

Hampton

Professional Educator

Learning and Evaluation Plan

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Introduction

The Hampton Professional Educator Learning and Evaluation Plan creates pathways for the continuous learning and advancement of educational professionals throughout their careers. The Plan components are aligned with the Core Requirements of the *Connecticut Guidelines for Educator Evaluation* (adopted by the State Board of Education in June 2012).

The Framework for Teaching is a research-based set of components of instruction, aligned to the Danielson Model of Teaching (See Chart in Appendix 1 A)

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

Hampton's Professional Educator Learning and Evaluation Plan represents our commitment to incorporating current, high-quality research in the creation of professional learning opportunities, to fostering best practices in teacher supervision and evaluation, and to improving student learning through effective curriculum, instruction, and assessment practices in our classrooms. As such, the Plan: a) addresses the elements of CT's Core Requirements for Teacher and Administrator Evaluation; b) aligns with our school's mission and values; and c) meets the educational needs of the stakeholders in our school.

The Plan was developed in the 2012-2013 school year through teacher-administrator collaboration.

HAMPTON'S VISION FOR PROFESSIONAL LEARNING AND EVALUATION

Hampton believes that the primary purpose of professional learning is school improvement as measured by the learning outcomes of every student. Hampton's Professional Educator Learning and Evaluation Plan requires that educators take an active role in the improvement of their practice through engaging in a cycle of reflection, goal-setting, data collection and analysis, and effective action, with evaluation processes focused on student learning outcomes.

Designing evaluation-based professional learning is a dynamic process. Using district and school improvement goals, educator goals, and data from the educator evaluation process, professional learning opportunities are planned around identified student learning needs and areas of identified educator needs. Hampton's evaluation-based professional learning design has as its foundation the Standards for Professional Learning (*Learning Forward*, 2011), which provide research-based guidance for the development of learning organizations that function to improve student learning. The following tenets of the Hampton Program underscore the alignment to the Standards:

Educators' reflections on and professional conversations around the effect of their practice on student achievement are critical to improved practice for both veteran and novice teachers.

School and district core values, goals, and expectations for student learning are the foundation for improvement of practice and organizational functioning.

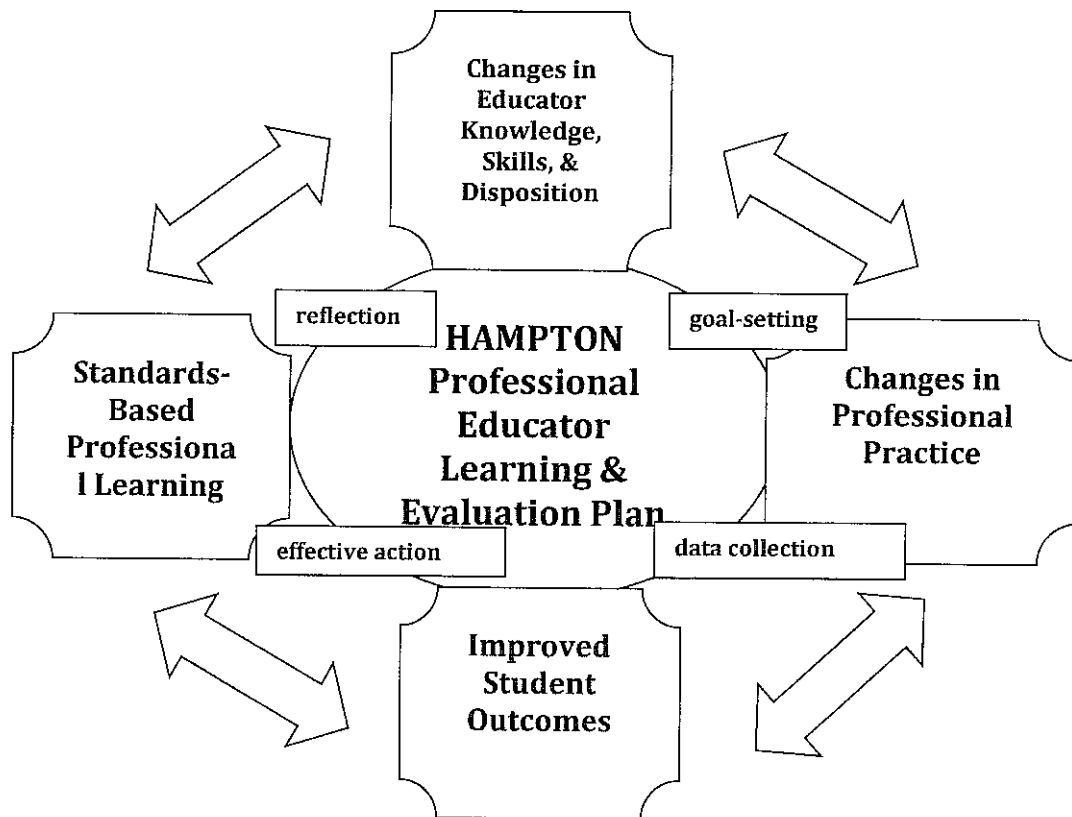
Differentiated professional learning, informed by evaluation, meets the needs of teachers, inspires individual and collective efficacy, builds leadership capacity and enhances the vitality of learning organizations.

PHILOSOPHY OF PROFESSIONAL EVALUATION

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

The Hampton Professional Educator Learning and Evaluation Plan supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for student learning and ongoing evaluation with access to professional learning and support. (see chart below) The Plan's teacher observation and evaluation instrument, the *CCT Performance and Practice Continuum* is designed to align with the processes and professional performance profiles outlined in Connecticut's Teacher Education and Mentoring (TEAM) program, which provides differentiated professional learning for all beginning teachers. Such alignment promotes the establishment of common, consistent vocabulary and understandings about teacher practice at all levels, among administrators and teachers, throughout the district. Hampton's Professional Educator Learning and Evaluation Plan takes into account school improvement goals, curricular goals, student learning goals, and evidence of educators' contributions to the school as a whole. Performance expectations within our Program also include those responsibilities that we believe to be key in promoting a positive school climate and the development of a professional learning community.

Philosophy of Professional Evaluation



District Goals

District Goal 1- Help every student become a confident and successful learner by:

- Engaging and motivating every student
- Promoting safety, health and physical and emotional well being
- Encouraging civic involvement of all students
- Instituting and maintaining a systematic review of all programs and curriculum
- Facilitating, encouraging, and recognizing a positive professional learning community.

School Goals

The school goals are developed each year once the faculty and administration have analyzed the data collected throughout the year. Each year a school improvement plan is developed including the goals for the year.

