowledge of students, subject matter, the curriculum, school and district goals, and the community.</li> <li>Consistently creates a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Usually designs instruction, selects or creates assessment instruments, chooses appropriate instructional materials and sequences learning tasks to achieve learning goals.</li> <li>Usually designs tasks that meet curricular goals, addresses various learning styles, and decides when student work should be individual or collective.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Occasionally designs instruction, selects or creates assessment instruments, chooses appropriate instructional materials and sequences learning tasks to achieve learning goals.</li> <li>Occasionally designs tasks that meet curricular goals, addressing various learning styles, and deciding when student work should be individual or collective <input type="checkbox"/></li> </ul> <p><u>Comments:</u></p>
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**B.  
INSTRUCTING**

- Demonstrates a full and complete ability to establish and maintain appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success.
- Consistently organizes activities that promote achievement of lesson objectives, employs techniques that address a variety of learning styles, incorporates a wide range of resources, and promotes critical thinking and problem solving.
- Consistently communicates clearly, using precise language that conveys expectations for students, and engages students in purposeful discourse.
- Effectively employs a wide variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills.

Comments:

- Usually demonstrates the ability to establish and maintain appropriate standards of behavior and create a positive learning environment.
- Usually successful in organizing activities that promote achievement of lesson objectives, employing techniques that address a variety of learning styles, incorporating different resources, and promoting critical thinking and problem solving.
- Communicates clearly to students expectations for their learning but does not always know when to provide information, when to lead, when to model, and when to let students struggle with a difficulty.
- Effectively employs a limited variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills.

Comments:

- Demonstrates an understanding of the importance of establishing and maintaining appropriate standards of student behavior but has minimal success in achieving this goal.
- Demonstrates only a limited ability to organize activities that promote achievement of lesson objectives, employ techniques that address a variety of learning styles, incorporate a wide range of resources, and promote critical thinking and problem solving.
- Occasionally remembers to convey expectations for students and demonstrates limited ability to engage students in purposeful discourse.
- Demonstrates on a limited basis the ability to vary instructional activities that enable students to think critically, solve problems and demonstrate skills.

Comments:

<p><b>C. ASSESSING AND ADJUSTING</b></p>	<ul style="list-style-type: none"> <li>Monitors student understanding of the lesson and adjusts as necessary, shares assessment criteria with students on a regular basis, collects data over time to determine whether or not instructional strategies promote desired learning outcomes, and uses multiple sources of data to examine students' progress in light of national, state and local performance standards.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Usually monitors student understanding of the lesson and adjusts as necessary,. Shares assessment criteria with students on a regular basis, collects data over time to determine whether or not instructional strategies promote desired learning outcomes.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Occasionally monitors student understanding of the lesson and infrequently makes adjustments. Assessment criteria is shared with students and data collected over time is only occasionally used to evaluate the effectiveness of instructional activities.</li> </ul> <p><input type="checkbox"/></p> <p><u>Comments:</u></p>
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**STRAND III - Teachers**  
**Demonstrate professional**  
**responsibility through:**

**SUPERIOR**  
**PERFORMANCE**

**POTENTIAL FOR SUPERIOR**  
**PERFORMANCE**

**UNSATISFACTORY**  
**PERFORMANCE**

<p><b>A.</b>  <b>PROFESSIONAL</b>  <b>AND ETHICAL</b>  <b>PRACTICE</b></p>	<ul style="list-style-type: none"> <li>• Conduct is professional and in accordance with the Code of Professional Responsibility for Teachers.</li> <li>• Shares responsibility for student achievement and well-being by working collaboratively with school administrators, colleagues and families, identifying appropriate agencies that can provide resources for students, and individualizing home communication as needed.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Conduct is in basic and literal accordance with the Code of Professional Responsibility for Teachers.</li> <li>• Understands the need to share responsibility for student achievement and well-being and is beginning to work collaboratively with school administrators, colleagues and families to identify appropriate agencies that can provide resources for students, and to individualize home communication as needed.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Conduct is not in accordance with the Code of Professional Responsibility for Teachers.</li> <li>• Does not share responsibility for student achievement and well-being by working collaboratively with school administrators, colleagues and families, identifying appropriate agencies that can provide resources for students, and individualizing home communication as needed.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>
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<p><b>B. REFLECTION &amp; CONTINUOUS LEARNING</b></p>	<ul style="list-style-type: none"> <li>Continually engages in self-evaluation of the effects of his or her choices and actions on students and the school community by working with administrators and colleagues.</li> <li>Continually seeks out opportunities to grow professionally through means such as sharing practices with colleagues, examining professional literature, participating in professional organizations and attending professional development activities that enrich his or her knowledge.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Recognizes the need to engage in self-evaluation of the effects of his or her choices and actions on students and the school community by working with administrators and colleagues.</li> <li>Understands the need for teachers to grow professionally and is beginning to seek out opportunities such as sharing practices with colleagues, examining professional literature, participating in professional organizations and attending professional development activities that enrich his or her knowledge.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Demonstrates little awareness of the need to engage in self-evaluation of the effects of his or her choices and actions on students and the school community by working with administrators and colleagues.</li> <li>Does not seek out opportunities to grow professionally through means such as sharing practices with colleagues, examining professional literature, participating in professional organizations and attending professional development activities that enrich his or her knowledge.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>
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<p><b>C. LEADERSHIP &amp; COLLABORATION</b></p>	<ul style="list-style-type: none"> <li>• Serves as a leader through means such as working with colleagues and/or community leaders to create a positive school culture, secure community support for students and schools, and identifying or addressing needs of the school and student body.</li> <li>• Consistently demonstrates a commitment to developing the minds and characters of students, and brings an enthusiasm about learning and about life into daily work.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the need for leaders and is becoming involved in activities that work toward a leadership role in the school community.</li> <li>• Demonstrates a commitment to students and a passion for improving the teaching profession</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Does not serve as leader in the school community nor demonstrates effort toward this goal.</li> <li>• Does not demonstrate a commitment to their students nor a passion for improving the profession.</li> </ul> <p><u>Comments:</u> <input type="checkbox"/></p>
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## **APPENDIX F: FORMS**

Plainville Forms

Mini Observation Form

Formal Observation Report

Intensive Supervision Forms (I)

Plainville Community Schools

**Teacher Goal-Setting: Student Learning Objective (SLO)**

**Teacher Name**

**Date**

Teachers are asked to develop two Student Learning Objectives.

A **Student Learning Objective (SLO)** should be a broad goal for student learning. It should reflect high expectations for student learning and should be aligned to relevant Common Core State Standards and/or district standards.

An **Indicator of Academic Growth and Development (IAGD)** is a measure you use to determine success in achieving the SLO.

If you teach in a state-tested grade and/or subject, or if your students are assessed through another standardized measure, one SLO must be based on standardized IAGDs and will account for 22.5% of your final rating. Your second SLO, which will account for an additional 22.5% of your final rating, is based on a minimum of one non-standardized IAGD and a maximum of one additional standardized IAGD. If your students are not assessed through any standardized measure, both SLOs can be based on non-standardized IAGDs.

Each SLO must have at least one IAGD. Multiple IAGDs may be used but are not required.

---

**# of students you are teaching:**

**# of students covered by this SLO**

**% of students covered by this SLO**

---

**SLO #1 (22.5%):**

---

**Rationale for Objective:**

**1. Why was this SLO chosen? 2. What specific Common Core State Standard does it address?**

---

**Indicator(s) of Academic Growth and Development (IAGD)**

Please clearly indicate the targeted performance expectation for the selected students. An IAGD should represent at least one year's growth and/or mastery of grade-level content standards.

**Type of IAGD(s) – Indicator #1:**     Standardized                       Non-standardized

**Indicator #1 (Required)**

---

**Type of IAGD(s) – Indicator #2:**     Standardized                       Non-standardized

**Indicator #2 (Optional)**

---

**Type of IADG(s) – Indicator #3:**     Standardized                       Non-standardized

**Indicator #3 (Optional)**

---

## **Baseline Data/Background Information**

Include what you know about the targeted students' performance skills and achievement levels at the beginning of the year (relevant to the SLO) as well as any additional student data or background information that you used in setting your objective. Provide this information for each indicator, if specific pre-test or baseline data are available.

---

## **Strategies/Actions to Achieve the SLO**

Outline the steps and approach you plan to take in order to make progress towards, and ultimately achieve, your SLO.

**Strategy #1.**

**Strategy #2.**

**Strategy #3.**

**(include additional strategies as needed)**

---

## **Data Collection/Assessment of Progress Toward Achieving the SLO**

**Describe what data you will collect to assess progress toward achieving the SLO.**

---

**Professional Learning/Support**

**Identify the professional learning and/or other type(s) of support that would help you to achieve this SLO.**

---

**Instructions for Evaluator:** The evaluator should review the SLO and IAGDs proposed by the teacher and evaluate and comment based on the following criteria:

**1. Priority of Content** – Objective/Indicators are deeply relevant to the teacher’s assignment and address a large proportion of his/her students.

---

**2. Rigor of Objective/Indicator** – Objective/Indicator is obtainable, but ambitious, and represents at least one year’s student growth (or appropriate growth over a shorter period of instruction).

---

**3. Quality of Indicators** – Indicators provide specific, measurable evidence and allow judgment about students’ progress over the school year or term.

---

## Plainville Community Schools

### Teacher Goal-Setting: Performance and Practice Goals (40%)

**Teacher Name**

**Date**

#### **Performance and Practice Goal (40%):**

- Teachers develop one to three performance and practice goals (PPG) that are aligned to the Plainville Framework for Teacher Evaluation and Support. These goals provide a focus for the observations and feedback conversations. They should be based on relevant student learning data, a self-assessment of performance and practice relative to the Plainville Framework for Teacher Evaluation and Support, feedback from your principal, and previous professional development and survey data. Goals should have a clear link to improving student achievement and/or building school community and culture. They should also move teachers toward Proficient or Exemplary on the Plainville Framework for Teacher Evaluation and Support. This plan should anchor and be responsive to professional growth conversations throughout the year.
- Goals should be SMART Goals: Specific and Strategic, Measurable, Aligned and Attainable, Results-Oriented and Time-Bound.

---

**Instructions:** Complete this section for your **first** goal. At least one goal is **required**, and should be based on a review and self-assessment from the Plainville Framework for Teacher Evaluation and Support. (see Plainville TEACHER EVALUATION AND GROWTH Handbook)

#### **PPG #1 (required):**

#### **Rationale for PPG #1 (required):**

**Action Steps for PPG #1 (required):**

---

**Instructions:** Complete this section for your second PPG (optional)

**PPG #2 (optional)**

**Rational for PPG #2 (optional)**

**Action Steps for PPG #2 (optional)**

---

**Instructions:** Complete this section for your third PPG (optional)

**PPG #3 (optional)**

**Rational for PPG #3 (optional)**

**Action Steps for PPG #3 (optional)**

---

**Instructions for Evaluator:** The evaluator should review the Performance and Practice goal(s) (PPG) proposed by the teacher and evaluate and comment in the space below.

---

## Plainville Community Schools

### Teacher Goal-Setting: Parent Feedback

**Teacher Name**

**Date**

#### **Parent Feedback Goal (10%):**

Principals and teachers should review parent survey results at the beginning of the school year to identify areas for improvement and set general parent engagement goals based on the survey results. After school-level goals have been set, you and your evaluator will collaborate to determine one parent-related goal to pursue.

*Possible goals include: improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.*

---

**Parent Feedback Goal:**

---

**Rational for Parent Feedback Goal:**

#### **Measuring Growth/Improvement Related to Goal:**

1. Determine how you will measure growth/improvement towards your goal. There are two ways you can measure and demonstrate progress on your growth targets:

- You can choose to measure how successfully you implement a strategy to address an area of need
- You can collect evidence directly from parents to measure parent-level indicators you generate. For example, you might conduct interviews with parents or a brief parent survey to see how well you have met your target goal.

## Measurement of Growth/Improvement

---

**Instructions for Evaluator:** The evaluator should review the Parent Feedback Goal(s) proposed by the teacher and evaluate and comment in the space below.

If any benchmark data is available for discussion during the Goal-Setting Conference, the evaluator can include it here. If appropriate, the teacher can adjust his/her goal based on the available data and in discussion with his/her evaluator.

---

**Plainville Community Schools**

**Teacher Goal-Setting: Whole-School Student Learning Indicator**

**Teacher Name**

**Date**

**Whole-School Student Learning Indicator Goal (5%):**

**Insert your administrator's whole-school student learning goals.**

---

**Identify at least one strategy that addresses how you will contribute to the whole-school student learning goals as established by your school administrator.**

---

**Instructions for Evaluator:** The evaluator should review the Whole School Student Learning Indicator Goal(s) proposed by the teacher and evaluate and comment in the space below.

If any benchmark data is available for discussion during the Goal-Setting Conference, the evaluator can include it here. If appropriate, the teacher can adjust his/her goal based on the available data and in discussion with his/her evaluator.



**Plainville Community Schools**

**Mid-Year Check-in: Teacher Self-Assessment**

*To be completed by the teacher prior to the Mid-Year Conference with the evaluator.*

**Teacher Name**

**Date**

**Teacher Self-Assessment/Reflection**

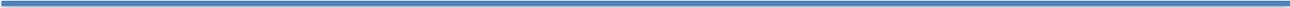
**1. Describe your progress to date for each goal/SLO**



**2. Describe the professional learning and/or strategies that have contributed to your progress.**



**3. Describe any challenges or barriers to achieving your goals/SLOs.**



**4. What modified action steps and/or adjustments will you implement to address challenges or continue to make progress towards your goals/SLOs?**

---

**Other Comments**

---

**Rubric Score Report**

---

**Instructions for Evaluator:** After reviewing the Mid-Year Check-in: Teacher Self-Assessment, provide any comments/response that may be appropriate to capture prior to holding the Mid-Year Conference

---

Plainville Community Schools

Mid-Year Conference Notes

*To be completed by the evaluator as a result of the Mid-Year Conference.*

Teacher Name \_\_\_\_\_

Date

1. Describe the teacher's progress to date for each goal/SLO.

---

2. Summarize the professional learning and/or strategies that will support the teacher in making continued progress towards his/her goals/SLOs.

---

3. Summarize feedback provided to the teacher to support him/her in overcoming any challenges or barriers to achieving his/her goals/SLOs.

---

**4. Summarize any modified action steps and/or adjustments to goals/SLOs that result from the discussion with the teacher.**

---

**Other Comments**

---

Plainville Community Schools

**End-of-Year Summative Review: Teacher Self-Assessment**

*To be completed by the teacher prior to the End-of-Year Conference with the evaluator.*

**Teacher Name**

**Date**

**Teacher Self-Assessment/Reflection**

**1. Provide your overall assessment of progress toward your goals/SLOs.**

---

**2. Describe what you have done that produced these results.**

---

**3. Describe what you have learned and how you will use it going forward.**

---

4. List the professional learning activities you participated in throughout the year.

---

5. What professional learning and/or other type of support would help you to continue to make progress into the coming academic year?

---

Provide any evidence specific to each SLO/Goal and indicate your overall progress by rating “Attainment of the Objective”

**Student Growth Indicators**

Student Growth and Development – SLO #1 and SLO #2 (45%):

Criteria	Did Not Meet	Partially Met	Met	Exceeded
Attainment of Objective	1	2	3	4

Notes:

---

Whole-School Student Learning Indicators and Student Feedback (5%)

Criteria	Did Not Meet	Partially Met	Met	Exceeded
Attainment of Objective	1	2	3	4

Notes:

**Teacher Practice Indicators**

**Teacher Practice and Performance (40%)**

<b>Criteria</b>	<b>Did Not Meet</b>	<b>Partially Met</b>	<b>Met</b>	<b>Exceeded</b>
<b>Attainment of Objective</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Notes:

**Parent Feedback (10%)**

<b>Criteria</b>	<b>Did Not Meet</b>	<b>Partially Met</b>	<b>Met</b>	<b>Exceeded</b>
<b>Attainment of Objective</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

Notes:

**Plainville Community Schools  
Ratings Worksheets**

**Teacher Name**

**Date of Conference**

**Whole School Student Indicator/Student Feedback Rating Worksheet (5%)**

**Teacher Name** \_\_\_\_\_ **Conference Date**  
\_\_\_\_\_

**Whole School Student Indicator**

Check the box that indicates the Whole School Student Indicator's impact on this rating for this teacher.

<b>Criteria</b>	<b>Did Not Meet</b>	<b>Partially Met</b>	<b>Met</b>	<b>Exceeded</b>
<b>Attainment of Objective</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**Notes:**

**Comments**

**Student Feedback Goal**

Enter the teacher's goal below:

Check the box that indicates the Student Feedback Indicator's impact on this rating for this teacher.

<b>Criteria</b>	<b>Did Not Meet</b>	<b>Partially Met</b>	<b>Met</b>	<b>Exceeded</b>
<b>Attainment of Objective</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**Notes:**

**Comments:**

**Evaluator:** Please describe the results of the growth/improvement targets related to the goal:

- Provide your overall assessment of whether this objective was met.
- Describe what the teacher did that produced these results
- Describe what was learned and how it will be used going forward.

## End-of-Year Summative Worksheet: Teacher Performance and Practice (40%)

Teacher Name \_\_\_\_\_ Conference Date \_\_\_\_\_

### Formal Observation Scores & Additional Evidence (Mini-Observations, etc.)

*Use the information from your rubric ratings, comments and artifacts gathered throughout the year to inform your final rating on each of the Domains below:*

Domain	Below Standard 1	Developing 2	Proficient 3	Exemplary 4
<b>1-</b> Content & Essential Skills				
<b>2-</b> Classroom Environment, Student Engagement, Commitment to Learning				
<b>3-</b> Planning for Active Learning				
<b>4-</b> Instruction for Classroom Learning				
<b>5-</b> Assessment for Active Learning				
<b>6-</b> Professional Responsibilities and Teacher Leadership				

**Student Growth and Development Rating Worksheet – SLO #\_\_ (45%)**

**To be completed by the evaluator (complete one form for each SLO)**

**Teacher Name** \_\_\_\_\_ **Conference Date**  
\_\_\_\_\_

**Type of IAGD:**      \_\_\_\_\_ **Standardized**      \_\_\_\_\_ **Non-Standardized**

**SLO Title:**

**SLO Objective and Rationale**

**Baseline Data**

**Target Statement**

**Results Data**

**Results Comments:**

**SLO Rating**

**Evaluator:** Check the box that best indicates the attainment of this objective. If the objective has multiple indicators, you may wish to make a separate rating for each indicator that can be averaged for the overall SLO score, or you may use your judgment in determining the overall attainment of the objective.

<b>Criteria</b>	<b>Did Not Meet</b>	<b>Partially Met</b>	<b>Met</b>	<b>Exceeded</b>
<b>Attainment of Objective</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

**Notes:**

**Comments**

**Evaluator:** Please describe the results of the growth/improvement targets related to the goal:

- Provide your overall assessment of whether this objective was met.
- Describe what the teacher did that produced these results
- Describe what was learned and how it will be used going forward.

**Plainville Community Schools**

**End-of-Year Summative Review: Conference Notes**

**Teacher Name**

**Date of Conference**

*Evaluator should capture notes based on what is discussed during the End-of-Year Conference. This should include a summary of what Professional Learning and/or Support would be helpful to the teacher in continuing to make progress towards focus areas/goals/SLOs in the following academic year.*

## Plainville Community Schools Mini Observation Form

Description: \_\_\_\_\_ Date: \_\_\_\_\_ School Year: \_\_\_\_\_

Teacher: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

**O** = Observed    **P** = Partially Observed    **N** = Not Observed    **NA** = Not Applicable

<b>Domain 1: Content and Essential Skills:</b>																												
	1.2 Demonstrating discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards (SR-4d)																											
	1.3 Using developmentally appropriate verbal, non-verbal and technological communications (SR-3a)																											
	1.4 Using technological and digital resources to promote learning, collaborate with colleagues and/or communicate within a learning community (SR-4b)																											
Comments:																												
<b>Domain 2: Classroom Environment, Student Engagement and Commitment to Learning:</b>																												
	2.1 Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels (SR-2a)																											
	Linked to 2.2 Students are engaged in the learning process (SR-3c)																											
	Linked to 2.3 Promotes and demonstrates social skills development, personal responsibility and ethical behavior, while respecting students' differences. (SR-2b)																											
	Linked to 2.4 and 2.5 Fosters and enforces appropriate standards of behaviors and effectively manages routines and transitions that support a productive learning environment for all the students. (SR-2c,2d,2e)																											
Comments:																												
<b>Domain 3: Planning for Active Learning:</b>																												
	Linked to 3.1 Instruction is at an appropriate level of challenge, differentiated to learning needs and closely aligned with learning goals. (SR-1a)																											
	3.4 Uses appropriate assessment strategies to monitor on-going student progress (SR-1d)																											
	Linked to 3.5 Provides opportunity for students to think critically, creatively and solves problems. (SR-1d)																											
	Linked to 3.6 and 3.9 Makes real-world, career or interdisciplinary connections (i.e. literacy and numeracy). (SR-1c)																											
Comments:																												
<b>Domain 4: Instruction for Active Learning</b>																												
<b>4.1 Using evidence-based strategies (SR-1b)</b>																												
<table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Direct Instruction</td> <td><input type="checkbox"/> Providing Feedback</td> <td><input type="checkbox"/> Nonlinguistic Representation</td> </tr> <tr> <td><input type="checkbox"/> Guided Practice</td> <td><input type="checkbox"/> Homework &amp; Practice</td> <td><input type="checkbox"/> Questions, Cues &amp; Advanced Organizers</td> </tr> <tr> <td><input type="checkbox"/> Independent Practice</td> <td><input type="checkbox"/> Manipulatives</td> <td><input type="checkbox"/> Worksheets, Seatwork, Textbooks</td> </tr> <tr> <td><input type="checkbox"/> Teacher Demonstration</td> <td><input type="checkbox"/> Technology</td> <td><input type="checkbox"/> Varies Student/Teacher Roles (Linked to 4.4)</td> </tr> <tr> <td><input type="checkbox"/> Hands-On Activity</td> <td><input type="checkbox"/> Student Demonstration</td> <td><input type="checkbox"/> Other</td> </tr> <tr> <td><input type="checkbox"/> Cooperative Learning</td> <td><input type="checkbox"/> Summarizing/Note Taking</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Group Instruction</td> <td><input type="checkbox"/> Reinforcing Effort &amp; Providing Recognition</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Varies Grouping of Students</td> <td><input type="checkbox"/> Identifying Similarities &amp; Differences</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Accountable Talk</td> <td><input type="checkbox"/> Generating &amp; Testing Hypotheses</td> <td></td> </tr> </table>		<input type="checkbox"/> Direct Instruction	<input type="checkbox"/> Providing Feedback	<input type="checkbox"/> Nonlinguistic Representation	<input type="checkbox"/> Guided Practice	<input type="checkbox"/> Homework & Practice	<input type="checkbox"/> Questions, Cues & Advanced Organizers	<input type="checkbox"/> Independent Practice	<input type="checkbox"/> Manipulatives	<input type="checkbox"/> Worksheets, Seatwork, Textbooks	<input type="checkbox"/> Teacher Demonstration	<input type="checkbox"/> Technology	<input type="checkbox"/> Varies Student/Teacher Roles (Linked to 4.4)	<input type="checkbox"/> Hands-On Activity	<input type="checkbox"/> Student Demonstration	<input type="checkbox"/> Other	<input type="checkbox"/> Cooperative Learning	<input type="checkbox"/> Summarizing/Note Taking		<input type="checkbox"/> Group Instruction	<input type="checkbox"/> Reinforcing Effort & Providing Recognition		<input type="checkbox"/> Varies Grouping of Students	<input type="checkbox"/> Identifying Similarities & Differences		<input type="checkbox"/> Accountable Talk	<input type="checkbox"/> Generating & Testing Hypotheses	
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<input type="checkbox"/> Varies Grouping of Students	<input type="checkbox"/> Identifying Similarities & Differences																											
<input type="checkbox"/> Accountable Talk	<input type="checkbox"/> Generating & Testing Hypotheses																											
	4.3 Engage students in active learning strategies, such as purposeful discourse and inquiry-based learning. (SR-3b)																											
	4.5 Uses differentiated instruction and supplemental interventions to support diverse student learning needs. (SR-3c)																											
	4.6 Monitors and adjust instruction in response to students' performance and engagement in learning tasks. (SR-3d)																											
	4.7 Provides meaningful, appropriate and specific feedback to students during instruction to improve their performance. (SR-3a)																											
Comments:																												
<b>Domain 5: Instruction for Active Learning</b>																												
	5.1-5.2 Using and/or designing a variety of formative and summative assessments and criteria across the hierarchy of cognitive skills that directly align with the learning objectives and value the diversity of ways in which students learn (SR-3d)																											
	5.5 Provides students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning. (SR-3d)																											
	5.6 Supports students' progress by communicating academic and behavioral performance expectations and																											

results with students and/or their families and other educators. (SR-3a,4c)

Comments:

Overall Comments:

## **Formal Observation Report**

---

**Directions:** This information should be completed after the formal observation and post conference have been held.

**Teacher:**

**School year:**

**School Assignment:**

**Grade level/Subject:**

**Observation Date:**

**Length of Observation:**

**Evaluator:**

**Post-Conference Date:**

---

**1. Observation Summary:**

**2. Collaborative Post-Conference Discussion Highlight:**

**3. Comments regarding lesson's connection to the Teacher's Student Learning Objectives and/or Performance and Practice:**

**4. Strengths in terms of the rubrics (Domains 1-6)\*:**

**5. Areas in need of further development/growth or enhancement as related to the rubrics (Domains 1-6)\***

**(include strategies to support this improvement/growth through Professional Development):**

**\*Domain 1: Content and Essential Skills**

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

**Domain 3: Planning for Active learning**

**Domain 4: Instruction for Active learning**

**Domain 5: Assessment for Learning**

**Domain 6: Professional Responsibilities and Teacher Leadership**

**Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_**

**Teacher's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher's Comments Attached:**  **Yes**  **No**

**Intensive Supervision Phase**  
**Notification of Change of Evaluation Status**  
**(Completed by Evaluator)**

Teacher: \_\_\_\_\_ School

Year: \_\_\_\_\_

School /Assignment: \_\_\_\_\_ Grade

Level/Subject: \_\_\_\_\_

You are assigned to the Intensive Supervision Phase to correct identified performance problems.

1. Identification of Teaching Domain(s) not met:

2. Identification of data sources which indicate deficiency of Teaching Domain(s):

I-1(b)

3. Statement for Improvement:

Describe outcome(s) and/or behavior(s) necessary to remedy the deficiency(s):

4. Support Needed:

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

I-3

**Intensive Supervision Phase  
Improvement Plan Summary  
(Completed by Evaluator)**

Teacher: \_\_\_\_\_ School \_\_\_\_\_  
Year: \_\_\_\_\_

School/Assignment: \_\_\_\_\_ Grade \_\_\_\_\_  
Level/Subject: \_\_\_\_\_

1. Improvement Plan Summary

- Fully addressed
- Partially addressed, plan continues
- Initial plan addressed, new intervention plan needed
- Little or no improvement

2. Evaluator Comments

3. Recommendation:

- Return to Tenured Teacher Phase
- Continuation in Intensive Supervision Phase (Specific Timeline)
- Teacher is deemed ineffective

Teacher's Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Peer Support Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(If applicable)

Peer Support Mentor Position: \_\_\_\_\_

I-4

### Notification of Appeal

Teacher: \_\_\_\_\_ School  
Year: \_\_\_\_\_

School /Assignment: \_\_\_\_\_ Grade  
Level/Subject: \_\_\_\_\_

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

Teacher's Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Completed Appeal Worksheet must be submitted to the Superintendent.

I-5

**Appeal Summary**  
**(Completed by Appeal Committee Chairperson)**

This Appeal Summary refers to the Statement of Appeal submitted on  
\_\_\_\_\_.

Date

Teacher: \_\_\_\_\_ School  
Year: \_\_\_\_\_

School/Assignment: \_\_\_\_\_ Grade  
Level/Subject: \_\_\_\_\_

Administrator: \_\_\_\_\_

Names of Committee Members:

\_\_\_\_\_  
Impartial Administrator

\_\_\_\_\_  
Impartial Teacher

Superintendent's outcome of the Appeal:

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Plainville Community Schools



## **Administrator Effectiveness, Professional Learning and Performance Evaluation Manual**

**REVISED: September 3, 2014**

**REVIEWED: April, 2015**

**Administrator Evaluation Manual**  
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## PLAINVILLE COMMUNITY SCHOOLS

### **Educator Effectiveness, Professional Learning and Performance Evaluation: The Process for Supervising and Evaluating Plainville Educators**

#### **Board of Education:**

Brent Davenport  
Michael Giuliano  
Deborah Hardy, Vice Chair  
Laurie Peterson  
Cheryl Provost  
Andrea Saunders, Board Chair  
Becky Tyrrell  
Foster White  
Barbara Willard

#### **Superintendent:**

Jeffrey C. Kitching, Ed.D

#### **Assistant Superintendent:**

Maureen Brummett, Ed.D

#### **District Administrators:**

Andrew Batchelder, Wheeler School Principal  
Jonathan Coe, Plainville High School Assistant Principal  
Paula Eshoo, Linden Street School Principal  
Tawana Graham-Douglas, Coordinator of Elementary Curriculum and Instruction  
Matthew Guarino, Middle School of Plainville Principal  
Edward Hoyt, Director of Business and Operations  
Amy Labas, Coordinator of Athletics and Extra-Curricular Activities  
Thomas Laudadio, Middle School of Plainville Dean of Students  
Steven LePage, Plainville High School Principal  
Lynn Logoyke, Louis Toffolon School Principal  
Rosa Perez, Plainville High School Assistant Principal  
Aimee Roberts, Middle School of Plainville Assistant Principal  
Victoria Trzeinski, Director of Special Education and Pupil Services  
Linda Van Wagenen, Ed.D., Director of Curriculum, Instruction and Assessment  
Anne Walsh, Supervisor of Special Education

## **Introduction**

The Plainville Board of Education and Superintendent are committed to a balanced and practical approach to the supervision and evaluation of administrators in our district. This plan represents that commitment, balancing accountability for continuous improvement for our schools and student achievement with the support necessary to build leadership capacity among our administrators.

The Plainville Community Schools Administrator Evaluation 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); (3) and the perceptions of the administrator's leadership among key stakeholders in their community. Annual summative evaluations provide each administrator with a summative rating aligned to one of four performance levels:

- Exemplary: Substantially exceeding indicators of performance
- Proficient: Meeting indicators of performance
- Developing: Meeting some indicators of performance but not others
- Below Standard: Not meeting indicators of performance

## **Evaluation and the District Mission, Vision, Beliefs, and Goals**

As a district, we are responsible to ensure that effective teaching is supported in all classes by developing human capacity. Plainville believes that a community of learners is the foundation to continuous growth for all professionals, especially its leaders.

## **Mission**

*To provide rigorous and enriching experiences that prepare each student for success in a changing global society.*

## **Vision**

The Plainville Community Schools maintain an unwavering focus on students, teaching and learning through a commitment to continuous improvement and alignment of all our actions with the Board's mission and goals.

## **Beliefs**

- Our public school system is the core of the community and has a fundamental responsibility to develop productive educated citizens in a democracy.
- Optimal achievement for each learner is a responsibility shared by students, home, school, and community.
- We must provide each student with a comprehensive curriculum and effective instruction to ensure meaningful engagement in the learning process.

- A safe, caring learning environment promotes the academic growth, health, and emotional wellbeing of each student.
- Communication and collaboration foster knowledge, trust, and respect and are the responsibility of everyone in the community.

### **District Goals:**

1. Develop a comprehensive engaging curricular and instructional program aligned with the critical skills and attributes required for success in a changing global society.
2. Align teaching practices, improvement mechanisms, and evaluation systems with our goals for learning, mission, and beliefs.
3. Ensure that systems for assessing learning and measuring achievement provide data to drive our teaching practices and align with our goals for student learning and development.

### **School/Department Improvement Plans**

Each school and department leader in Plainville is responsible for developing, implementing and monitoring a School/Department Improvement Plan (SIP) that is aligned with our district mission and goals. These plans must incorporate data on the current conditions within the school or department into goals for improvement. Each SIP also includes a Theory of Action, a plan for changes in instructional strategies designed to lead toward goal attainment, and an evaluation plan detailing how success will be measured. The SIPs will form the foundation for each Plainville administrator's yearly evaluation plan.