School Goal 1 Revise and Review the Language Arts curriculum to reflect the Common Core standards and Smarter Balanced Assessment

School Goal 2 Revise and Review the Mathematics curriculum to reflect the Common Core standards and Smarter Balanced Assessment

School Goal 3 Provide the students with a safe and healthy learning environment at HES

Teacher Timeline

Orientation	By September 15 th	The teachers will have been provided an orientation on how to use the new evaluation plan and what the roles and responsibilities of both the teachers and the evaluators will be throughout each evaluation cycle.
Goal Setting conference	By October 15	Each teacher will create two SMART goals to work on throughout the school year. The SMART goals will include SLO's based on the data for each grade. These goals will be agreed upon by the evaluator and the teacher by October 15 th
Observations	November 15 th December 15 th March 15 th	Evaluators will observe the teachers in both formal and informal processes which will be compiled to create the teachers' summative rating score
Evidence Collection Reviews	Throughout school year	This review will be for the teacher to demonstrate student growth using current data
Interim Conference	January 15 th	This conference will be held between the teacher and the evaluator to check in regarding mid-year growth or to adjust the goals as needed
End of Year Summative Review & Rating	June 1st	<ul style="list-style-type: none"> a. Teacher Self-Assessment b. End of year conference with the evaluator

Timeline for Principal/Administrator Evaluation		
Orientation	by July 30th	<p>Principal familiarized with the entire educator evaluation plan document, including his/her own evaluation process. Principal will also (1) have student learning data and stakeholder survey to review, (2) be apprised (by Superintendent) of year's learning priorities, and (3) have prepared School Improvement Plan.</p> <p>Superintendent (evaluator of the principal) will engage in training focused on administrator evaluation system, including the process for arriving at a summative evaluation, practice on using evaluation rubrics, and training on conducting effective observations</p>
Goal Setting Conference	by August 15th	<p>Principal: (1) identifies a target for growth on SPI, (2) determines two Smart Goals, and (3) selects one stakeholder feedback target.</p> <p>Superintendent: Schedules school meetings with principal to collect evidence & conduct observations of principal.</p>
Two Formal Observations (four under certain conditions)	1 st by November 2 nd by March 15 th New principal (or if "developing" or "below standard"), two additional by January 15 th and by April 15 th	Superintendent will observe the principal formally on a schedule (see column to left) but informally throughout the year for the purpose of additional evidence collection.
Mid-Year Formative Review	by January 30 th	Formal check-in to review progress: focus on student achievement data <u>and</u> evaluator's observation and feedback data.
Self-Assessment	by May 30 th	Principal & Teachers complete self-assessment on 18 elements of CT Leadership Standards, submits to Superintendent; also reviews focus areas
Summative Review	by June 15 th	Principal & Superintendent meet – discuss self-assessment, etc.
Summative Rating	by June 30 th (Revisable by August 15 th)	Superintendent completes Summative Rating

Definition of Terms:

SMART GOALS- A smart goal is a written goal that is both measurable and attainable see sample

Short/Specific Measurable Attainable Rigorous/Relevant Timely

SLO- Student Learning Objective

Teacher Observation

Formal – A formal observation has both a pre and post conference and lasts for longer than 30 minutes

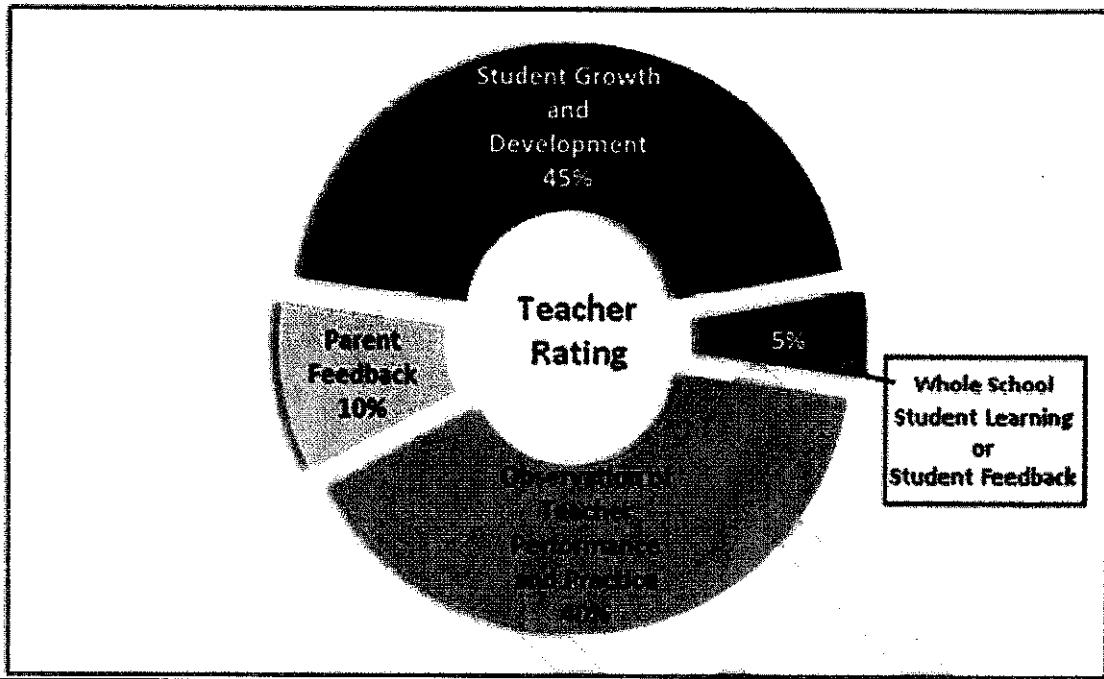
Informal- An informal observation lasts up to 30 minutes and does have verbal or written feedback but does not require a pre-observation

SPI – School Performance Indicator

DPI- District Performance Indicator

Hampton TEACHER EVALUATION PLAN OVERVIEW

Overview of the CORE requirements for Teacher Evaluation



The graphic above depicts the 4 areas of teacher evaluation which will be further described throughout each section of this document.

- 1. Student Growth and Development*
- 2. Observation of Teacher Performance and Practice*
- 3. Parent Feedback*
- 4. Whole School Student Learning*

Hampton ADMINSTRATOR EVALUATION PLAN OVERVIEW

Overview of CORE Requirements for Administrator Evaluation

Leadership Practice = 40%	← PRACTICE → 50%	Stakeholder Feedback = 10%
Smart Goals = 45%	Final Summative Administrator Rating	Teacher Effectiveness = 5%
	← OUTCOMES → 50%	

The graphic above clarifies the 4 areas of administrator evaluation, which will be described further in subsequent sections of this document:

Category #1: Leadership Practice

Category #2: Stakeholder Feedback

Category #3: Smart Goals

Category #4: Teacher Effectiveness

ROLES AND RESPONSIBILITIES FOR PROFESSIONAL LEARNING AND EVALUATION

Definition of Teacher and Evaluator

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

Superintendent's Role in the Evaluation Process

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

Responsibility for Evaluations

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

- Teachers
- Nurse
- Guidance Counselor
- Psychologists
- Speech and Language Pathologist
- Occupational Therapist/COTA
- Physical Therapist

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

- Principal of elementary school

Roles and Responsibilities of Evaluators and Evaluatees

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

- The review and understanding of Connecticut's Common Core of Teaching (CCT)
- The review and understanding of Connecticut's Common Core of Leading (CCL) and the Leadership Practice Rubric.
- The review and familiarity with applicable portions of Connecticut's Common Core State Standards, Connecticut's Frameworks of K-12 Curricular Goals and Standards, the CMT Assessments (and Smarter Balanced Assessments, when available), as well as locally-developed curriculum standards.

- Adherence to established timelines.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learning about professional practice.

Evaluator Roles

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

Evaluatee Roles

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

IMPLEMENTATION OF TEACHER AND ADMINISTRATOR EVALUATION PLAN

Training and Orientation of Teachers and Administrators

During Spring 2013 and throughout the 2013-14 school year, the district will provide to all educators several orientation and update training sessions (through in-service sessions, target group sessions, and individual conferences) that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff.

Teachers and administrators new to Hampton (employed during or after the first year of implementation) will be provided with copies of the Hampton Professional Educator Learning and Evaluation Plan and will engage in training to ensure that they understand the elements and procedures of the Plan, processes and documents. This training will take place upon employment or prior to the beginning of the school year with members of Hampton's Administration.

New Educator Support and Induction

In the interest of supporting all educators in the implementation of the Plan, Hampton School District will offer localized support to staff members new to the school. A variety of general topics will be addressed, including:

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

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

Evaluator Orientation and Support

Understanding of Hampton's Teacher and Administrator Evaluation Plan features, Connecticut's Common Core of Teaching (CCT), Common Core of Leading (CCL), Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with on-going training and support in the use and application of Hampton's Teacher and Administrator Evaluation Plan. Evaluators will review Plan elements and procedures prior to the beginning of each school year and at other appropriate intervals, to be determined. Plans for staff training will be coordinated annually by Hampton's principal.

Evaluator Training

Annually, the evaluator for both teachers and administrators will participate in a training to provide updated training on the rubric and evaluation system. These will be done through the local RESC (EASTCONN). In the case of the Principal the Calibration training will be reviewed and upon completion of the training with at least a proficient score will be deemed acceptable training. (2.32.f CT Guidelines for Educator Evaluation)

Resources for Program Implementation

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

SECTION ONE: TEACHER LEARNING & EVALUATION PLAN

Part 1- STUDENT GROWTH AND DEVELOPMENT (45%)

Participation in this aspect of this evaluation requires the development of 2 SMART goals that meet established criteria, which include two Student Learning Objectives (Appendix 1 Form D-K.) The goals that are established will be student learning goals and professional goals that link to the student learning goals. The goals must be aligned with the district and school goal and may be aligned with grade level or department goals.

The one (1) SMART goal per teacher will be developed using Standardized Indicators of Growth/Achievement. For those teaching tested grades and subjects, SMART goals will be developed based on analysis of results of student achievement on the appropriate state test (CMT, MAS) and other standardized assessments where available. Included in those 1 SMART goal will be 2 IAGD's will be established within the SMART Goal (Appendix 1 Form D-K)

(IAGD 45%) One half (or 22.4%) of the IAGD(Smart Goals) used as evidence of whether goals/objectives are met shall not be determined by a single, isolated test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects.

See assessment chart in Appendix

Teachers in non-tested grades and subjects establish common SMART goals based on student learning needs and targets revealed in data from state tests or other assessments where available.

Non-standardized Indicators of Growth/Achievement: SMART goals for all personnel must demonstrate alignment with school-wide student achievement priorities and school-wide Expectations for Student Learning. Sources for the development of SMART goals may include: Benchmark assessments of student achievement of Expectations for Student Learning, measured by analytic rubrics.

Student portfolios of examples of work in all content areas collected over time and reviewed annually. SMART goals for all personnel must demonstrate alignment with school-wide student achievement priorities.

GOAL SETTING

The purposes of this component of the plan are to:

1. Improve student learning and thinking
2. Provide teachers with opportunities for personal, professional, intellectual growth
3. Encourage teacher risk-taking, creativity and innovation
4. Meet teacher competency expectations, maintain skills, and further develop instructional strategies.

This component of the plan provides staff members with an opportunity to stretch themselves professionally. It is an opportunity for them to identify best practices in the field, implement changes in their classrooms and assess the results. Staff members may find that, in taking the risk to attempt new instructional methods, student achievement may or may not have improved. Valuable information is learned in either case.

Staff members are expected to work collegially during this phase. For example, several English Teachers may implement different techniques to improve student writing and compare the relative effectiveness of each method. Several fifth-grade teachers may research and implement a new way to teach fractions, with the results shared among all fifth grade teachers.

		How Teacher Was Rated In <i>Use of Multiple Indicators</i>			
		<i>Below Standard</i>	<i>Developing</i>	<i>Proficient</i>	<i>Exemplary</i>
Percentage of students showing growth over time as defined by SLO target	75-100 % of students showed growth in SLO target	Below Standard or Developing ?	Developing	Proficient	Exemplary
	50 – 75 % of students showed growth in SLO target	Below Standard or Developing ?	Developing	Proficient	Exemplary
	25 – 50 % of students showed growth in SLO target	Below Standard or Developing ?	Developing	Proficient	Proficient or Exemplary ?
	Less than 25% of students showed growth in SLO target	Below Standard	Below Standard or Developing ?	Developing or Proficient ?	Developing, Proficient or Exemplary ?

Part 2- OBSERVATION OF TEACHER PERFORMANCE AND PRACTICE (40%)

Hampton's CCT Performance and Practice Continuum builds upon standards-based professional learning to develop the competencies defined by the Common Core of Teaching (CCT) and The Four Domains of Learning (Appendix 1 Form A) . **Teacher Practice Framework**

A diverse group of Connecticut stakeholders reviewed the research and options for a framework of teaching practice and chose to blend the Connecticut Common Core of Teaching Standards with Charlotte Danielson's *Framework for Teaching*. The resulting rubric, *The Connecticut Framework for Teaching*, represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students.

The Connecticut Framework for Teaching is organized into four domains, each with 4-5 Components.