### **Overview of Process**

Administrators and supervisors interact throughout the process in support of a thorough analysis of professional performance. A strong combination of self-reflection and interaction with a supervisor provides the necessary review of practice to support administrator growth and development

Essential to the process is the establishment of School Improvement Plans aligned to district mission and goals. Review of this and other fundamental school planning documents along with a self-reflection provides the context for administrators to set goals in support of student performance as well as their own professional learning. Stakeholder feedback is also made available to support goals setting and year-long growth planning. These growth goals become the focus of collegial discussion during a mid-year conference to ensure administrators are tracking towards their anticipated performance and achievement outcomes. (see Form A in Appendix C).

## **Goal Setting and Review**

The goal setting process is predicated on the collection of various sets of data that will allow an administrator's to truly reflect upon their practice and the outcomes of their previous year. Form A outlines the structure for this process.

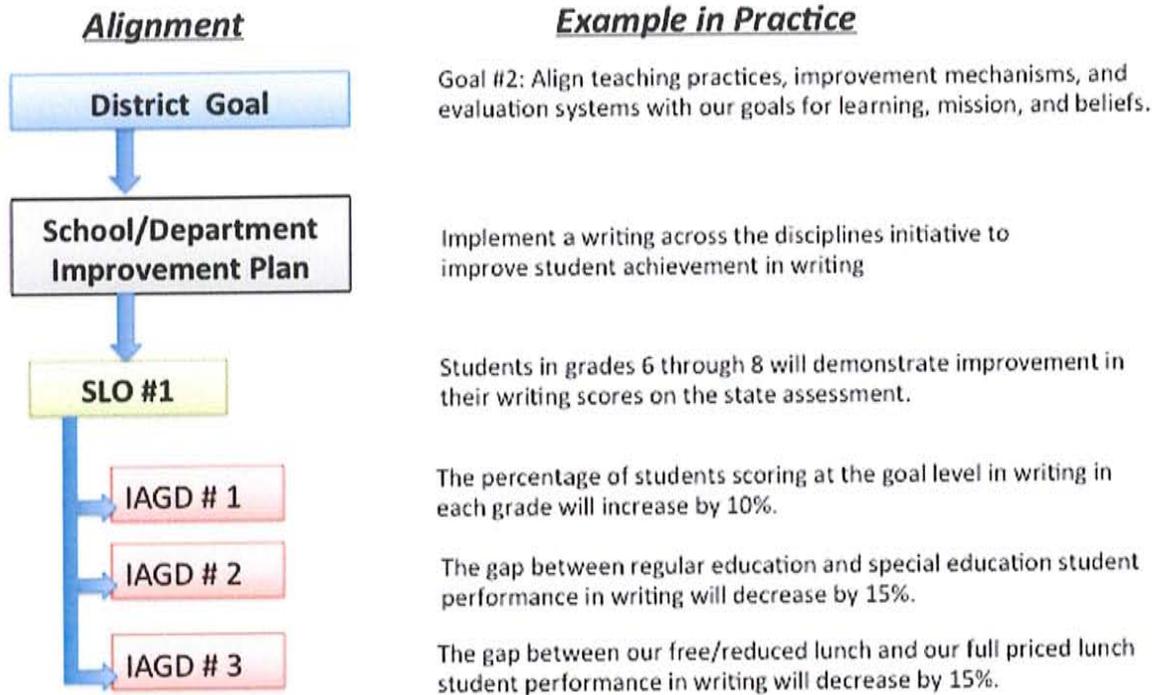
Administrators begin with the self-reflection using the Common Core of Leading (CCL). Administrators will review each section of the rubric analyzing their own practice and determining areas of strength and areas of weakness. In conjunction with this review of professional practice, administrators should consider their school's/department's performance and School/Department Improvement Plan (SIP) to establish two Student Learning Objectives (SLO), coupled with Indicators of Academic Growth and Development (IAGD), that will focus review of their student outcomes at the end of the evaluative cycle. These goals are outlined in more detail in the Student Learning Measures section of this document beginning on page 15. Additional data, if not already taken into consideration during the school improvement planning process, should also be considered. Administrators are encouraged to review stakeholder feedback data and teacher effectiveness needs and make connections between their SLOs and targets they are setting for their professional growth, improvements related to the perceptions of key stakeholders including parents, teachers and student, and the targets they set for influencing and improving teacher effectiveness. If an administrator cannot establish a clear through line with all of these data points, additional goals may be established that allow the administrator to focus their attention on each of these important areas of growth and development. The final set of goals, measures and targets will be the result of an agreement reached during the administrator's "Fall Goal Setting Conference". The general structure for an administrator's goal setting for the year is outlined in Figure 2. Details to assist an administrator in design of each SLO and corresponding targets are outlined in sections that follow.

## **Orientation Programs**

During the first year of implementation time will be designated during the summer Administrative Summit and through designated Administrative Council meetings for orientation, training and rollout of the plan for all administrators. Reflection and review of the documents strengths and challenges will be discussed regularly for modifications and adjustments during our scheduled Administrative Council meetings. As part of Plainville's efforts to establish a revised teacher evaluation plan, all administrators have already undergone a year-long training program provided through the Central Office Administration, that included outside consultants from the SDE and the Center for School Change. Following year-one, an annual training and calibration program will be developed and implemented for all PCS administrators. The annual plan will include utilizing time in monthly Administrative Council meetings, our semi-annual Summit Conferences, and the monthly "Video Visitations" towards teacher evaluation techniques and calibrating our work in observing, evaluating and supervising teachers, all designed to provide a framework for the evaluation of our administrators.

Figure 2:

## Structure for Administrator Goal Setting



### Category 1: Administrator Performance and Practice (40%)

Forty percent (40%) of an administrator's evaluation shall be based on ratings of administrator performance and practice by the district superintendent or her/his designee(s). \*For the purpose of this section, the word "administrator" will constitute those individuals in positions requiring an administrative certification (092) including principals and assistant principals. Individuals holding an (092) certification but whose primary role includes teaching students will be evaluated under the district's teacher evaluation system.

Forty percent (40%) of an administrator's evaluation shall be based on observation and evidence collection related to leadership practice and performance as articulated in Plainville Public School's modified version of the CT Common Core of Leading Leadership Rubric. Supervisors will collect evidence through three distinct methodologies, meetings and school visits, formal observations of administrator practice, and on-going review of artifacts. Additionally, review of artifacts including professional development plans, teacher feedback, administrator reflections as well as planning documents, school improvement plans, and evidences of teacher development and professional relationships can also be considered in measuring administrator performance and practice. The collection of gathered evidence via meetings and school visits, formal observations of administrator practice, and ongoing review of practice may also take place

during district Instructional Rounds and administrator presentations throughout the year. *Table 1* provides an overview of the core actions to be taken by administrators and their supervisor throughout the year.

**Table 1**

Timeline	Actions/Events
By Oct 1 <sup>st</sup>	Administrator <ul style="list-style-type: none"> <li>• Complete and submit Form A: “Goal Setting Self-Reflection”</li> <li>• Review district/and or school data</li> <li>• Review stakeholder feedback that is relevant to their job function</li> <li>• Complete and submit <i>School/Department Improve Planning Form</i></li> </ul>
By Nov 1 <sup>st</sup>	Beginning-of-Year Conference held (administrator with evaluator) Goal-setting completed (collaboratively)
By Jan 31 <sup>st</sup>	Evaluator: <ul style="list-style-type: none"> <li>• Complete a minimum of 1 Formal Observation with feedback provided on Form D: “Observation Protocol” (2 for new, “Below Standard” or “Developing” administrators)</li> <li>• Complete a minimum of 2 Informal observation</li> </ul>
By Feb 28 <sup>th</sup>	Mid-Year Conference Form B: “Mid-Year Conference” submitted
By June 1 <sup>st</sup>	Evaluator: <ul style="list-style-type: none"> <li>• Complete a minimum of 1 additional Informal Observation</li> <li>• Complete 1 additional Formal Observation for “Below Standard” or “Developing” administrators with Form D: “Observation Protocol”</li> </ul>
Ongoing and By June 1 <sup>st</sup>	Administrator: <ul style="list-style-type: none"> <li>• Submit all final artifacts</li> <li>• Submit Form C: “Year-End Summative Conference” with reflections on goal progress</li> </ul>
By June 30	End-of-Year Conference held Evaluator: <ul style="list-style-type: none"> <li>• Complete, provide, and if necessary, review and explain Form E: “Summative Rating”</li> </ul>

For the purpose of clarifying the systems of meetings and observations, the following definitions of evidence collection are provided:

**Formal Observation:** Formal observations will be announced visits that are focused on administrator goals and targets and will provide an opportunity for the evaluator to collect

evidence and provide feedback relative to the Plainville Performance Continuum. The evaluator will establish a time for a school based or job-specific visit that provides opportunities for written and oral feedback.

**Informal Observation:** Informal observations are unannounced school based or job-specific visits that allow an evaluator to see leadership practice in action. These types of visits can include but are not limited to: brief observations of leadership practice in team meetings, staff meetings, professional development, parent or student interactions, classroom visitations, school wide-functions and written feedback provided based on the Plainville Continuum.

**Artifact Review:** All administrators will have the opportunity to collect information relative to their practice that can be shared with an evaluator in support of their overall evaluation and across all domains of Plainville’s Common Core of Leading Leadership Continuum. Artifacts are submitted as evidence of administrator effectiveness in terms of the leadership standards. For each document uploaded, administrators will be able to indicate which Performance Expectations and Elements the artifact supports.

Artifacts should be organized to help evaluators understand performance and/or progress related to goals and targets established at the beginning of the year as well as provide an opportunity for review of administrator practice associated with the how these artifacts will be organized to help evaluators and administrators engage in meaningful discussions about specific performance and practice.

Artifacts can include any of the following options:

- School Improvement Plan documentation
- Faculty Meeting agendas
- Teacher evaluation data and materials
- Faculty professional growth plans/material
- Teacher feedback
- School Climate data and Panorama Survey data
- Presentations to faculty or the Board
- Materials and notes from Instructional Rounds
- Data Team materials
- Theory of Action data and back-up information

### **Mid-Year Conference**

The administrator and the evaluator meet during the year to discuss the progress related to the goals and targets set by the administrator. The focus of this meeting will be to examine progress and discuss potential need for refocus or change to current targets and action steps.

### **End-of Year Conference**

The administrator and the evaluator meet prior to submission of the final summative evaluation to review and reflect upon the level of performance associated with the goals and targets set by the administrator. This provides an opportunity for final self-reflection and clarification of performance prior to the final summative evaluation being submitted by the evaluator.

### **Leadership Performance Rubric**

Plainville Community Schools has, through a committee process including input from all administrative level staff in the district, reviewed and analyzed various leadership rubrics to determine the best leadership framework for analysis of administrative performance and practice. The final selection is a rubric is a version of the Connecticut Common Core of Leading (CCL): Leadership Rubric, revised by other Connecticut school districts to incorporated some modifications. The rubric maintains the six (6) Performance Expectations. The Elements were used to replace the indicators and indicators were consolidated to create the continuum levels. Appendix B shows the full continuum to be used for all procedures associated with the 40% administrator performance and practice.

Plainville Community Schools will use the following structure to weigh the six (6) Performance Expectations of the CCL. According to the SDE established guidelines, Performance Expectation #2, Teaching and Learning, must weigh twice as much as any other performance expectation from the continuum.

<b>Performance Expectations</b>	<b>Score</b>	<b>Weight</b>	<b>Points (Score x Weight)</b>
Vision, Mission, and Goals		20%	
Teaching and Learning		40%	
Organizational Systems and Safety		10%	
Families and Stakeholders		20%	
Ethics and Integrity		5%	
The Education System		5%	
<b>Total</b>			

**EXAMPLE:**

<b>Performance Expectations</b>	<b>Score</b>	<b>Weight</b>	<b>Points (Score x Weight)</b>
Vision, Mission, and Goals	2	20%	.40
Teaching and Learning	2	40%	.80
Organizational Systems and Safety	4	10%	.40
Families and Stakeholders	2	20%	.40
Ethics and Integrity	3	5%	.15
The Education System	4	5%	.20
<b>Total</b>			<b>2.35</b>

For Central Office Staff (Assistant Superintendent, Director of Curriculum and Instruction, Director of Special Education, Supervisor of Special Education, Director of Business and Operations) weighting is modified to address specific job functions. For these Administrators, will use the following structure to weigh the six Performance Expectations of the Plainville Common Core of Leading.

<b>Performance Expectations</b>	<b>Score</b>	<b>Weight</b>	<b>Points (Score x Weight)</b>
Vision, Mission, and Goals		20%	
Teaching and Learning		40%	
Organizational Systems and Safety		10%	
Families and Stakeholders		10%	
Ethics and Integrity		5%	
The Education System		15%	
<b>Total</b>			

Additional district staff may require modifications to the weighting in alignment with their specific job functions as approved by the Superintendent.

**Arriving at a Leadership Practice Summative Rating**

Summative ratings are based on the preponderance of evidence for each performance expectation in the Plainville Public School’s modified version of the CT Common Core of Leading Leadership Continuum. Evaluators collect written evidence about and observe the principal’s leadership practice across the six performance expectations described in the Continuum and as specified in the preceding tables. Specific attention is paid to leadership performance areas identified as needing development.

**Form B** provides structures for on-going evidence collection and has been provided in Appendix C. Once the evidence has been reviewed and an administrator’s final score has been determined based on the weighting of each Performance Expectation, the supervisor will use **Form C** to record a final rating.

**Performance and Practice Rating Example**

<b>Exemplary Practice</b>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
<b>Rating</b>		<b>2.35</b>	
<b>Rating Scale</b>		<b><i>Developing</i></b>	

**Training for Supervisors of Administrators**

Prior to the start of school, all evaluators of administrators will receive professional development for administrator professional growth related to the evaluation process. Plainville will work directly with the State Department of Education and other appropriate outside consultants to support the development of the Superintendent, Assistant Superintendent and any principal who will supervise administrators such as assistant principals. These trainings and support are designed to ensure a comprehensive understanding of leadership applications related to teacher evaluation and to progress towards inter-rater agreement and reliability.

**Stakeholder Feedback (10%)**

Ten percent (10%) of an administrator’s summative rating shall be based on feedback from stakeholders on areas of principal and/or school practice as described in the Connecticut Leadership Standards. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (other staff, community members, students, etc.). More than half of the rating of a principal on stakeholder feedback must be based on an assessment of improvement over time. To ensure a proper baseline has been established prior to assessing improvement over time, Plainville will begin to apply an

analysis of administrator improvement to assessment of performance related to Stakeholder Feedback in year 2 which will allow for a clear understanding of Growth. Plainville will set both common targets of improvement and performance for all administrators, as well as, where necessary, set specific targets for individual administrators.

Plainville Community Schools has selected Panorama LLC to use collect and summarize school climate survey data for the analysis of stakeholder feedback. Appendix D provides examples of survey questions from the Panorama surveys. In 2013 surveys were completed by all students in grades 3-12, all parents in the Plainville Community Schools received a hardcopy and/or electronic version of the climate survey to complete, and all faculty and staff in the district was asked to complete an electronic survey. The 2013 survey data will serve as a baseline moving forward. The Panorama surveys will be re-administered to the same stakeholder groups in 2014. After the 2014 survey data is collected and analyzed the Board and administration will consult with Panorama and decide on future scheduling of the survey distribution, possibly adopting an every-other-year approach.

### **Survey Validity and Reliability**

Following the 2013 administration of the Panorama survey, feedback was gathered from stakeholders in all groups (administrators, teachers, parents and students) to re-examine the individual survey questions and overall survey validity. The feedback gathered in this process will be used by the Central Office Administration to adjust the surveys for the 2014 administration. Surveys question sets will also be shared with teacher and parent focus groups prior to administration. This process for gathering feedback will be used each year the survey is given to assure stakeholders' input is accounted for in the development of survey question.

Plainville Community Schools has established a clear set of protocols for both administering stakeholder surveys and managing the resulting data (see below). Plainville will review survey and collected data to help in the process of determining validity and reliability. To be reliable, measurement must be consistent from individual to individual surveyed, across settings and at different times. Consistency of information is essential for making general statements. Analysis of surveys from year to year will allow Plainville to establish the extent to which the survey information is relevant to the conclusion being drawn and is sufficiently accurate and complete to support goals being established at a school and individual administrator level.

Protocol and Requirements:

- Surveys must be fair, reliable, valid, and useful
- Student surveys are created and administered in an age-appropriate manner
- Student and staff surveys will be administered electronically during the school/work day
- Survey results are confidential
- Responses must be anonymous
- Results align with and influence Student Learning Goals (SLOs).

- Parents surveys should be have an electronic and paper copy option and include procedures for multiple reminders to ensure a higher response rate

Administrators will articulate targets associated with data collected by stakeholders. When applicable, administrators will make specific connections between Student Learning Objectives being set and the targets and associated actions in response to Stakeholder Feedback. Form A: *Administrator Goal Setting, Self-Reflection and Conference Form* is used to support the articulation of these targets.

Assessment of performance in Stakeholder Feedback will be based on review of survey data as it related to targets established during the Goal Setting Conference.

<b>Exceeded Goal</b>	<b>Met Goal</b>	<b>Partial Improvement</b>	<b>No Improvement</b>
<b>Exemplary Practice</b>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
<b>Rating</b>			
<b>Rating Scale</b>			

**Example Target**

Target is to increase *positive* response to Parent Communication questions on Survey from 45% rating at effective to 55% rating at “effective”. For purposes of our example we will suggest that the target was met at 55% responding at “effective” on the survey question(s)

<b>Exceeded Goal</b>	<b>Met Goal</b>	<b>Partial Improvement</b>	<b>No Improvement</b>
<b>Exemplary Practice</b>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
<b>Rating</b>		<b>3</b>	
<b>Rating Scale</b>		<b>Proficient</b>	

If review of data revealed that a positive response rate at 50% rating at “effective” during the spring administration, showing a 5% change, this would constitute a *Developing* rating based on the rating scale.

### **Student Learning Measures (45%)**

Forty-five percent (45%) of an administrator's summative rating shall be based on multiple student indicators of student learning success and achievement.

- Twenty-two point five percent (22.5%) of an administrator's rating shall be based only on student performance and/or growth on the state-administered assessments in core content areas that are part of the state's approved accountability system. This portion must include:
  - School Performance Index (SPI) progress from year to year;
  - SPI progress for student subgroups
- Twenty-two point five percent (22.5%) of an administrator's rating shall be based on at least two locally determined indicators of student learning, at least one of which must include student outcomes from subjects and/or grades not assessed on state-administered assessments.

Sample Local measures can be found in the Plainville District Assessment Calendar and include such measures as:

- Independent Reading Level Assessment (IRLA)
- Benchmark Assessment
- Performance Tasks
- Behavioral Data
- Attendance Data
- For administrators in the high school, selected indicators must include cohort graduation rate and the extended graduation rate.

For all school-based administrators, selected indicators must be relevant to the student population served by the administrator's school and may include:

- 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, AP and IB examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade core subjects.
- Student performance or growth on school-or classroom-developed assessments in subject areas for which there are no available state assessments.

For assistant principals, indicators may focus on a subset of teachers, grade level, or subjects consistent with the job responsibilities of the assistant principal being evaluated.

For Central Office administrators, indicators may focus on job specific responsibilities and will include district wide examination of performance relative to the District Performance Index. 22.5% will be based on an SLO outlined toward improvement in SPI for targeted job

responsibility, and 22.5% will be based on a SLO developed to support advancement of an identified subgroup, school or set of schools.

***NOTE: Pending U.S. Department of Education’s approval of Connecticut’s request for flexibility on the use of state-wide standardized student test data in 2014-15, Plainville Community Schools will not require that 22.5% of an administrator’s summative rating incorporate state test data. Alternatively, the 45% student growth and development component will be composed of standardized assessments where available and appropriate, and/or other non-standardized indicators.***

**SLO Scoring:**

Scoring for SLO 1 is based on the SPI and the SDE process outlined in the SEED model.

Scoring Item	<b>EXCEEDS Target (4)</b>	<b>MEETS Target (3)</b>	<b>APPROACHES Target (2)</b>	<b>DOES NOT MEET Target (1)</b>
SPI Progress	>125% of target progress	100-125% of target progress	50-99% of target progress	>50% of target progress
SPI Progress for Subgroups	Meets performance targets for <u>all</u> subgroups that have SPI < 88 <b>OR</b> All Subgroups have SPI > 88 <b>OR</b> School has no subgroups of sufficient size	Meets performance targets for a <u>majority</u> of subgroups that have SPI < 88	Meets performance targets for <u>at least one</u> subgroups that have SPI < 88	<u>Does not</u> meet performance targets for <u>any</u> subgroups that have SPI < 88

SLO 2 (and 3 where applicable) will receive 2 scores

- 1 score for Whole Student Performance
- 1 score for Subgroup Performance

### Whole Group Performance

Level 4	Level 3	Level 2	Level 1
At least 90% of students met the SLO- and IAGD Targets.	At least 70% of students met the SLO- and IAGD Targets.	At least 60% of students met the SLO- and IAGD Targets.	Less than 60% of students met the SLO and IAGD Targets.

### Sub Group Performance

Level 4	Level 3	Level 2	Level 1
At least 90% of students in targeted subgroups met the SLO and IAGD Targets.	At least 70% of students in targeted subgroups met the SLO and IAGD Targets.	At least 60% of students in targeted subgroups met the SLO and IAGD Targets.	At least 60% of students in targeted subgroups met the SLO and IAGD Targets.

The two scores for SLO 2 are averaged together

The two scores for SLO 3 (where applicable) are averaged together

SLO1 has to be based on state-administered assessments. The state's target is an SPI of 88 so if your school is at 88, the goal would be to maintain. If you're below that, your goal is the state's target. Goal for subgroup achievement gaps is less than 10 SPI points.

The State Department of Education has established a school classification system to support schools is the analysis and design of performance targets related to the SPI. The classifications are as follows:

- Excelling
- Progressing
- Transitioning
- Turnaround

Information on the CSDE classification system can be found in Appendix E. Administrators can refer to resources provided by CSDE as they develop their Indicators of Academic Growth and Development around their SPI.

### EXAMPLE: Student Learning Objectives

**SLO1:** Increase current SPI of 67 to 77 in the 2013-2014 school year

**IAGD1:** Decrease the percent of students scoring basic by 50% across reading (From 20 students scoring basic in reading =<10 students scoring basic)

**IAGD2:** Increase the percentage of proficient students belonging to a subgroup from the current 25% to 45% in reading.

**SLO2:** Increase the percentage of students who are reading on grade level

**IAGD1:** 85% of students in grade 2 will meet goal on DIBELS spring assessment.  
**IAGD2:** 50% of 5th grade African American boys will maintain proficiency or increase a minimum of one performance band on CMT reading assessment.

**High School Example:**

**SLO1:** Make progress towards state's 2018 4-year graduation rate of 94%  
**IAGD1:** Increase percentage of subgroup students who meet 4-year graduation expectations from 45% to 65%  
**IAGD2:** Increase percentage of subgroup students who meet extended graduation rate from 73% to 87%

**SLO2:** Improve student performance on AP exams.  
**IAGD1:** Increase percentage of students scoring a 3 or better on all math AP assessments from the 2012-2013 rate of 32% to 45%  
**IAGD2:** Increase percentage of students scoring a 3 or better on all reading AP assessments from 2012-2013 rate of 45% to 60%.

**EXAMPLE:** Using the scoring structure provided on page 19:

	<b>Whole Group Performance</b>	<b>Subgroup Performance</b>	<b>Average</b>
<i>SLO 1</i>	3	2	2.5
<i>SLO 2</i>	2	3	2.5
<b>Exemplary Practice</b>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
<b>Total Score</b>			<b>2.5</b>
<b>Rating Scale</b>			<b>Proficient</b>

**Teacher Effectiveness Outcomes (5%)**

Five percent (5%) of an administrator’s summative rating shall be based on teacher effectiveness outcomes. For assistant principals, measures of teacher effectiveness shall focus only on those teachers the assistant principal is responsible for evaluating. Acceptable measures include:

- Improving the percentage (or meeting the target of a high percentage) of teachers who meet the Student Learning Objectives (SLOs) outlined in their performance evaluations.
- Improvement of overall Practice Ratings of teachers (after a baseline has been established).
- Number of teachers participating in Career Development programs that help build capacity within the district (after a baseline has been established).

For Assistant Principals and Central Office Staff, measures may focus on a subset of teachers, grade level, or subjects consistent with the job responsibilities of the administrator being evaluated.

Plainville Community Schools believes that teacher effectiveness is based on not only performance outcomes as defined in SLO's but also in the ability of Leadership to promote new and continuous learning toward teacher growth and development. Furthermore, creating sustainability for the district through participation in career development pathways provides an important context to the influence of leadership on teacher practice. Therefore, the weighting of Teacher Effectiveness Outcomes will be examined in the following manner:

**In Year One**

Teacher Effectiveness Outcomes Component	Weight
SLO's	100
Practice Ratings	0
Career Development	0

**Year 2 and Beyond**

Teacher Effectiveness Outcomes Component	Weight
SLO's	25
Practice Ratings	25
Career Development	50

A Supervisors assessment of these areas is based on the following:

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

<b>Practice Ratings</b>			
<b>Exemplary Practice (4)</b>	<b>Proficient Practice (3)</b>	<b>Developing Practice (2)</b>	<b>Below Standard Practice (1)</b>
81-100% of teachers have increased Practice Ratings by one performance level or maintained at level 4 within school year.	61-80% of teachers have increased Practice Ratings by one performance level within school year.	41-60% of teachers have increased Practice Ratings by one performance level within school year.	0-40% of teachers have increased Practice Ratings by one performance level within school year.

<b>Career Development</b>			
<b>Exemplary Practice (4)</b>	<b>Proficient Practice (3)</b>	<b>Developing Practice (2)</b>	<b>Below Standard Practice (1)</b>
Increases in teachers participating in Career Development Opportunities.	Increases in teachers participating in Career Development Opportunities.	Increase in teachers participating in Career Development Opportunities.	No increase in teachers participating in Career Development Opportunities.

Specific structures for review of performance on these important Year Two Teacher Effectiveness Outcomes components will be reviewed throughout the 2013-1014 school year in order to establish fair and appropriate system analysis of administrator performance. In year one, only SLO performance will constitute the 5% for Teacher Effectiveness.

<b>Teacher Effectiveness Outcomes Component</b>	<b>Score</b>	<b>Weight</b>	<b>Points (Score x weight)</b>
SLO's		25%	
Practice Ratings		25%	
Career Development		50%	
<b>Total Score</b>			

**EXAMPLE:**

<b>Teacher Effectiveness Outcomes Component</b>	<b>Score</b>	<b>Weight</b>	<b>Points (Score x weight)</b>
SLO's	2	25%	0.5
Practice Ratings	2	25%	0.5
Career Development	2	50%	1.0
<b>Total Score</b>			<b>2</b>
<b>Rating Scale</b>			<b><i>Developing</i></b>

### **Aggregate and Summative Scoring**

The process for determining summative evaluation ratings has three steps:

**Step 1:** Determine the **PRACTICE RATING** based on the review of practice and information gathered through on-going observation of performance and practice (as outlined in previous sections) as well as the Goal Setting Conference, Mid-Year Conference and the End-of Year Conference combined with performance towards stakeholder feedback targets

**Step 2:** Determine the **OUTCOMES RATINGS** based on review of the SPI and other outlined indicators of student learning

**Step 3:** Combine the two ratings into an overall rating using the *Summative Rating Matrix*

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**Step 1:**

**PRACTICE RATING: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%**

The practice rating is determined based on an administrator's performance on the six performance expectations of the leader evaluation continuum and the three stakeholder feedback targets. An *Administrator Practice and Performance Rating Form B* are provided to help support the overall assessment and rating of an administrator relative to the practice and performance expectations described in previous section. Review of administrator performance towards stakeholder targets are added to the Practice and Performance rating to arrive at an overall score for an administrator's Practice Outcome.

**Step 2:**

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

The outcomes rating is based on two student learning measures as outlined in previous sections and teacher effectiveness outcomes. As shown in the *Administrator Student Learning Rating Form*, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating.

**Step 3: OVERALL RATING: Practice (50%) + Outcomes (50%) = 100%**

The overall rating combines the practice and outcomes ratings using the matrix below. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the superintendent should examine the data and gather additional information in order to make a final rating.

		<b>PRACTICE Rating</b>			
	<b>OUTCOMES Rating</b>	<i>Exemplary</i>	<i>Proficient</i>	<i>Developing</i>	<i>Below Standard</i>
		<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
<i>Exemplary</i>	<i>4</i>	Exemplary	Exemplary	Proficient	Requires More Data
<i>Proficient</i>	<i>3</i>	Exemplary	Proficient	Proficient	Developing
<i>Developing</i>	<i>2</i>	Proficient	Proficient	Developing	Developing
<i>Below Standard</i>	<i>1</i>	Requires More Data	Developing	Developing	Below Standard

## Example of Summative Rating *Form E*

### Performance and Practice Rating:

Summative evaluation of performance based on Form B Observation Protocol weighted against <i>CT Common Core of Leading</i>
<b>Comments</b>
<b>Administrator:</b> <i>Throughout the year I have concentrated my efforts on improvements in Performance expectation #1 Vision, Mission, and Goals. I have seen significant improvements in my communication of the vision but continue to work on building a shared understanding among my staff. I also continue to need concentrated time to explore my skills as an instructional leader as represented in my final assessments in Performance Expectation #2.</i>
<b>Superintendent:</b> <i>Over the course of this year we have seen some growth in the ability to establish a clear, data driven, vision for the school but continued effort needs to occur related to communication of that vision with staff. Furthermore, a clear connection needs to be made between the vision and mission and a cycle of continuous improvement for the school. Organizing to realize the vision and mission becomes a key focus for next school year.</i>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
<b>Total</b>		<b>2.35</b>	
<b>Rating Scale</b>		<b>Developing</b>	

### Stakeholder Feedback Rating:

Summative evaluation of performance based on assessment of performance related to targets associated with Stakeholder Feedback
<b>Comments</b>
<b>Administrator:</b> <i>The school concentrated on parent communication this past year based on data showing a 60% response rate below effective practice. We established school wide goals that allowed us to concentrate our efforts on changing the level and quality of our parent outreach. As a result we met our primary target of increasing the total positive responses to the parent communication sections and we provided additional opportunities for feedback to help us understand the overall impact of our efforts.</i>
<b>Superintendent:</b> <i>The administrator met the target set at the beginning of the year while engaging in the right type of consistent action to ensure success in meeting those targets. The administrator sought feedback from parents throughout the year at both newly designed and introduced outreach programs as well as traditional parent-school opportunities.</i>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
<b>Total</b>		<b>3</b>	
<b>Rating Scale</b>		<b>Proficient</b>	

### Student Learning Measure

Summative evaluation of performance based on Review of SLO's
<b>Comments</b>
<i><b>Administrator:</b> The school has been able to increase its SPI score by two points this year and has met greater than 50% of all its whole group and subgroup performance targets. The school leadership team has worked closely with teachers to examine their student's performance in a deeper way this year and we have established a stronger school wide culture of achievement.</i>
<i><b>Superintendent:</b> The administrator has been able to increase its SPI this year and has met many of the targets set at the beginning of the year. The work completed to align teacher performance across the school has created a positive environment for learning. Additional focus on specific classroom outcomes to encourage changes in performance across the school and within subgroups will be necessary to continue to move student outcomes.</i>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
<b>Total SLO 1</b>		<b>2.5</b>	
<b>Total SLO 2</b>		<b>2.5</b>	
<b>TOTAL SLO SCORE</b>		<b>2.5</b>	
<b>Rating Scale</b>		<b>Developing</b>	

## Teacher Effectiveness

Summative evaluation of performance based on Teacher Effectiveness targets
<b>Comments</b>
Administrator: <i>We have continued to concentrate on creating a culture of achievement in our school that continues to create positive results for our students. As a result, 50% of the teachers have met the objectives and Indicators of Academic Growth and Development.</i>
Superintendent: <i>Continued focus on development of a culture of achievement throughout the school will help in student growth in the school.</i>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
		2	
<b>Total</b>		2	
<b>Rating Scale</b>		<i>Developing</i>	

### Total Overall Rating

**Practice Rating = Proficient**

**Outcomes Rating = Developing**

**Overall Summative Rating = Developing**

## **Evaluation-Based Professional Learning and Growth Options**

Administrators attend conferences, workshops, participate in curriculum development committees, participate in the development of school improvement plans, and take coursework to stay up-to-date on the latest educational reforms in addition to their normal job responsibilities. Professional learning opportunities for administrators are directly linked to specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice, or the outcomes of stakeholder feedback. These professional learning opportunities are based on the individual or group of individuals' needs that are identified through the evaluation process. For those administrators who consistently demonstrate the highest levels of performance, additional opportunities for professional growth are available (See Career Development and Growth)

Professional growth options include, but are not limited to the following:

- A. **Peer Coaching:** The peer coaching option includes the participation of two or more administrators to practice peer support through a collegial approach to the observation and review of learning situations in the classroom. This option requires participation in a training component designed to assist in observation, feedback, and communications techniques.
- B. **Reflection and Continuous Learning:** This option provides the administrator the opportunity to engage in self-evaluation of the effects of leadership practice on teacher and student performance. Through collaboration with the designated evaluator and possibly other colleagues, the administrator will analyze school and/or district professional development needs, school and/or district student performance outcomes, and propose supports structures to improve practice and performance.
- C. **Independent Project:** This option allows for the administrator to enrich his/her knowledge of leadership practices or related areas through an examination of professional literature, participation in professional organizations, participation in action research, attendance at seminars, workshops or related professional activities.
- D. **Portfolio:** This option allows administrators the opportunity to develop a portfolio that focuses on a portion of one of the following. Training and technical assistance are recommended:
  - Plainville Community Schools Teaching and Learning Continuum
  - Connecticut's Common Core Leading
  - Common Core State Standards
  - Standards for School Leaders (as applies to administrators)
- E. **Leadership and Collaboration** – This option allows for the leader to participate in leadership activities designed to create and promote a positive, collaborative school culture. Leadership experiences can be school or community-based and involve strategies that can impact student learning. Administrators are encouraged to use this option to work collaboratively with district/school/community leaders in unique ways.