Domain 1: Planning and Preparation 1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments	Domain 2: Classroom Environment 2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space
Domain 4: Professional Responsibilities 4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism	Domain 3: Instruction 3a Communicating With Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness

Indicators and descriptors guide observation provide guidance for reflection, identify focus for professional growth. Hampton will provide training for teachers on the CCT Continuum annually, in orientations, goal-setting conferences, and/or professional learning sessions.

Hampton will provide training for administrators on the use of the *CCT Continuum* annually, in facilitated professional learning sessions and/or online training modules. Observations include in-class observations (Appendix 1 Form 1.a & b). and non-classroom reviews of practice, which include (but are not limited to) pre- and post-observation conferences, observations of data team meetings, observations of coaching/mentoring sessions with other teachers; review of teaching artifacts; review of action research, professional presentations and other related professional activities. Observation Components and Frequency – see chart below:

Non-Classroom Reviews of Practice

Because the new model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the Connecticut Framework for Teaching, 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.

Observation Components and Frequency

PERFORMANCE DESIGNATION	CONFERENCING	NUMBER OF OBSERVATIONS AND FEEDBACK
FIRST YEAR OF PROGRAM IMPLEMENTATION		
All Teachers	One in-class formal observations every three years if teachers are meeting proficient or exemplary as their rating on the observations.	must have pre and post-conferences.
	At least one review of practice annually, with a mutually agreed upon focus	Feedback may be verbal or written.
SECOND YEAR OF PROGRAM IMPLEMENTATION AND BEYOND		
1st and 2nd Year Teachers	THREE In class formal observations.	One in-class formal observation
Teachers Designated Below Standard or Developing	Two must have pre-conferences, all must have post-conferences.	In-class observation must have pre and post-conferences.
New Hampton Employees	<i>At least one review of practice, on a mutually agreed upon area of practice</i>	<i>Feedback may be verbal or written.</i>
Teachers with Three or More years (in year two of evaluation)	One in-class formal observation	In-class observations must have a pre- and post - conference
	One review of practice annually, with mutually agreed upon focus	Feedback for review of practice may be verbal or written

First and second year teachers, and those in TEAM or new to the district, will have at least three in-class formal observations a year. Teachers with a rating of developing or below standard will also have a minimum of three in-class formal observations (Appendix 1.a & b). Teachers with a rating of proficient or exemplary will have at least one formal in-class observation each year.

Teachers and evaluators may include more formal in-class observations, if they mutually agree to do so. The number of observations will be appropriate to the teacher's needs and/or assistance plan (for teachers with a developing or below standard evaluation rating). Informal observations may occur by walkthroughs or unannounced observations.

All in-class formal observations will include a pre-conference to be held no more than one week prior to the observation, and will be at least 15 minutes in length. In this pre-conference, teachers and evaluators will discuss which elements of Standard 2: Classroom Environment and Standard 3: Instruction, will be lesson, and will be the focus of the observation. (See Appendix 1 Form A)

All formal observations will be followed by a post-conference that takes place within five school days, but no more than one calendar week, after the observation. The teacher will receive verbal feedback during the post-conference, and follow-up written feedback within 5 school days after the conference.

The number of unannounced in-class observations and/or walkthroughs will be set at the goal conference. Each unannounced in-class observation will have a post-conference within five school days, but no more than one calendar week, after the observation and must be at least 15 minutes in length.

To assure that any type of observation is given the attention and respect it deserves, no in-class observations used as part of the evaluation process will take place on the last day of school before a holiday break, or within the last two weeks of the school year. All formal announced and unannounced in-class observations and walkthroughs will be one-half of the 40% designated by statute, or 20% overall, of the teacher's summative evaluation. All teacher in-class observation ratings will be based on concrete evidence collected by the 15 of the May.

The Danielson Model (Appendix 1 Form A) rubric will be used to 'rate' the teacher's performance for each component in each domain. Then, viewing the ratings holistically, the rating for the domain will be determined based on the preponderance of evidence. In instances in which the evaluator conducts more than one in-class observation during the course of the year, the evaluator will review the ratings on the rubrics collectively, noting changes in performance, which will be considered when making the final rating for the domain.

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 overshadow 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

- 1a Developing 2
- 1b Developing 2
- 1c Proficient 3
- 1d Exemplary 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

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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 instruction and classroom environment matter more than anything else a teacher can do to improve student outcomes. Therefore, Domains 2 and 3 are weighted significantly more than the others at 35%. Planning and Professional Responsibilities are weighted 15%.

Domain Score Weighting Weighted Score

- 1
- 2
- 3
- 4
- Total

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator. Sample tools will be provided during the pilot year. The summative Teacher Performance and Practice rating and the component ratings will be shared and discussed with teachers in the end-of-year conference. This process can also be followed in advance of the mid-year conference to develop a formative, mid-year Teacher Performance and Practice rating.

Part 3- PARENT FEEDBACK (10%)

The tool that will be used to obtain Parent Feedback will be the Parent Guardian Survey of Teachers' Practices Tool for Parents. (Appendix 1 Form B & C). *This tool was selected by the Teacher Evaluation Committee during the development of the plan. Once the tool has been distributed and collected, the survey results will then be used along with the School Wide Indicators (part 4) to determine the focus for the School Improvement Plan the following year. This tool will be used as evidence from the teacher-developed student-level indicators of improvement in areas of need as identified by the school level survey results.*

The Surveys will be administered between April 15 and May 1 of any given school year, and responses collected by May 15. Any returned and completed survey will be used; surveys not completed but returned will not be used in the final rating.

Teacher ratings will be based on the preponderance of answers falling into the *Never, Sometimes, Usually, or Always* Categories, using the Parent/Guardian Survey of Teacher's Practices shown in Appendix B & C. The teachers rating in this category will account for 10% of the teacher's evaluation. It will be combined with the rating from the observations of performance and practice (40%) to form 50% of the teacher's total evaluation.

Procedures for Survey (moved from Appendix)

1. Distribute Surveys via mail with a return envelope inside or send link for survey monkey (April 15)
2. Collect Surveys in the office or via survey monkey(if response seems low resend to families)
3. Convene Teacher Evaluation Team (May 16) to collate surveys
4. Determine percentages returned
5. Formulate document sharing results with teachers

Parent/Guardian Survey of Teachers' Practices

Below is a matrix that can be used to determine the teacher's level of proficiency based on feedback from parents/guardians. The rating depends on the number of responses given that correspond to 'never, sometimes, usually, or always.' Surveys that do not have a response for every statement will be eliminated. The teachers' final rating will be based on where the majority of responses lie.

Survey responses will be 'scored' using the following process:

1. Aggregate responses for all survey questions by 4 categories : never, sometimes, usually, always;
2. For each category, calculate the percentage of all responses that fall into that category;
3. Use the matrix below to determine the overall teachers' rating.