F. **Other:** Administrators are encouraged to creatively explore and design options which improve effectiveness, encourage professional growth and positively impact student learning. Creative options are developed in collaboration with the evaluator and other district colleagues.

### **Administrator Professional Assistance Plans**

An administrator shall generally be deemed *ineffective* if he or she receives at least two sequential *developing* ratings or one *below standard* rating at any time. If this occurs, the Superintendent will create a *Professional Assistance Plan* to help guide improvement and/or remediation for the administrators. These plans will be collaboratively developed with the administrator and an association representative, should he/she decide to include one.

The plan must:

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

An Administrator receiving a Below Standard rating who, after 90 days, has not clearly demonstrated improvement on stated objectives as predetermined in the *Professional Assistance Plan*, will be moved to termination. Administrator receiving a Developing rating who, after 180 days, has not clearly demonstrated improvement on stated objectives as predetermined in the *Professional Assistance Plan* and in their overall summative rating, will be moved to termination.

### **Procedures for *Professional Assistance Planning***

1. If the summative performance of an administrator is rated ineffective, the evaluator will provide the administrator with written notification that a conference is required. The Evaluator will set a date and time for this conference, which should take place within three weeks after the “Ineffective” rating is determined.
2. The Evaluator and will conduct the conference with the administrator, and if they choose, a representative from The Plainville Association of School Administrators (PASA). At this meeting, the Evaluator will state the concern(s) regarding the administrator's performance and the administrator will be given the opportunity to verbally respond to the concern(s).
3. If, after this meeting, the Evaluator determines that a *Professional Assistance Plan* is needed, he/she will notify the administrator in writing of the specific reasons for placing the administrator on a *Professional Assistance Plan*. This notification may occur at any

time within the next thirty (30) days. A copy of the notification will be sent to Human Resources, and the Administrator Association will be notified simultaneously.

4. Once the administrator receives this notification, he/she will have ten (10) working days to respond in writing to the Evaluator. However, a response is not required.
5. At any time after notification of being placed on a *Professional Assistance Plan*, the administrator has the option of requesting a Support Team. This two-person team will consist of one staff member (Central Office or School-Based) or principal/administrator selected by the administrator and one selected by the evaluator. The purpose of the Team is to assist the administrator in mutually agreed-upon and is supportive in nature, not evaluative.
6. Following the conclusion of the ten (10) day response period, the evaluator will schedule a meeting within the next ten (10) working days to determine the plan of action for the *Professional Assistance Plan*. This meeting will include both the administrator and a representative from PASA.
7. This *Professional Assistance Plan* will include a restatement of the area(s) of concern, what type/extent of improvement is needed, steps to be taken to achieve that improvement, and an estimate of the time (days/weeks) when the improvement should be observable.
8. The *Professional Assistance Plan* will be implemented by the evaluator, working in conjunction with the administrator. Both parties are responsible for taking appropriate and timely measures in an effort to improve the administrator's professional practice.
9. If improvement is not evident after the period of time established within the plan (see Step 7) additional action may be taken to either intensify support or begin action in support of dismissal.

### **Dispute-Resolution Process**

A panel, composed of the superintendent, the PASA president and a neutral third person, shall resolve disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Disputes and resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the superintendent will make the final determination regarding that issue.

### **Career Development and Growth**

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all administrators. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career administrators; participating in development of improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

## **Appendix**

### **Appendix A - Plainville Supervisory Organizational Chart**

### **Appendix B - Plainville's Approved Leadership Standards (Rubrics)**

### **Appendix C - Forms**

- Form A: Administrative Goals Setting, Self-Reflection and Conference*
- Form B: Mid-Year Conference*
- Form C: End-of-Year Summative Conference*
- Form D: Observation Protocol*
- Form E: Summative Ratings*
- Form F: Administrative Support Plan*

### **Appendix D - Sample Surveys**

### **Appendix E - CSDE SPI Classification and Performance Targets**

### **Appendix F – Plainville School/Department Improvement Forms**

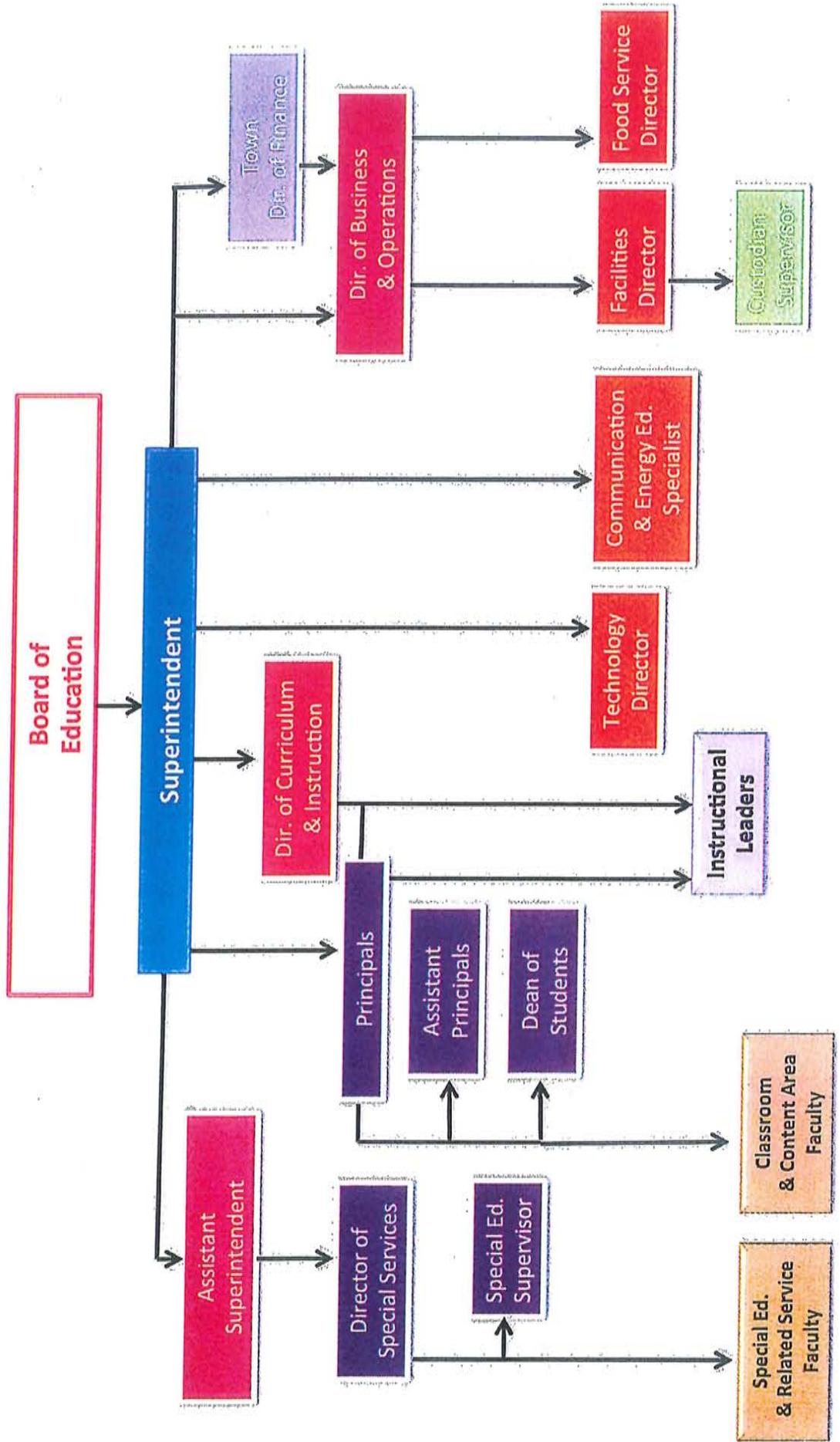
- Goal Planning Worksheet*
- School/Department Goals Form*
- Progress Monitoring Form*

### **Appendix G – Plainville Board of Education Strategic Plan**

**Appendix A – Plainville Supervisory Organizational Chart**

# Plainville Community School

## Administrative and Professional Staff Organizational Chart



## **Appendix B- Plainville Framework for Leadership**

During the spring of 2013, Plainville Community Schools Administrators completed a review of the CSDE Common Core of Leading. Through this process, the administrators determined that this framework would become the basis for all summative evaluations as described in the *Plainville Administrator Effectiveness, Professional Learning and Performance Evaluation Manual*.

## PLAINVILLE LEADER EVALUATION CONTINUUM

### Performance Expectation 1: Vision, Mission and Goals:

*Education leader<sup>1</sup> ensures the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and staff<sup>2</sup> and high expectations for student performance.*

#### The Leader...

<b>Indicator</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>High Expectations for All</b></p> <p>Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.</p>	<p>Uses little data and/or own assumptions to develop school goals, involves few if any stakeholder perspectives, and/or sets school goals out of alignment with the high expectations embedded in district vision, mission and goals.</p>	<p>Uses some data sources to develop goals that align largely with the district vision, mission and goals, and offers some opportunities for stakeholders to provide input into goals.</p>	<p>Uses various data and incorporates diverse perspectives to develop school goals and policies and practices that align to the district vision, mission and goals.</p>	<p>Uses a wide range of data and actively empowers staff and stakeholders to develop strategic goals, policies and practices that sustain the alignment between school and district vision, mission and goals around high expectations for all students and staff.</p>
<p><b>Shared Commitments to Implement and Sustain the Vision, Mission and Goals</b></p> <p>Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.</p>	<p>Provides limited, if any, opportunities for stakeholder involvement in implementing vision, mission and goals, and tolerates a lack of equitable opportunity for students</p>	<p>Fosters inconsistent compliance to vision, mission and goals among stakeholders and sets inconsistent expectations for students and staff.</p>	<p>Develops shared commitments among stakeholders to guide decisions, evaluate actions and outcomes, and support equitable and effective learning opportunities for all students.</p>	<p>Empowers a diverse array of stakeholders in ensuring a high degree of commitment to implementing and sustaining the vision, mission and goals, evaluating and monitoring progress and outcomes, and ensuring equitable and effective learning opportunities for all students.</p>

<p><b>Continuous Improvement toward the Vision, Mission and Goals</b></p> <p>Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.</p>	<p>Demonstrates little awareness of data related to implementation of the vision, mission and goals, and demonstrates little rationale for resources connected to vision, mission and goals.</p>	<p>Uses and analyzes some data sources to identify student needs, assess program implementation and align resources</p>	<p>Uses data systems to identify student strengths and needs, assess and modify programs address barriers to achieving the vision, mission and goals, and align resources.</p>	<p>Collaborates with stakeholders to use a wide range of data systems to consistently monitor and refine implementation of the vision, mission and goals, address areas for improvement at the school, classroom and student levels, and align and implement effective resources.</p>
<p>Evidence of Strengths:</p> <p>Evidence for Areas of Growth:</p> <p>Rating: Exemplary: _____ Proficient: _____ Developing: _____ Below Standard: _____</p>				

## PLAINVILLE LEADER EVALUATION CONTINUUM

### Performance Expectation 2: Teaching and Learning

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

#### The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><b>Strong Professional Culture</b></p> <p>Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.</p>	<p>Demonstrates little awareness of ways to address the achievement gap, and focuses improvement efforts on some, but not all, students.</p> <p>Demonstrates little commitment to involving staff collaboration and new ideas to resolve student learning challenges</p> <p>Provides little feedback to staff and inconsistent monitoring</p>	<p>Uses some data sources to share an understanding of the achievement gap but provides inconsistent support, time or resources to address it</p> <p>Demonstrates commitment to collaboration and models professional growth</p> <p>Provides feedback to staff inconsistently</p>	<p>Develops shared commitment to close the achievement gap and raise the achievement of all students, provides support, time and resources, and evaluates effectiveness of improvement efforts.</p> <p>Develops a culture of collaboration and models personal and professional growth among staff</p> <p>Provides timely, accurate, specific and ongoing feedback to improve teaching and learning</p>	<p>Collaborates to develop deep universal commitment among all stakeholders to close achievement gaps and raise the performance of all students, and innovates to provide effective support, adequate time and resources to implement and evaluate the effectiveness of improvement efforts</p> <p>Leads a collaborative effort to build a culture of continuous personal and professional growth of each member</p> <p>Provides regular, timely, accurate, constructive and targeted feedback to improve teaching and learning</p>

<p><b>Curriculum and Instruction</b></p> <p>Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.</p>	<p>Demonstrates little awareness of how to align curriculum standards, instruction and assessments.</p> <p>Demonstrates little awareness of how to align curriculum standards, instruction and assessments.</p> <p>Provides little leadership and support for collaborative teams.</p> <p>Provides little resources, training or technical support to teachers and students.</p>	<p>Demonstrates emerging understanding and facility with state and national standards.</p> <p>Promotes instruction and assessment methods that are somewhat, but not completely, aligned to standards.</p> <p>Provides time for collaborative teams to meet to analyze student work and plan instruction around student needs.</p> <p>Provides some support and resources to promote and extend learning beyond the classroom.</p>	<p>Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress.</p> <p>Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development.</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>Provides faculty and students with access to instructional resources, training and technical support.</p>	<p>Builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meets or exceed state and national standards.</p> <p>Monitors and evaluates the alignment of all instructional processes.</p> <p>Empowers collaborative teams to continuously analyze student work, monitor progress, adjust instruction and meet the diverse needs of all students.</p> <p>Collaborates with faculty to acquire and use necessary resources and provides ongoing training and support to builds strong commitment to extending learning beyond classroom walls.</p>
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	<p>Provides limited support or development for staff or students around global skills or dispositions, and little focus on skills beyond academic standards solely.</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 and supports to sustain a continued focus on developing the knowledge, skills and dispositions required of global citizens.</p>
<p><b>Assessment and Accountability</b> Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.</p>	<p>Makes little connection between assessment data and school improvement strategies, inconsistently uses teacher evaluation process to improve teaching and learning</p> <p>Provides limited information about student progress to faculty and stakeholders</p>	<p>Demonstrates emerging capacity to use multiple data sources to identify areas for improvement, and uses teacher evaluation processes to improve teaching</p> <p>Provides updates to some stakeholders when required on student progress toward the vision, mission and goals.</p>	<p>Uses multiple assessments and teacher evaluation to improve teaching and learning</p> <p>Communicates progress toward the vision, mission and goals to vital stakeholders</p>	<p>Effectively uses multiple assessments and evaluation processes to build staff understanding and capacity to use assessment data and systems to create, align and address goals focused on improved achievement for all students</p> <p>Effectively and frequently celebrates results showing progress toward the vision, mission and goals as well as communicates needs for improvement with a variety of stakeholders</p>
<p>Evidence of Strengths: Evidence for Areas of Growth:</p> <p>Rating: Exemplary: _____ Proficient: _____ Developing: _____ Below Standard: _____</p>				

## PLAINVILLE LEADER EVALUATION CONTINUUM

### 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.*

The Leader...

<b>Indicator</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>Welfare and Safety of Students, Faculty and Staff</b></p> <p>Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.</p>	<p>Insufficiently plans for school safety, demonstrates little awareness of the connections between climate and safety, and acts alone in addressing school climate issues.</p>	<p>Involves some stakeholders in creating and monitoring a school climate and safety plan</p>	<p>Collaborates with a variety of stakeholders in creating a positive school climate and developing, implementing and monitoring a comprehensive school safety plan.</p>	<p>Actively and regularly engages multiple stakeholders in creating, monitoring, refining a positive school climate that supports and sustains the whole child and continually engages the school community in the development, implementation and evaluation of a comprehensive safety plan</p>
<p><b>Operational Systems</b></p> <p>Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.</p>	<p>Oversees a physical plant out of compliance with legal guidelines and safety requirements.</p> <p>Uses data systems inadequately to inform instructional practice and school operations.</p>	<p>Maintains minimum safety requirements and provides inconsistent evaluation of current and future safety concerns.</p> <p>Uses some communication and data systems to support instructional practices and school operations.</p>	<p>Plans for and ensures safe operations of the physical plant that supports a positive learning environment.</p> <p>Facilitates the use of communication and data systems that ensure the accurate and timely exchange of information to inform practice.</p>	<p>Develops systems to maintain and improve the physical plant and rapidly resolve any identified safety issues and concerns.</p> <p>Routinely seeks input from staff and external experts on updated resources and data systems to improve practices</p>

	<p>Demonstrates inconsistent and ineffective use and support of technology that supports teaching and learning</p>	<p>Maintains existing technology and identifies some new technologies that support learning</p>	<p>Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.</p>	<p>Develops capacity among community members to acquire, maintain and secure equipment and technology to improve the teaching and learning environment</p>
<p><b>Fiscal and Human Resources</b> Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.</p>	<p>Submits a budget out of alignment with district guidelines and school improvement goals.  Uses hiring practices involving few recruiting resources and provides limited support through evaluation processes for teachers for improvement and retention.</p>	<p>Develops and operates a budget within fiscal guidelines.  Recruits, supports and makes efforts to retain highly qualified staff, and conducts staff evaluation processes inconsistently</p>	<p>Develops and implements a budget aligned to the school and district improvement plans that is fiscally responsible  Implements practices to recruit support and retain highly qualified staff and conducts staff evaluation processes to support teaching and learning.</p>	<p>Collaborates with stakeholders to develop innovative and fiscally responsible budget and secure necessary resources to support school and district improvement goals.  Involves vital stakeholders in practices to successfully recruit, support, and retain highly qualified staff, and effectively and successfully focuses staff evaluation process to support improved teaching and learning.</p>

Evidence of Strengths:

Evidence for Areas of Growth:

Rating: Exemplary:

Proficient:

Developing:

Below Standard:

## PLAINVILLE LEADER EVALUATION CONTINUUM

### 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.*

#### The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><b>Collaboration with Families and Community Members</b></p> <p>Leaders ensure the success of all students by collaborating with families and stakeholders.</p>	<p>Provides limited opportunities for families to engage in educational decision making and</p>	<p>Attempts to involve families in some decisions about their children's education</p>	<p>Uses a variety of strategies to involve family members in decision making to improve student achievement</p>	<p>Consistently and effectively uses a variety of strategies to engage families in decisions about improving school-wide and student-specific learning</p>
<p><b>Community Interests and Needs</b></p> <p>Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.</p>	<p>Communicates inconsistently, unclearly and ineffectively and/or with only few stakeholders</p> <p>Uses limited resources to understand the diverse needs of students and demonstrates limited understanding of community needs and dynamics.</p> <p>Demonstrates little awareness of</p>	<p>Communicates regularly with stakeholders</p> <p>Collects some information to understand and provide for diverse student and community needs.</p>	<p>Communicates regularly and effectively with all stakeholders.</p> <p>Uses assessment strategies and research methods to understand and address the diverse needs of students and community.</p>	<p>Uses a variety of strategies to engage in open, responsive and regular communication with staff, families and community members and actively seeks and values alternative viewpoints</p> <p>Uses a variety of assessment strategies and research methods to understand, address and build shared commitment around the diverse needs of students and the community.</p>
		<p>Transmits a general sense of commitment to</p>	<p>Capitalizes on the diversity of the community</p>	<p>Integrates community diversity into multiple</p>

<p><b>Community Resources</b> Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families.</p>	<p>community diversity as an educational asset</p>	<p>meet diverse needs of the community's students</p>	<p>as an asset to strengthen education.</p>	<p>aspects of the educational program to meet the learning needs of all students</p>
<p>Develops limited relationships or collaborative opportunities with community agencies and provides limited access to community resources for children and families</p>	<p>Develops some relationships with community organizations and agencies and provides some access to services for families</p>	<p>Collaborates with community organizations and agencies to provide essential resources to support the educational needs of all children and families.</p>	<p>Proactively collaborates with a variety of vital community organizations and agencies to provide and monitor essential resources supporting the ongoing improvement and support of learning for all children and families.</p>	

Evidence of Strengths:

Evidence for Areas of Growth:

Rating: Exemplary: \_\_\_\_\_ Proficient: \_\_\_\_\_ Developing: \_\_\_\_\_ Below Standard: \_\_\_\_\_

## PLAINVILLE LEADER EVALUATION CONTINUUM

### 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.*

#### The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
<p><b>Ethical and Legal Standards of the Profession</b></p> <p>Leaders demonstrate ethical and legal behavior.</p>	Demonstrates limited or inconsistent ethics in personal and professional practice	n/a	Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students.	Continuously demonstrates and holds others accountable for the highest standards of professional and ethical conduct, student equity, confidentiality and trust.
<p><b>Personal Values and Beliefs</b></p> <p>Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.</p>	Demonstrates limited respect for diversity and equitable practices or commitment to vision, mission and goals	Advocates for the vision, mission and goals.	Demonstrates respect for the individual and advocates for and acts on commitments to equitable practices stated in the vision, mission, goals and learning principles.	Consistently models and builds shared commitment around respect for diversity and equitable practices for all stakeholders stated in vision, mission, goals and learning principles.
<p><b>High Standards for Self and Others</b></p> <p>Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.</p>	Demonstrates little commitment to reflective practice and ongoing improvement in self and others.  Demonstrates little or inconsistent use of professional	Recognizes the importance of personal learning needs of self and others  Supports professional learning related to curriculum and	Models and reflects on lifelong learning of effective practices.  Supports and allocates resources for ongoing professional learning to	Consistently models reflection and continuous growth by publically sharing learning processes related to improvement  Collaborates to foster a professional learning culture through ongoing,

	<p>development and resources to strengthen teaching and learning</p> <p>Demonstrates limited understanding of the legal, social and ethical implications of technology</p> <p>Ineffectively builds trust and respect necessary to achieve expected student performance levels</p>	<p>instruction and allocates resources to address some needs</p> <p>Demonstrates emerging but inconsistent understanding of the legal, social and ethical implications of technology</p> <p>Works to establish positive collegial relationships with stakeholders</p>	<p>strengthen curriculum, instruction and assessment.</p> <p>Promotes legal, social and ethical use of technology</p> <p>Inspires trust and respect to achieve student success.</p>	<p>differentiated and job-embedded professional development to strengthen teaching and learning and actively seeks and allocates resources to build and sustain improvement</p> <p>Demonstrates skill, understanding and modeling to guide the legal, social and ethical use of technology among all members of the school community</p> <p>Creates a collaborative professional learning community that inspires mutual trust, respect and honesty to sustain optimal ongoing improvement focused on student success</p>
Evidence of Strengths:				
Evidence for Areas of Growth:				
Rating:	Exemplary:	Proficient:	Developing:	Below Standard:

## PLAINVILLE LEADER EVALUATION CONTINUUM

### 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.*

#### The Leader...

<b>Indicator</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<p><b>Professional Influence</b></p> <p>Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.</p>	<p>Takes few opportunities to build relationships with community and policy-making stakeholders regarding educational issues</p> <p>Demonstrates limited understanding and ineffective use of resources to promote equity</p>	<p>Maintains professional and cordial relationships with some stakeholders and policy makers</p> <p>Demonstrates emerging understanding of how to locate, acquire and access services and resources to promote equity and achieve school goals.</p>	<p>Develops and maintains relationships to engage a range of stakeholders in discussing, responding to, and influencing educational issues.</p> <p>Advocates for equity, access and adequacy in meeting the needs of students and families.</p>	<p>Uses a variety of communication strategies to actively engage local, regional and/or national stakeholders and policy makers through community meetings, national organizations</p> <p>Actively engages the school community to successfully advocate for equal access to services and resources for all.</p>
<p><b>The Educational Policy Environment</b></p> <p>Leaders uphold and contribute to policies and political support for excellence and equity in education.</p>	<p>Demonstrates little understanding and ineffective communication of student performance data</p>	<p>Reviews school and student growth data.</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 data analysis to identify important progress indicators and growth needs</p>

	<p>Demonstrates ineffective communication with members of the school and community on policies</p>	<p>Provides information to decision makers and stakeholders about policies and regulations</p>	<p>Communicates effectively with the community on policy and upholds policy and regulations in support of education</p>	<p>Actively communicates and clarifies federal, state and local policies with vital stakeholders to improve understanding</p>
<p><b>Element C: Policy Engagement</b> Leaders engage policymakers to inform and improve education policy.</p>	<p>Demonstrates little understanding of or advocacy of policies promoting equity.</p> <p>Demonstrates little understanding of or involvement with others to influence decisions affecting student learning within and/or outside of own school or district.</p>	<p>Identifies some policies and procedures supporting equity and seeks opportunities to communicate about them.</p> <p>Demonstrates emerging ability to analyze and share data related to policies and decisions related to student learning.</p>	<p>Advocates for public policies and ensures adequate resources that provide for present and future needs of to improve equity and excellence in education.</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 stakeholders to advocate for and influence policies to improve education.</p> <p>Proactively collaborates with all stakeholders to change local, district, state and national decisions impacting the improvement of teaching and learning, and maintains involvement with local, state and national professional organizations to improve education.</p>
<p>Evidence of Strengths:</p> <p>Evidence for Areas of Growth:</p> <p>Rating: Exemplary: Proficient: Developing: Below Standard:</p>				

Appendix C – Forms

*Form A: Administrative Goals Setting, Self-Reflection and Conference*

*Form B: Mid-Year Conference*

*Form C: End-of-Year Summative Conference*

*Form D: Observation Protocol*

*Form E: Summative Ratings*

*Form F: Administrative Support Plan*

**Plainville Community Schools**

**Form A: Administrator Goal Setting, Self-Reflection and Conference Form**

Name:

Date:

School:

Position:

**Common Core of Leading Performance Expectations and Elements**

**#1 -Vision Mission and Goals: based on SLO, student data and stakeholder feedback, use of analytic rubric to self-assess;**

- A. High Performance for All
- B. Shared Commitments to Implement the Vision, Mission and Goals
- C. Continuous Improvement toward the Vision, Mission and Goals

Areas of Strength	Areas of Development

**#2 - Teaching and Learning:**

- A. Strong Professional Culture
- B. Curriculum and Instruction
- C. Assessment and Accountability

Areas of Strength	Areas of Development

**#3- Organizational Systems and Safety:**

- A. Welfare and Safety of Students, Faculty and Staff
- B. Operational Systems
- C. Fiscal and Human Resources

Areas of Strength	Areas of Development

**#4- Families and Stakeholders:**

- A. Collaboration with Families and Community Members
- B. Community Interests and Needs
- C. Community Resources

Areas of Strength	Areas of Development

**#5-Ethics and Integrity:**

- A. Ethical and Legal Standards of the Profession
- B. Personal Values and Beliefs
- C. High Standards for Self and Others:

Areas of Strength	Areas of Development

**#6 - The Educational System:**

- A. Professional Influence
- B. The Educational Policy Environment
- C. Policy Engagement

Areas of Strength	Areas of Development

**Goal Setting Conference:**

To be completed by **November 1** (see pp. 17 – 21 of Administrator Evaluation Manual)

2 Goals: two goals around student learning and student outcomes:

SLO Goal #1(SPI-based):

- Target #1 related to professional learning (Measurable with evidence - observation, conversation or documents)
- Target #2 related to stakeholder feedback (Measurable with evidence)
- Target #3 – related to teacher effectiveness (Measurable with evidence)

SLO goal #2(locally determined measures-based):

- Target #1 related to professional learning (Measurable with evidence)
- Target #2 related to stakeholder feedback (Measurable with evidence)
- Target #3 – related to teacher effectiveness (Measurable with evidence)

Optional Goal (to align with key elements that have not been addressed through first two SLO's):

**Plainville Community Schools**

**Form B: Mid-Year Conference (completed by February 28):**

Evidence (observation, documents, conversations) of Progress Toward Goal#1:	Mid-Year adjustment of Goal #1 (if needed):
Administrator:	
Superintendent:	

Evidence(observation, documents, conversations) of Progress Toward Goal#2:	Mid-Year adjustment of Goal #2 (if needed):
Administrator:	
Superintendent:	

Evidence(observation, documents, conversations) of Progress Toward Optional Goal:	Mid-Year adjustment of Optional Goal (if needed):
Administrator:	
Superintendent:	

**Plainville Community Schools**

**Form C: End of Year Summative Conference (completed by June 1):**

End of Year Conference, Goal#1: <b>Evidence</b> (observation, documents, conversations)	End of Year Conference, Goal#1: <b>Comments</b>
Administrator:	Administrator:
Superintendent:	Superintendent:

Rating:

<b>Exemplary Practice</b>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
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End of Year Conference, Goal#2: <b>Evidence</b> (observation, documents, conversations)	End of Year Conference, Goal#2: <b>Comments</b>
Administrator:	Administrator:
Superintendent:	Superintendent:

Rating:

<b>Exemplary Practice</b>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
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End of Year Conference, Optional Goal #3: Evidence	End of Year Conference, Optional Goal#2: Comments
Administrator:	Administrator:
Superintendent:	Superintendent:

Rating:

<b>Exemplary Practice</b>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
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## Plainville Community Schools

### Form D Observation Protocols

#### Common Core of Leading Performance Expectations and Elements

**#1 -Vision Mission and Goals: based on SLO, student data and stakeholder feedback, use of analytic rubric to self-assess;**

- A. High Performance for All
- B. Shared Commitments to Implement the Vision, Mission and Goals
- C. Continuous Improvement toward the Vision, Mission and Goals

Areas of Strength	Areas of Development
Performance Expectation Rating	

**#2 - Teaching and Learning:**

- D. Strong Professional Culture
- E. Curriculum and Instruction
- F. Assessment and Accountability

Areas of Strength	Areas of Development
Performance Expectation Rating	

**#3- Organizational Systems and Safety:**

- D. Welfare and Safety of Students, Faculty and Staff
- E. Operational Systems
- F. Fiscal and Human Resources

Areas of Strength	Areas of Development
Performance Expectation Rating	

**#4- Families and Stakeholders:**

- D. Collaboration with Families and Community Members
- E. Community Interests and Needs
- F. Community Resources

Areas of Strength	Areas of Development

Performance Expectation Rating	

**#5-Ethics and Integrity:**

- D. Ethical and Legal Standards of the Profession
- E. Personal Values and Beliefs
- F. High Standards for Self and Others:

Areas of Strength	Areas of Development
Performance Expectation Rating	

**#6 - The Educational System:**

- D. Professional Influence
- E. The Educational Policy Environment
- F. Policy Engagement

Areas of Strength	Areas of Development
Performance Expectation Rating	

**Plainville Community Schools**

**Form E: Summative Rating Form**

**Performance and Practice Rating:**

Summative evaluation of performance based on Form B Observation Protocol weighted against <i>CT Common Core of Leading</i>
<b>Comments</b>
<b>Administrator:</b>
<b>Superintendent:</b>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
<b>Total</b>			
<b>Rating Scale</b>			

**Stakeholder Feedback Rating:**

Summative evaluation of performance based on assessment of performance related to targets associated with Stakeholder Feedback
<b>Comments</b>
<b>Administrator:</b>
<b>Superintendent:</b>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
<b>Total</b>			
<b>Rating Scale</b>			

### Student Learning Measure

Summative evaluation of performance based on Review of SLO's
<b>Comments</b>
<b>Administrator:</b>
<b>Superintendent:</b>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
Total SLO 1			
Total SLO 2			
TOTAL SLO SCORE			
Rating Scale			

### Student Learning Measure

Summative evaluation of performance based on Teacher Effectiveness targets
<b>Comments</b>
<b>Administrator:</b>
<b>Superintendent:</b>

Highly Effective Practice	Proficient Practice	Developing Practice	Ineffective Practice
Total			
Rating Scale			