Example : Hampton Elementary School has 488 students; 356 surveys from parents are returned.
The aggregated survey responses fall into the following categories (total of 4,272 responses) :

Never - 612 total responses = 14 % of all responses
 Sometimes - 666 total responses = 16 % of all responses
 Usually - 1,284 total responses = 30 % of all responses
 Always - 1,710 total responses = 40 % of all responses

With this distribution of responses, all teachers in Hampton Elementary School would receive a parent rating of 'exemplary.'

Aggregated Parent / Guardian responses

Teacher rating levels

	Never	Sometimes	Usually	Always
Exemplary	up to 15%	15 - 30%	70-85%, with majority in 'always'	
Proficient	up to 15%	70-85%, with majority in 'usually'		up to 15%
Developing	up to 15%	70-85%, with majority in 'sometimes'		up to 15%
Below Standard	60% or more	20-60%	up to 10%	up to 10%

Part 4- WHOLE-SCHOOL STUDENT LEARNING INDICATORS (5%)

The evaluation framework approved by the State Board of Education requires that 5% of a teacher's evaluation be based on the whole –school student learning indicators or student feedback. The Educator Professional Growth Committee has decided that we will use the whole –school indicator for this portion of the evaluation.

This portion of teacher evaluation will be informed by Teacher Component #4: Whole-School Student Learning Indicator (5%)Based on an aggregate of administrators' ratings on the student measures portion of their evaluation (administrator 45%)

The two areas that will be used to determine a teacher's rating will be Student Learning Objectives and Whole School Student Growth Measures.

Career Development and Professional Growth

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

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

Final Summative Rating

In order to determine summative rating designations for each teacher, Hampton evaluators will:

A. Rate teacher performance in each of the four Categories:

- 1. Student Outcomes and Achievement;*
- 2. Observations of Teacher Performance and Practice;*
- 3. Parent Feedback, and*
- 4. Whole-School Student Learning Indicators*

Determining the Final Summative Rating

(Appendix 1 Form K)

Self- Assessment- The teacher also submits their self-assessment to their evaluator. This provides the teacher with an opportunity to reflect ahead of time on their goals and the effectiveness, as well as, their overall rating and performance. The self- reflection conference (during the summative rating conference will allow the teacher and the administrator to review the progress of the students and dialogue about changes made in instruction and assessment.

Teacher Name: School: Date:

Teacher Self-Assessment/Reflection

(1) Describe the results to date and provide evidence for each indicator, (2) provide your overall assessment of progress toward the objective to date, (3) describe what you have done so far that produced these results, (4) describe what you have learned and how you will use it going forward and (5) describe any revisions to strategies and/or adjustments of student learning goals.

Student Growth Indicators

Student Growth and Development (45%)

Whole School Student Learning Indicators or Student Feedback (5%)

Exemplary (4) Proficient (3) Developing (2) Below Standard (1)

Exemplary (4) Proficient (3) Developing (2) Below Standard (1)

Teacher Practice Indicators

Observation of Teacher Practice and Performance (40%)

Parent or Peer Feedback including surveys (10%)

Exemplary (4) Proficient (3) Developing (2) Below Standard (1)

Exemplary (4) Proficient (3) Developing (2) Below Standard (1)

The final rating will be determined using the evidence from each of the 4 sections listed below. The teachers will know after each observation or at the mid – year conference where they fall in the rating areas listed below.

DETERMINING A TEACHER'S PERFORMANCE RATING (50% OF SUMMATIVE EVALUATION)

IN-CLASS OBSERVATIONS OF PERFORMANCE and REVIEWS OF PRACTICE (40%):

This portion of teacher performance evaluation relies on the "preponderance of evidence" based on the *CCT Continuum* indicators, with weight given to the Instruction Domain.

USE OF PARENT FEEDBACK (10%): Hampton School will use whole-school parent surveys to inform 10% of the teacher's evaluation. Teacher ratings will always be based on the "preponderance of evidence" derived from survey data.

DEFINITION OF TEACHER EFFECTIVENESS AND INEFFECTIVENESS

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation and support system. A pattern may consist of a pattern of one rating. The state model recommends the following patterns:

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *below standard* rating shall only be permitted in the first year of a novice teacher's career. There should be a trajectory of growth and development as evidenced by a subsequent rating of *developing* or higher in year two and sequential *proficient* ratings in years three and 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.

DETERMINING A TEACHER'S OUTCOMES RATING (50% OF SUMMATIVE EVALUATION)

MULTIPLE INDICATORS RATING (45%)

Ratings will be based on outcome of SMART goals for student learning established collaboratively by the teacher and evaluator.

WHOLE SCHOOL STUDENT LEARNING INDICATOR (5%)

Evaluation of this component will be based on evidence of teacher's implementation of strategies to address identified areas of need.

Final Summative Rating

$$40\% + 10\% = 50\%$$

☐ Yes ☐ No Observation- Are marked as met expectation on each observation form as indicated by meeting 80% of the standards on Appendix A – Danielson Model for Teaching adopted by the CSDE (40%)

☐ Yes ☐ No Parent Feedback- Rubric for parent survey is used to determine rating in this area (10%)

$$45\% + 5\% = 50\%$$

☐ Yes ☐ No SMART Goals/ SLO- use of rubric to determine student growth rating (45%)

☐ Yes ☐ No Whole School Learning Indicators – If SIP goals are met both standardized and non- standardized this portion will be a met goal rating for this section. (5%)

Summary Conference

By June 15

The evaluator and staff member will meet for the purpose of communication, support, feedback and review of the staff member's progress toward the achievement of the established goals. At this meeting, a *Goal Progress/Summative Evaluation Report* which will become part of the staff member's personnel file, will be mutually developed by the evaluator and the staff member. This report will reflect the progress that was made, any modifications to the original plan, and recommendations that should occur the next school year. (The form used is Appendix 1 J & K)

The summary will take into account factors influencing the achievement of goals that are beyond the control of the staff member being evaluated, such as the availability of materials, resources, space and other environmental concerns.

PROFESSIONAL ASSISTANCE

Identification of Problem / Area of Concern (Appendix 1 Form L)

When the evaluator observes a consistent problem or pattern of behavior during regular on-going daily contact, during conferences, or over the course of several observations, the teacher will be advised in writing of the problem(s). The intent of the program is to improve performance and to improve the individual's techniques and/or teaching skills as they impact student achievement. The teacher or administrator will be requested to submit and implement an action plan to correct the problem with a specified amount of time. When that time lapses, a review conference will take place. A copy of the "Identification of Problem/Area of Concern" section contained in the teacher evaluation plan will be provided to the individual at that time. Each person is also reminded that a union representative or other professional may be of assistance.