### Total Overall Rating

Practice Rating = \_\_\_\_\_

Outcomes Rating = \_\_\_\_\_

Overall Summative Rating = \_\_\_\_\_

**Plainville Community Schools**

**Form F – Professional Assistance Planning Form**

**Principal/Administrator:**

**Superintendent/Evaluator:**

The Professional Assistance Plan is initiated as a result of one or more evaluations that did not reflect effective leadership or professional growth. The evaluator, sometimes with help from the Department of Human Resources, develops the specific plan, with input from the administrator and the Local Administrator Association. All parties in attendance complete this form jointly.
Area(s) of Concern or Performance Standard(s) Not Effectively Addressed:
Statement of Concern: (cite evidence from on-going evaluation of performance as appropriate)
Strategies/Activities to Be Implemented to Address the Concern:
System of Support to Promote the Administrator’s Success:
Timeline (length of plan in weeks, plus schedule for monitoring implementation/progress and the measurable outcomes expected):

Signatures:

**Superintendent/Evaluator**

**Date:**

**Administrator**

**Date:**

**Plainville Administrator Association**

**Date:**

Copy to administrator, copy to Superintendent’s working file, original to Human Resources/personnel file

**Appendix D - Sample Panorama Climate Surveys**

# Student Survey

Page 3

	Strongly Agree	Agree	Disagree	Strongly Disagree	IDon't Know
21. We learn a lot in this class.	<input type="radio"/>				
22. I am often confused in this class.	<input type="radio"/>				
23. My teacher knows me well.	<input type="radio"/>				
24. My teacher makes me want to do my best.	<input type="radio"/>				
25. I enjoy the discussions we have in this class.	<input type="radio"/>				
26. My classmates find this class too easy.	<input type="radio"/>				
27. My teacher knows when we're confused about something he/she is trying to teach us.	<input type="radio"/>				
28. My teacher grades fairly.	<input type="radio"/>				
29. I'm afraid to speak up in this class.	<input type="radio"/>				
30. My teacher believes in me.	<input type="radio"/>				
31. Students talk to each other while the teacher is talking.	<input type="radio"/>				
32. My teacher makes what we're learning interesting.	<input type="radio"/>				
33. I don't work as hard as I could in this class.	<input type="radio"/>				
34. If students in this class need help, they will ask the teacher for help.	<input type="radio"/>				
35. My teacher gives us work to do in class that helps us learn.	<input type="radio"/>				
36. My teacher has trouble controlling the class.	<input type="radio"/>				
37. My teacher shows us how what we're learning is important outside of the classroom.	<input type="radio"/>				
38. This class moves too quickly.	<input type="radio"/>				
39. Students in this class respect the teacher.	<input type="radio"/>				

## Climate Survey

40. I look forward to going to school each day.	<input type="radio"/>				
41. Students at school are treated fairly regardless of race, culture, religion, sexual orientation, gender, or disability.	<input type="radio"/>				
42. My school is clean and well maintained.	<input type="radio"/>				
43. I feel safe when I am at school.	<input type="radio"/>				

# Student Survey, Grades 6-12

## State Model for Teacher Evaluation



PLAINVILLE Community Schools

PANORAMA

### Instructions

Thank you for taking this survey. When you answer these questions, think about your experiences in this classroom in particular. Please answer honestly. No one at your school will see your answers. Your teacher will not see what you write.

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. My teacher knows this subject well.	<input type="radio"/>				
2. My teacher is willing to give us extra help on our schoolwork if we need it.	<input type="radio"/>				
3. My classmates find this class too hard.	<input type="radio"/>				
4. I look forward to going to this class.	<input type="radio"/>				
5. My teacher cares about me.	<input type="radio"/>				
6. The teacher treats students with respect.	<input type="radio"/>				
7. My teacher explains things clearly.	<input type="radio"/>				
8. Doing well in school is important to me.	<input type="radio"/>				
9. Students are often confused in this class.	<input type="radio"/>				
10. My teacher talks to my parents about how I am doing in school.	<input type="radio"/>				
11. I know what I need to do to improve my work in this class.	<input type="radio"/>				
12. My teacher pushes me to do my best.	<input type="radio"/>				
13. The homework in this class helps me learn the material.	<input type="radio"/>				
14. My teacher makes me like this subject more than I did before.	<input type="radio"/>				
15. My teacher knows my name.	<input type="radio"/>				
16. The teacher treats me with respect.	<input type="radio"/>				
17. A lot of time is wasted in this class.	<input type="radio"/>				
18. My teacher challenges me to think.	<input type="radio"/>				
19. I enjoy learning this subject	<input type="radio"/>				
20. I feel comfortable asking my teacher for extra help.	<input type="radio"/>				

# Student Survey

Page 3

	Strongly Agree	Agree	Disagree	Strongly Disagree	IDon't Know
44. At my school, bullying is not acceptable.	<input type="radio"/>				
45. I have been the target of hurtful communications through social media.	<input type="radio"/>				
46. I have participated in hurtful communications through social media.	<input type="radio"/>				
47. I feel comfortable going to my counselor with a question or problem.	<input type="radio"/>				
48. There is an adult at school I can go to who will listen if I have a problem or concern.	<input type="radio"/>				
49. Students at my school treat each other with respect.	<input type="radio"/>				
50. The Principal is visible.	<input type="radio"/>				
51. The Principal seeks input from a variety of constituents when making decisions.	<input type="radio"/>				
52. The Principal strives to help parents/students understand and support the school's basic mission.	<input type="radio"/>				
53. The Principal actively promotes a safe and orderly environment.	<input type="radio"/>				
54. I am involved in extra-curricular activities such as athletics, clubs, activities, school committees.	<input type="radio"/>				
55. I feel safe on my trip to and from school.	<input type="radio"/>				
56. I feel there are trusted adults in the school who I can go to for help.	<input type="radio"/>				
57. I have been treated unfairly at school because of my: (check all that apply)					

Race	Gender	Sexual orientation	Religion	Academic Achievement	Ethnicity	Disability	Physical Appearance	Other	Has Not Happened
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				

58. I have seen or heard others being treated unfairly at school because of their: (check all that apply)

Race	Gender	Sexual orientation	Religion	Academic Achievement	Ethnicity	Disability	Physical Appearance	Other	Has Not Happened
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				

# Student Survey

Page 3

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
21. We learn a lot in this class.	<input type="radio"/>				
22. I am often confused in this class.	<input type="radio"/>				
23. My teacher knows me well.	<input type="radio"/>				
24. My teacher makes me want to do my best.	<input type="radio"/>				
25. I enjoy the discussions we have in this class.	<input type="radio"/>				
26. My classmates find this class too easy.	<input type="radio"/>				
27. My teacher knows when we're confused about something he/she is trying to teach us.	<input type="radio"/>				
28. My teacher grades fairly.	<input type="radio"/>				
29. I'm afraid to speak up in this class.	<input type="radio"/>				
30. My teacher believes in me.	<input type="radio"/>				
31. Students talk to each other while the teacher is talking.	<input type="radio"/>				
32. My teacher makes what we're learning interesting.	<input type="radio"/>				
33. I don't work as hard as I could in this class.	<input type="radio"/>				
34. If students in this class need help, they will ask the teacher for help.	<input type="radio"/>				
35. My teacher gives us work to do in class that helps us learn.	<input type="radio"/>				
36. My teacher has trouble controlling the class.	<input type="radio"/>				
37. My teacher shows us how what we're learning is important outside of the classroom.	<input type="radio"/>				
38. This class moves too quickly.	<input type="radio"/>				
39. Students in this class respect the teacher.	<input type="radio"/>				

## Climate Survey

40. I look forward to going to school each day.	<input type="radio"/>				
41. Students at school are treated fairly regardless of race, culture, religion, sexual orientation, gender, or disability.	<input type="radio"/>				
42. My school is clean and well maintained.	<input type="radio"/>				
43. I feel safe when I am at school.	<input type="radio"/>				

# Student Survey, Grades 6-12

## State Model for Teacher Evaluation



PLAINVILLE Community Schools

PANORAMA

### Instructions

Thank you for taking this survey. When you answer these questions, think about your experiences in this classroom in particular. Please answer honestly. No one at your school will see your answers. Your teacher will not see what you write.

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. My teacher knows this subject well.	<input type="radio"/>				
2. My teacher is willing to give us extra help on our schoolwork if we need it.	<input type="radio"/>				
3. My classmates find this class too hard.	<input type="radio"/>				
4. I look forward to going to this class.	<input type="radio"/>				
5. My teacher cares about me.	<input type="radio"/>				
6. The teacher treats students with respect.	<input type="radio"/>				
7. My teacher explains things clearly.	<input type="radio"/>				
8. Doing well in school is important to me.	<input type="radio"/>				
9. Students are often confused in this class.	<input type="radio"/>				
10. My teacher talks to my parents about how I am doing in school.	<input type="radio"/>				
11. I know what I need to do to improve my work in this class.	<input type="radio"/>				
12. My teacher pushes me to do my best.	<input type="radio"/>				
13. The homework in this class helps me learn the material.	<input type="radio"/>				
14. My teacher makes me like this subject more than I did before.	<input type="radio"/>				
15. My teacher knows my name.	<input type="radio"/>				
16. The teacher treats me with respect.	<input type="radio"/>				
17. A lot of time is wasted in this class.	<input type="radio"/>				
18. My teacher challenges me to think.	<input type="radio"/>				
19. I enjoy learning this subject	<input type="radio"/>				
20. I feel comfortable asking my teacher for extra help.	<input type="radio"/>				

# Student Survey

Page 3

Strongly  
Agree    Agree    Disagree    Strongly  
Disagree    I Don't  
Know

22. My teacher shows us how what we're learning is important, even outside of school.

23. Students treat each other with respect in this class.

24. If I don't understand something, my teacher will help me.

25. Students in this class treat the teacher with respect.

26. I am proud of the work I do in this class.

27. Students are nice to each other in this class.

28. My teacher thinks I can do well in school.

29. I like coming to school.

30. The teacher treats me with respect.

31. My teacher makes learning fun.

## Climate Survey

1. I look forward to going to school each day.

2. My school is clean and well maintained.

3. I feel safe when I am at school.

4. At my school, bullying is not acceptable.

5. I have been the target of hurtful communications through social media.

6. I feel safe on my trip to and from school.

7. There is an adult at school I can go to who will listen if I have a problem or concern.

8. Students at my school treat each other with respect.

9. The Principal is visible.

10. The Principal seeks input from a variety of constituents when making decisions.

11. The Principal strives to help parents/students understand and support the school's basic mission.

12. The Principal actively promotes a safe and orderly environment.

# Student Survey, Elementary

## State Model for Teacher Evaluation



### Instructions

Thank you for taking this survey. When you answer these questions, think about your experiences in this classroom in particular. Please answer honestly. No one at your school will see your answers. Your teacher will not see what you write.

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. Students feel comfortable asking my teacher for help.	<input type="radio"/>				
2. My teacher goes too fast when we are learning new things.	<input type="radio"/>				
3. The other students in this class are well-behaved.	<input type="radio"/>				
4. My teacher is happy to answer questions.	<input type="radio"/>				
5. A lot of time is wasted in this class.	<input type="radio"/>				
6. My teacher explains things clearly.	<input type="radio"/>				
7. My teacher knows my name.	<input type="radio"/>				
8. Students are often confused in this class.	<input type="radio"/>				
9. The teacher treats students with respect.	<input type="radio"/>				
10. I feel comfortable asking my teacher for help.	<input type="radio"/>				
11. My teacher encourages me to ask questions if I don't understand something.	<input type="radio"/>				
12. My teacher goes too slow when we are learning new things.	<input type="radio"/>				
13. My teacher cares about me.	<input type="radio"/>				
14. I am often confused in this class.	<input type="radio"/>				
15. Students talk to each other while the teacher is talking.	<input type="radio"/>				
16. Doing well in school is important to me.	<input type="radio"/>				
17. If students don't understand something, my teacher will help them.	<input type="radio"/>				
18. My teacher enforces the rules.	<input type="radio"/>				
19. When my teacher teaches us something, he/she knows it well.	<input type="radio"/>				
20. My teacher knows me well.	<input type="radio"/>				
21. My teacher talks to my parents about how I am doing in school.	<input type="radio"/>				

# Staff Survey

Page 2

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
18. I often communicate with parents about their child's progress in class.	<input type="radio"/>				
19. In this school, there is honest communication on important school issues.	<input type="radio"/>				
20. I hear students speaking inappropriately (e.g., about/to peers and/or students, using profanity, yelling, etc.).	<input type="radio"/>				
21. I hear colleagues speaking inappropriately (e.g., about/to peers and/or students, using profanity, yelling, etc.).	<input type="radio"/>				
22. I receive timely feedback on my performance and progress toward goals.	<input type="radio"/>				
23. School leaders communicate a clear vision for this school.	<input type="radio"/>				
24. School leaders value teacher feedback.	<input type="radio"/>				
25. The central office administration is responsive to my needs.	<input type="radio"/>				
26. Teachers at this school are given opportunities for professional development.	<input type="radio"/>				
27. I have received the support that I need to use our district's online tools and resources, such as PowerSchool.	<input type="radio"/>				
28. Teachers at this school work together to improve their instructional practice.	<input type="radio"/>				
29. New teachers receive the support they need to be successful.	<input type="radio"/>				
30. I feel respected by the school leadership team.	<input type="radio"/>				
31. The superintendent acts with professionalism.	<input type="radio"/>				
32. The superintendent has a good rapport with the staff.	<input type="radio"/>				
33. The superintendent is an inspiring leader.	<input type="radio"/>				
34. The principal is an inspiring leader.	<input type="radio"/>				
35. The principal has a good rapport with the staff.	<input type="radio"/>				

# Staff Survey



PLAINVILLE Community Schools



## Instructions

Thank you for taking this survey. Please answer the following questions about your experience at your school.

Please answer honestly. No one at your school will see your answers.

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. Staff morale is high at this school.	<input type="radio"/>				
2. I feel like I am a part of this school's community.	<input type="radio"/>				
3. The culture and emotion climate of this school is supportive.	<input type="radio"/>				
4. I feel respected by students at this school.	<input type="radio"/>				
5. I believe students are getting a high-quality education at this school.	<input type="radio"/>				
6. I regularly collaborate with other teachers at this school	<input type="radio"/>				
7. I feel comfortable going to at least one member of this school's administrative team if I have a problem.	<input type="radio"/>				
8. This school's discipline program is effective.	<input type="radio"/>				
9. I have access to the technology that I need at this school.	<input type="radio"/>				
10. Staff members at this school treat students with respect	<input type="radio"/>				
11. Staff members at this school treat me with respect	<input type="radio"/>				
12. This school's facilities are clean and well-maintained.	<input type="radio"/>				
13. This school is sensitive to issues regarding race, gender, sexual orientation and disabilities.	<input type="radio"/>				
14. Parents are given the opportunity to be involved at this school.	<input type="radio"/>				
15. There is a clear academic vision for this school.	<input type="radio"/>				
16. I am able to have conversations with parents when necessary.	<input type="radio"/>				
17. I often communicate with students about their academic progress in class.	<input type="radio"/>				

# Parent Survey

## Page 2

16. My child's teacher(s) treat me with respect.
17. I am aware of my child's progress or problems before progress reports are sent home.
18. I feel that Plainville adequately funds our schools.
19. The Principal is visible.
20. The Principal seeks input from a variety of constituents when making decisions.
21. The Principal strives to help parents/students understand and support the school's basic mission.
22. The Principal actively promotes a safe and orderly environment.
23. In school, my child's grades are...
- Mostly A's     Mostly B's     Mostly C's     Mostly D's     Mostly F's     I don't know

24. What is your child's gender?

- Male     Female

25. What is your child's race or ethnicity? (Pick only one answer, please.)

- White     Black or African American     Asian     Hispanic or Latino
- American Indian or Alaska Native     Native Hawaiian or Other Pacific Islander     Two or More Races/Ethnicities

26. What grade is your child in?

- Pre-K     K     1<sup>st</sup>     2<sup>nd</sup>     3<sup>rd</sup>     4<sup>th</sup>     5<sup>th</sup>     6<sup>th</sup>
- 7<sup>th</sup>     8<sup>th</sup>     9<sup>th</sup>     10<sup>th</sup>     11<sup>th</sup>     12<sup>th</sup>     Other

27. What is your gender?

- Male     Female

Parent Survey, All Grades  
State Model for Teacher Evaluation



PLAINVILLE Community Schools

PANORAMA

**Instructions**

Thank you for taking this survey. Please answer honestly. No one at your child's school will see your answers.

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. My child is learning a lot in school this year.	<input type="radio"/>				
2. My child's teacher(s) treat my child with respect.	<input type="radio"/>				
3. I know how my child is doing in school before I get my child's report card.	<input type="radio"/>				
4. The school does a good job of preparing my child to be college and career ready.	<input type="radio"/>				
5. I talk with my child's teacher(s) about my child's schoolwork.	<input type="radio"/>				
6. My child's teacher(s) have high expectations for my child.	<input type="radio"/>				
7. I feel welcome at this school.	<input type="radio"/>				
8. I feel well-informed about what is going on at the school.	<input type="radio"/>				
9. My child's teacher(s) are knowledgeable about the subjects they teach.	<input type="radio"/>				
10. My child's teacher(s) help make my child excited about school.	<input type="radio"/>				
11. At least one adult at school knows my child well.	<input type="radio"/>				
12. My child's teacher(s) notice when my child is good at something.	<input type="radio"/>				
13. I talk with my child's teacher(s) about what I can do to help my child learn.	<input type="radio"/>				
14. Parents feel comfortable talking to teachers at this school.	<input type="radio"/>				
15. My child's teacher(s) motivate my child to do well in school.	<input type="radio"/>				

Continued on the back

# Student Survey

Page 3

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
44. At my school, bullying is not acceptable.	<input type="radio"/>				
45. I have been the target of hurtful communications through social media.	<input type="radio"/>				
46. I have participated in hurtful communications through social media.	<input type="radio"/>				
47. I feel comfortable going to my counselor with a question or problem.	<input type="radio"/>				
48. There is an adult at school I can go to who will listen if I have a problem or concern.	<input type="radio"/>				
49. Students at my school treat each other with respect.	<input type="radio"/>				
50. The Principal is visible.	<input type="radio"/>				
51. The Principal seeks input from a variety of constituents when making decisions.	<input type="radio"/>				
52. The Principal strives to help parents/students understand and support the school's basic mission.	<input type="radio"/>				
53. The Principal actively promotes a safe and orderly environment.	<input type="radio"/>				
54. I am involved in extra-curricular activities such as athletics, clubs, activities, school committees.	<input type="radio"/>				
55. I feel safe on my trip to and from school.	<input type="radio"/>				
56. I feel there are trusted adults in the school who I can go to for help.	<input type="radio"/>				

57. I have been treated unfairly at school because of my: (check all that apply)

Race	Gender	Sexual orientation	Religion	Academic Achievement	Ethnicity	Disability	Physical Appearance	Other	Has Not Happened
<input type="radio"/>									

58. I have seen or heard others being treated unfairly at school because of their: (check all that apply)

Race	Gender	Sexual orientation	Religion	Academic Achievement	Ethnicity	Disability	Physical Appearance	Other	Has Not Happened
<input type="radio"/>									

## Appendix E – CSDE SPI Classification and Performance Targets

### School Classification:

- ▶ **Excelling** —————> Met all state targets

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- ▶ **Progressing** —————> Meeting annual targets

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- ▶ **Transition** —————> Not meeting annual targets

---

- ▶ **Review (inc. Focus)** } Need the most support: eligible for Commissioner's Network; otherwise, district-led interventions and redesign
- ▶ **Turnaround** }

25

### Excelling Schools

Description	Performance Targets	Interventions
<p><b>Meet state targets:</b></p> <ul style="list-style-type: none"> <li>▶ SPI &gt; 88</li> <li>▶ 4yr grad &gt; 94%</li> <li>▶ Ext. grad &gt; 96%</li> <li>▶ Maj. of subgp. gaps &lt; 10 and</li> <li>▶ &gt; 25% Adv. In three of four subjects</li> </ul>	<ul style="list-style-type: none"> <li>▶ Maintain SPI &gt; 88</li> <li>▶ Maintain 4yr grad &gt; 94%</li> <li>▶ Maintain Ext. grad &gt; 96%</li> <li>▶ If subgp. SPI &lt; 88, increase so that ½ way to 88 by 2018</li> </ul>	<ul style="list-style-type: none"> <li>▶ Drive own improvement</li> </ul>

### Progressing Schools

Description	Performance Targets	Interventions
<ul style="list-style-type: none"> <li>▶ SPI &gt; 88</li> <li>▶ <b>and miss one of:</b></li> <li>▶ Maj. of subgp. gaps &lt; 10</li> <li>▶ 4yr grad &gt; 94%</li> <li>▶ Ext. grad &gt; 96%</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>▶ 64 &lt; SPI &lt; 88</li> <li>▶ <b>and meet all of:</b></li> <li>▶ Performance target for SPI</li> <li>▶ 4yr grad &gt; 90%</li> <li>▶ Ext. grad &gt; 93%</li> <li>▶ Maj. of subgp. gaps &lt; 10</li> </ul>	<ul style="list-style-type: none"> <li>▶ Increase SPI so ½ way to 88 by 2018</li> <li>▶ Increase subgroup SPIs so ½ way to 88 by 2018</li> <li>▶ Increase 4yr grad so ½ way to 94% by 2018</li> <li>▶ Increase Ext grad so ½ way to 96% by 2018</li> </ul>	<ul style="list-style-type: none"> <li>▶ Self-review</li> </ul>

### Transition Schools

Description	Performance Targets	Interventions
<ul style="list-style-type: none"> <li>▶ 64 &lt; SPI &lt; 88</li> <li>▶ <b>and miss one of:</b></li> <li>▶ Performance target for SPI</li> <li>▶ 4yr grad &gt; 90%</li> <li>▶ Ext. grad &gt; 93%</li> <li>▶ Maj. of subgp. gaps &lt; 10</li> </ul>	<ul style="list-style-type: none"> <li>▶ Increase SPI so ½ way to 88 by 2018</li> <li>▶ Increase subgroup SPIs so ½ way to 88 by 2018</li> <li>▶ Increase 4yr grad so ½ way to 94% by 2018</li> <li>▶ Increase Ext grad so ½ way to 96% by 2018</li> </ul>	<ul style="list-style-type: none"> <li>▶ District-led review</li> </ul>

### Schools in need of the greatest support

Description	Performance Targets	Interventions
<ul style="list-style-type: none"> <li>▶ SPI &lt; 64</li> <li>OR</li> <li>▶ 4yr grad &lt; 60</li> <li>OR</li> <li>▶ Part. rate &lt; 95%</li> <li>OR</li> <li>▶ Subgroups among lowest performing in state (Focus Schools)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Increase SPI so ½ way to 88 by 2018 or 3 pts.</li> <li>▶ Increase subgroup SPIs so ½ way to 88 by 2018</li> <li>▶ Increase 4yr grad so ½ way to 94% by 2018</li> <li>▶ Increase Ext grad so ½ way to 96% by 2018</li> </ul>	<ul style="list-style-type: none"> <li>▶ Eligible for Commissioner's Network</li> <li>▶ Otherwise, district-led focused and/or comprehensive School Redesign Plans and interventions</li> </ul>

### Schools in need of the greatest support

Turnaround	Focus	Review
<ul style="list-style-type: none"> <li>▶ SIG Schools</li> <li>▶ Lowest 5% of Title I Schools</li> <li>▶ CSDE will be involved in interventions in these schools</li> </ul>	<ul style="list-style-type: none"> <li>▶ Lowest performing subgroups: eligible for F/R lunch, SWD, ELL, Black, Hispanic</li> <li>▶ 4-yr grad rate &lt; 60%</li> <li>▶ Interventions must occur in 2012-13; identified based on 2011 data</li> </ul>	<ul style="list-style-type: none"> <li>▶ School Performance Index lower than 64 for "all students"</li> <li>▶ Interventions occur in 2013-14 and 2014-15</li> </ul>

## **Appendix F: Plainville School/Department Improvement Plan Forms**

- *Goal Planning Worksheet*
- *School/Department Goals Form*
- *Progress Monitoring Form*

*Plainville Community Schools*

**School/Department Improvement Plan: Goal Planning Form**

School \_\_\_\_\_ Department or Grade Level: \_\_\_\_\_

IL or Grade Level SLP Representative: \_\_\_\_\_

1. Goal: (What do you want to improve?)
  
2. Current Status: (What does data reveal currently? How are we doing now? How do we know?)
  
3. Theory of Action: (Stated in an IF .... THEN format)
  
4. Instructional Strategy Plan: (What specific instructional changes will be made to get better results?)
  
5. Evaluation:
  - a. (How will you evaluate the progress? What measures will you use?)
  
  - b. (How much progress would indicate success?)

Revised: August 2013

**Plainville Community Schools**  
**School/Department Improvement Plan**

<b>School/Department:</b>	<b>Date:</b>	
<b>Grade/Department:</b>		
<b>Strategic Plan Goal:</b>		
<b>Level of Performance (Baseline): CMT/CAPT/SAT</b>	<b>Long-Range Target:</b>	
<b>Theory of Action:</b>		
<b>Specific Instructional Strategies:</b>		
<b>Action Steps/Strategies</b> Include any strategies to engage students, parents, and the community	<b>Monitoring/Assessment</b> (What will we use to assess?)	<b>Results Indicator</b> (What will success look like?)
		<b>Person(s) Responsible</b>
<b>Interim Assessments w/dates:</b>		
<b>Standard/Final Assessment:</b>		

## Plainville Community Schools

### School/Department Improvement Plan: Assessment of Progress

Date: \_\_\_\_\_

School/Department: \_\_\_\_\_

Department or Grade Level: \_\_\_\_\_

Subject: \_\_\_\_\_

Goal Statement (from SLP):

Theory of Action (from SLP):

**1. Implementation Summary:** Compared to what you planned, what did you implement? What strategies were used and to what degree?

**2. Assessment Summary:** How successful was your goal? What was successful and what was not? What evidence can you cite? (cite actual data as needed) What do the assessments show?

**3. Analysis Summary:** What, do you believe, can be attributed to any of your successes or lack of successes. Why, do you believe, did you get the results you got? How did your results compare with your expectations? What did you learn from this goal that can be generalized to another group? And finally, what implications will last year's goal have on this year's instruction?

## **Appendix G: Plainville BOE Strategic Plan**

# Plainville Board of Education and Plainville Community Schools

# Strategic Plan

Approved:  
February 11, 2013

## Our Mission

*To provide rigorous and enriching experiences that prepare each student for success in a changing global society.*

### Belief Statements:

- *Our public school system is the core of the community and has a fundamental responsibility to develop productive educated citizens in a democracy.*
- *Optimal achievement for each learner is a responsibility shared by students, home, school, and community.*
- *We must provide each student with a comprehensive curriculum and effective instruction to ensure meaningful engagement in the learning process.*
- *A safe, caring learning environment promotes the academic growth, health, and emotional wellbeing of each student.*
- *Communication and collaboration foster knowledge, trust, and respect and are the responsibility of everyone in the community.*

## Goal One

*Develop a comprehensive engaging curricular and instructional program aligned with the critical skills and attributes required for success in a changing global society.*

### **Indicators of Success:**

**Five years from now we will see ...**

- A clearly articulated philosophy, understood by all stakeholders, on the importance of the Common Core State Standards (CCSS) and the Plainville Community Schools set of 21st Century Skills
- A common lesson design template that is aligned with the CCSS and incorporates 21st Century Skills
- Comprehensive curriculum documents that are aligned with the CCSS and 21st Century Skills while integrating the arts, technology and wellness
- A process for continuously updating and revising curricula to incorporate best practices into instruction and assessment
- A scope and sequence of 21<sup>st</sup> Century Skills that indicates when each skill is introduced, reinforced, and mastered **and** teachers that demonstrate high levels of knowledge and understanding of the 21st Century Skills and the CCSS as acquired through an on-going, job-embedded program of professional development
- Digital resources that are accessible to everyone

Step	Action	Outcome
1.1	Create a district-wide committee on 21st Century Skills (consisting of teachers, administrators, students, and community members)	Create a well-defined list and a scope and sequence of 21st century skills
1.2	Continue our focus on lesson planning that specifically includes Common Core State Standards and 21st Century Skills	CCSS and 21st Century Skills embedded in all lesson plans K-12
1.3	Develop K-10 curriculum documents for math, English, and social studies	Clear and comprehensive curriculum documents for math, English, and social studies in grades K through 10 (including recommended resources)
1.4	Define and communicate direction and philosophy for district technology, one-to-one computing, and bring your own devices	Policies, procedures, and implementation plan for Bring Your Own technology Device (BYOD)
1.5	Develop a community-wide Technology Committee	Begin the process of developing a town-wide (school and community) technology plan



## Goal Two

*Align teaching practices, improvement mechanisms, and evaluation systems with our goals for learning, mission, and beliefs.*

### Indicators of Success

Five years from now we will see ...

- A system where there is a dialogue, exploration, and consensus built around an instructional vision (specific to teaching behaviors) that places a priority on best educational practices, student engagement, rigorous student work, and the challenges of 21st century learning
- A teacher evaluation system aligned with the new Connecticut Framework, the new Guidelines for Teacher Evaluation, and best practices in education
- Teacher evaluation/observation practices that enable the district to measure the quality and frequency of student engagement in rigorous and meaningful work
- Coherent and aligned mechanisms that connect the major instructional improvement processes to professional evaluation and performance data, and a professional development process that delivers on that promise
- A coherent philosophy, plan, or strategy for shifting the center of instructional gravity from print to digital resources for learning
- BOE policies that have been created, reviewed, and revised in consideration of digital teaching and learning implications

Step	Action	Outcome
2.1	Form a district-wide committee that will integrate digital learning, Common Core State Standards, 21 <sup>st</sup> Century Skills, Smarter Balanced Assessment best practices, and teacher evaluation, into a comprehensive plan for professional growth and support	A renewable two-year plan that will include input from all stakeholders and timelines for this process
2.2	Implement a new Teacher Evaluation System in accordance with State Department of Education requirements for SEED (System for Educator Evaluation and Development), local values, and best practices	A State approved Teacher Evaluation Plan for the PCS
2.3	Develop a communications plan to inform and engage all stakeholders in the elements of the Strategic Plan, CCSS, 21st Century Skills, and the instructional purposes for our assessment systems	Multiyear plan for insuring all stakeholders are aware of strategic planning process outcomes
2.4	Implement a plan and process for gathering district, school, and classroom climate data from students, parents, and staff	Surveys and a method to administer
2.5	Develop and implement a plan for assessing progress toward Strategic Plan goals, then reporting progress to the Board of Education and community	Regular progress reporting system on Strategic Plan goals.
2.6	Expand role of language arts and math resource teachers at elementary level	Funding or reallocation for additional resource teachers



### Goal Three

*Ensure that systems for assessing learning and measuring achievement provide data to drive our teaching practices and align with our goals for student learning and development.*

#### Indicators of Success:

Five years from now we will see ...

- Common Formative Assessments (CFA) are in place at each grade level, across all subject areas, and are used to ensure consistent, high quality instruction by all teachers
- A district wide calendar for administration of CFAs at each grade level and across all subject areas
- A consistent district wide process for collecting, storing, and analyzing student data
- Administrators and faculty effectively use the assessment system to track and analyze data
- Faculty use assessment data to drive instruction
- An awareness and understanding by faculty, parents, and the community of the instructional purpose of assessment data
- A Student Success Plan in place for every student grades 6-12
- Consistent improvement in student achievement

Step	Action	Outcome
3.1	Develop and maintain a plan to fund curriculum writing and assessments by teachers to align with the Common Core and 21st Century Skills	Adequate funding for curricula writing is included in the BOE Budget
3.2	Develop and implement a District Assessment Plan that includes. Creation of CFAs and CSAs, digital assessments, and establishment of a district assessment calendar for K-12, in all curricular areas	Assessments with rubrics and a yearly District Assessment Calendar
3.3	Develop K-12 teacher and administrator proficiency in all aspects of Performance Tracker	Differentiated training for all staff
3.4	Commit appropriate funding to maintain the Technology Equipment and Infrastructure Replacement Plan and the software, application and service licensing upgrades necessary for digital teaching and learning	Funding in the BOE Budget
3.5	Provide increased scheduled time for teachers to meet consistently in Data Teams	Additional time for data teams
3.6	Develop a method of sharing individual and school-wide progress on identified expectations for learning with parents and the community (NEASC requirement)	A data collection, analysis and communication plan
3.7	Establish Student Success Plans (SSP) for all students 6-12 and a plan for communicating SSP information to parents	SSPs created and implemented