During the review conference, if it is determined that the problem has not been corrected, written documentation will follow within three to five (3-5) working days of the conference. The document (Appendix 1L) will state:

- (a) statement of observed problem
- (b) corrective strategy
- (c) timeline for correction of problem
- (d) desired results

At the end of the given time period determined by the teacher and evaluator as part of the plan, a review conference will be held to determine whether sufficient progress has been made. If sufficient progress has been made, the original focus of the evaluation process for that teacher will continue. The results of the decision will be in writing with a copy forwarded to the teacher within five (5) working days.

If the evaluator continues to have concerns about performance and feels that a teacher needs greater support to be successful in demonstrating the knowledge and skills required by the district standards, the teacher will be moved to Supervisory Assistance. This will be documented and be placed in the teacher's personnel file with a copy to the respective person. The superintendent and the union representative will be notified immediately when a teacher is placed on this cycle.

PROCEDURES:

1. Development of the Supervised Assistance Plan

Within 5 working days of notification, the teacher, evaluator and the union representative, where applicable, will hold an Assistance Planning Meeting. At that Assistance Planning meeting the teacher/administrator may request that a peer team be established to assist with the development or implementation of the Supervised Assistance Plan. A plan will be written within fifteen (15) work days using Intensive Assistance Appendix 1 L that includes:

- a. A description of the area(s) of concern and why it is considered to be poor performance
- b. Identification of desired results (*observable objectives for improvement*) with expected levels of performance that the teacher must develop to demonstrate that he/she is competent in the area(s) that were considered unsatisfactory.
- c. Teacher actions with stated timelines that incorporate teacher and evaluator input. Timeline: A timeline and review schedule which allows the teacher adequate opportunity to improve his/her performance will be stated not to exceed 180 work days. The frequency of review meetings (observations/conferences) should fall within a range of one per week to one a month during the assistance period
- d. Outline of the assistance that will be provided may include positive suggestions, resource materials, professional development opportunities, referral to a colleague for peer assistance, or assistance from an outside agency such as a Regional Educational Service Center, college or university, or a Connecticut State Department of Education resource bank of trained assessors qualified to provide assistance in improved teaching.

Teacher and evaluator will meet as indicated in the timeline. If satisfactory progress is not being made, the teacher will be placed on the Intensive Assistance Cycle.

2. Satisfactory Resolution

Once the plan has been completed, a review conference will be held to determine whether the teacher/administrator has successfully met the established objectives. If the evaluator decides that sufficient progress has been made towards meeting the established objectives, the teacher will be returned to the Professional Accountability component. A written statement will be included on the Appendix 1Form L indicating that performance in the area(s) of concern has improved and will continue to be monitored.

If the evaluator continues to have serious concerns about a teacher's performance, he/she will request the assistance of another certified evaluator to review, observe, and evaluate the staff member who is in question. If, in their opinion, the teacher is not meeting the district performance standards and expectations, then the teacher in question will be informed that he/she is being placed on the Intensive Assistance Cycle.

Professional Assistance, Level Two: Intensive Assistance (Appendix 1 Form L)

Whenever a teacher is placed on the Intensive Assistance Cycle that will be documented on Appendix 1 Form L). That form along with a letter, will be issued to the teacher to advise him/her that improvement in performance must be shown, or the result will be possible termination of employment. The superintendent will be notified immediately when a staff member is placed on Intensive Assistance and will receive a copy of the documentation sent to the teacher.

The teacher may request additional supervisory personnel or peer support to provide assistance and support, and provide the evaluator with data relative to the achievement of specified objectives. Intensive Assistance will include the following steps:

1. Development and Implementation of the Intensive Assistance Plan

Within 5 working days of notification, the teacher and evaluator will meet to write an Assistance Plan that will include the following: (See Appendix 1 Form L)

- a. Explicit statement of the area of concern and dissatisfaction with a staff member's performance. This notice must be specific as to what the area(s) of concern is and why it is considered unsatisfactory performance.
- b. Identification of the desired results (observable objectives for improvement) with expected level(s) of performance that the teacher must develop to demonstrate that he/she is competent in the area(s) that were considered unsatisfactory.
- c. Teacher Actions with stated timelines define the amount and kind of assistance and the frequency of observations and conferences. Written and oral reports of observations shall be given to the teacher within three days of an observation (the Classroom Observation Report form should be used).
Timeline: A timeline, not to exceed 90 work days, which allows the teacher adequate opportunity to improve his/her performance must be stated. The evaluator has the responsibility to monitor the teacher's progress in achieving the objectives established for performance improvement
- e. Outline of assistance will be provided

- f. Assistance Options: The evaluator is to offer reasonable assistance so that the teacher can improve his/her performance in the area(s) that were considered unsatisfactory.

This assistance may include positive suggestions, resource materials, professional development opportunities, referral to a colleague for peer assistance, or assistance from the outside agency such as Regional Educational Service Center, a college or university or a Connecticut State Department of Education resource bank of trained assessors qualified to provide assistance in improving teaching. The cost of reasonable assistance will be born by the respective school district.

2. Satisfactory Resolution / Progress

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

- a. If the evaluator decides that sufficient progress has been made toward meeting the established objectives, a written statement will be included on The Professional Assistance Evaluation Form indicating that performance in the area(s) of concern has improved. The teacher will continue to be monitored on the Professional Accountability, Tenured cycle for 1 year.
- b. If the evaluator decides that some progress has been made toward meeting the established objectives, but performance does not yet meet district standards, a recommendation for continuation of The Professional Assistance. Intensive Assistance Cycle not to exceed 90 work days may be made.
- c. If unsatisfactory performance has persisted, the evaluator may initiate termination procedures

Personnel assigned to Professional Assistance are fully protected by the right to due process rights as provided by Connecticut General Statutes.

APPEAL PROCESS

The purpose of the appeals process is to secure at the lowest possible administrative level, equitable solutions or disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As the performance appraisal system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and evaluatees. (The form that will be used for appeals is found in Appendix 1 Form M)

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

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

The supervisor's judgment shall not be the focus of an appeal.

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

Time Limits

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

Procedures

1. Within three days of initiating the appeal, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving the matter informally. The two parties have the option of choosing a facilitator who will review the areas of difference and suggest compromises or resolutions.
2. If there has been no resolution, within three days each party will appoint one member from the professional staff to an Appeals Committee. The appointees will then jointly appoint a third member from the professional staff within three days to the Superintendent of Schools, the evaluator, evaluatee, and appraiser. In order to make its recommendation, the committee will have access to the evaluator, evaluatee and all pertinent documents. The evaluator and evaluatee may send additional information and/or documentation to the Superintendent of Schools as appropriate.
3. The Superintendent of Schools shall review the recommendations of the committee and any additional information from the evaluator, evaluatee, or appraiser. The Superintendent of Schools shall meet with both parties as soon as possible. Within three days of the meeting, and review of all documentation and recommendations, the Superintendent of Schools will act as arbitrator and make a final decision.
4. The evaluatee shall be entitled to Association representation at all levels of the process.

FORM A – Danielson Model for Teaching adopted by the CSDE

<p>Domain 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy</p> <p>1b Demonstrating Knowledge of Students</p> <p>1c Setting Instructional Outcomes</p> <p>1d Demonstrating Knowledge of Resources</p> <p>1e Designing Coherent Instruction</p> <p>1f Designing Student Assessments</p>	<p>Domain 2: Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport</p> <p>2b Establishing a Culture for Learning</p> <p>2c Managing Classroom Procedures</p> <p>2d Managing Student Behavior</p> <p>2e Organizing Physical Space</p>
<p>Domain 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching</p> <p>4b Maintaining Accurate Records</p> <p>4c Communicating with Families</p> <p>4d Participating in a Professional Community</p> <p>4e Growing and Developing Professionally</p> <p>4f Showing Professionalism</p>	<p>Domain 3: Instruction</p> <p>3a Communicating With Students</p> <p>3b Using Questioning and Discussion Techniques</p> <p>3c Engaging Students in Learning</p> <p>3d Using Assessment in Instruction</p> <p>3e Demonstrating Flexibility and Responsiveness</p>

PRE-OBSERVATION CONFERENCE WORKSHEET

(To be completed by the teacher)

Name:

Date of Pre-Conference:

Grade/ Subject:

School:

Evaluator:

The purpose of this form is to provide the observer with helpful and specific information about your class and the lesson that you are about to present. Please provide as much detail as possible to help your evaluator understand the lesson to be observed, and provide a copy to your evaluator prior to the pre-observation conference. Attach any supporting documentation that will provide additional information about the observation including lesson plans and worksheets, quizzes, questioning prompts or other evidence.

1. List the instructional objectives for this lesson: (What is it you want your students to know?)
2. Explain how today's instructional objectives fit into the Common Core curriculum goal or unit your students are studying:
3. Describe the ways that you will assess that your students achieved today's instructional objectives during and after this lesson: (How will you know that they know it?)
4. Describe the strategies you will use to address diverse student needs:
5. Describe anything that you want the observer to know about this class that you believe is important background information (i.e. individual students, the class as a whole, recent class events, curriculum issues, special needs).
6. List any concerns on which you want specific feedback during this observation:

Post Observation Teacher Reflection:

After your formal observation, please provide a brief written summary reflection on your lesson. Your reflection will be shared with your evaluator during the Post Observation conference. You may refer to the components of the Formal Observation Form as you reflect.

The observation report will identify teachers' performance behavior, supported by quotes or description of behavior (evidence). The report will also include the effect on students or significance of the teaching act and the evaluator's assessment of the teaching (judgment). Suggestions for growth and/or improvement may also be included. Notes may be attached to the observation form.

FORM 1.b

Hampton

Classroom Observation Report

Areas to be addressed:

1. Planning/Preparation
2. Application of Best Practice
3. Management
4. Student Achievement & Learning Expectations

Teacher:

Grade/Subject:

School: HES

Date:

Beginning Time: Ending Time:

Observer:

Circle One: Announced Unannounced

Observations:

Planning and Preparation:

Application to Best Practice:

Student Achievement and Learning Expectations:

Evaluator Comments:

Suggestions:

*Signatures below indicate that a conference between the teacher and evaluator was held. The teacher's signature on this form indicates that he/she has seen all comments on the form. The teacher's signature does not necessarily indicate agreement with the observation form. An evaluation response may be attached before placement in the personnel file. Evaluation response attached Yes No

Administrator Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Rating for this observation based on calculation of Indicators

Exemplary (4)

Proficient (3)

Developing (2)

Below Standard (1)

Parent / Guardian Survey of Teachers' Practices

School year 2013-2014

<p>Dear Parent/Guardian,</p> <p>Hampton Public Schools would like to give you the opportunity to provide feedback regarding practices used in our schools, and how those impacted you & your child(ren)'s experiences this year. For each of the statements below, please indicate how frequently the behavior described occurred, by checking ONE of the boxes next to the statement. Please respond to all questions. Thank you.</p>				
This school year...	Always	Usually	Some-times	Never
1. The teachers treated my child(ren) with respect.				
2. The teachers gave clear directions needed to complete homework.				
3. The teachers kept me informed of my child's / children's progress.				
4. My child(ren) appeared to know what was expected academically by his/her teachers.				
5. The teachers used a grading system I consider equitable.				
6. The teachers let me know that my communication with him or her about my child(ren) was welcomed.				
7. I felt confident I would get a response if I emailed or called my child's/children's teachers.				
8. My child(ren) was/were treated respectfully by his/her/their peers in class.				
9. My child(ren) felt s/he/they could speak with the teachers about any concerns or problems.				
10. My child(ren) felt challenged in his/her/their classes.				
11. Classroom rules/procedures were clearly outlined by the teachers.				
12. The teachers use a variety of methods to communicate with me about my child(ren) for example: email, phone, progress reports, notes, interim reports, conferences, webpage, etc.				

FORM C

Parent/Guardian Survey of Teachers' Practices

Below is a matrix that can be used to determine the teacher's level of proficiency based on feedback from parents/guardians. The rating depends on the number of responses given that correspond to 'never, sometimes, usually, or always.' Surveys that do not have a response for every statement will be eliminated. The teachers' final rating will be based on where the majority of responses lie.

Survey responses will be 'scored' using the following process:

4. Aggregate responses for all survey questions by 4 categories : never, sometimes, usually, always;
5. For each category, calculate the percentage of all responses that fall into that category;
6. Use the matrix below to determine the overall teachers' rating.

Example : Hampton Elementary School has 488 students; 356 surveys from parents are returned. The aggregated survey responses fall into the following categories (total of 4,272 responses) :

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With this distribution of responses, all teachers in Hampton Elementary School would receive a parent rating of 'exemplary.'

Aggregated Parent / Guardian responses

Teacher rating levels		Never	Sometimes	Usually	Always	
	Exemplary	up to 15%	15 - 30%	70-85%, with majority in 'always'		
	Proficient	up to 15%	70-85%, with majority in 'usually'			up to 15%
	Developing	up to 15%	70-85%, with majority in 'sometimes'			up to 15%
	Below Standard	60% or more	20-60%	up to 10%	up to 10%	

FORM D

SLOs > Student Learning Objectives

Teacher's Use of Standardized Indicator Data to Write SLOs

Note: Standardized indicator data comes from standardized assessments; therefore, the term used in the rubric to describe 'standardized indicator data' is *assessment results*. This rubric applies to teachers who are in tested subjects (CMT or CAPT), or to teachers who have other standardized assessments readily available they can choose to use as a pre-test with students.

	Below Standard	Developing	Proficient	Exemplary
Using standardized test results to write SLOs focuses on 2 teacher behaviors: 1. the teacher's ability to examine assessment results and make connections to data from other sources; 2. the teacher's ability to write student learning objectives (SLOs) based on the data.	<p>The teacher :</p> <p>1. uses data only from assessment results to set SLOs</p> <p style="text-align: center;">OR</p> <p>2. uses assessment results and other data to write SLOs, but can't explain how data from different sources connects</p> <p style="text-align: center;">OR</p> <p>3. uses data and writes SLOs that focus primarily on low-level skills</p>	<p>The teacher :</p> <p>1. needs extensive prompting and guidance from the evaluator to explain how assessment results and other data connect</p> <p>2. identifies broad student learning needs</p> <p>3. writes general SLOs that : * focus on using lower- and higher level skills in the subject area</p>	<p>The teacher :</p> <p>1. can independently connect different types of data, but also works, as appropriate, with colleagues to examine data</p> <p>2. identifies broad student learning needs</p> <p>3. writes SLOs that : * provide different levels of challenge suitable for students' abilities</p> <p>* help students learn to use skills and knowledge in the subject area</p> <p>* help students make connections to real-world experiences</p>	<p>The teacher :</p> <p>1. can independently connect different types of data, but also works, as appropriate, with colleagues to examine data</p> <p>2. identifies broad student learning needs</p> <p>3. writes SLOs that : * provide different levels of challenge suitable for students' abilities</p> <p>* help students learn to use skills and knowledge in the subject area</p> <p>* help students make connections to real-world experiences</p>

FORM E **Teacher's Use of Other Data to Write SLOs**

Teachers who are in non-tested grades and subjects also review data about their students, other than standardized test results, and information about the curriculum, in order to write student learning objectives (SLOs). That data may come from a variety of sources such as student grades, the district curriculum for the course, student IEPs, benchmark assessments used as pre-tests, teacher-made pre-tests for the subject, or information from previous teachers. That data, used collectively, will help the teacher set appropriate SLOs for students.

	Below Standard	Developing	Proficient	Exemplary
<p>The use of data focuses on 2 teacher behaviors:</p> <p>1. the teacher's ability to examine and make connections among data from various sources;</p> <p>2. the teacher's ability to write student learning objectives (SLOs) based on the data.</p>	<p>The teacher :</p> <p>1. uses only one type of data to set SLOs <i>OR</i></p> <p>2. uses more than one type of data to write SLOs, but can't explain how the types of data connect <i>OR</i></p> <p>3. uses data and writes SLOs that focus primarily on low-level skills</p>	<p>The teacher :</p> <p>1. needs extensive prompting and guidance from the evaluator to connect different types of data</p> <p>2. identifies broad student learning needs</p> <p>3. writes general SLOs that : * focus on using lower- and higher level skills in the subject area</p>	<p>The teacher :</p> <p>1. can independently connect different types of data, but also works, as appropriate, with colleagues to examine data</p> <p>2. identifies broad student learning needs</p> <p>3. writes SLOs that : * provide a common level of challenge, but allow for supplemental or specialized instruction for groups of students * help students learn to use skills and knowledge in the subject area * make connections to real-world experiences</p>	<p>The teacher :</p> <p>1. can independently connect different types of data, but also works, as appropriate, with colleagues to examine data</p> <p>2. identifies broad student learning needs</p> <p>3. writes SLOs that : * provide different levels of challenge suitable for students' abilities * help students learn to use skills and knowledge in the subject area * make connections to real-world experiences</p>

FORM F

Support Teacher's Use of Other Data to Write SPOs

Teachers who are in support positions, and have no responsibility for direct instruction of students, or who only provide 'as-needed' instruction to students, will write Support Performance Objectives (SPOs) that are directly related to supporting classroom teachers' efforts to improve instruction. They'll review data from a variety of sources, such as district curriculum; school, department area, and/or grade level goals; and other identified teacher needs. That data, used collectively, will help the teacher set appropriate SPOs designed to impact classroom teachers' instructional strategies.

	Below Standard	Developing	Proficient	Exemplary
<p>The use of data focuses on 2 support teacher behaviors:</p> <p>1. the support teacher's ability to examine and make connections among data from various sources;</p> <p>2. the support teacher's ability to write support performance objectives (SPOs) based on the data.</p>	<p>The support teacher :</p> <p>1. uses only one type of data to set SPOs</p> <p style="text-align: center;">OR</p> <p>2. uses more than one type of data to write SPOs, but can't explain how the types of data connect</p> <p style="text-align: center;">OR</p> <p>3. uses data and writes SPOs that focus primarily on low- level skills</p>	<p>The support teacher :</p> <p>1. needs extensive prompting and guidance from the evaluator to connect different types of data</p> <p>2. identifies broad teacher learning needs</p> <p>3. writes general SPOs that : * focus on using lower- and higher level skills in the subject area</p>	<p>The support teacher :</p> <p>1. can independently connect different types of data, but also works, as appropriate, with colleagues to examine data</p> <p>2. identifies broad teacher learning needs</p> <p>3. writes SPOs that : * provide different levels of challenge suitable for teachers' abilities</p> <p>* help teachers learn to use skills and knowledge in their subject areas</p>	<p>The support teacher :</p> <p>1. can independently connect different types of data, but also works, as appropriate, with colleagues to examine data</p> <p>2. identifies broad teacher learning needs</p> <p>3. writes SPOs that : * provide different levels of challenge suitable for teachers' abilities</p> <p>* help teachers learn to use skills and knowledge in their subject areas</p> <p>* make connections to impacting instruction</p>

FORM G
Sample student learning objectives

Content area : 7th grade social studies (American history)

Objective : Students will be able to use supporting details to explain their position on what 'independence' means to an individual, a community, and a country.

Indicators of growth & development : Students will show growth in the quality of 5-6 pieces of work done over time, as compared to at least 5 of the 10 categories (including 'content' and 'organization & clarity') on the district-wide Quality Student Work Rubric (QSWR).

Content area : 11th grade English (semester course on public speaking)

Objective: Students will improve their oral speaking and presentation skills.

Indicators of growth & development: Students will make 6 oral presentations during the course of the semester. Over the 6 presentations, students will show growth in the use of 4 of the 6 skills (including 'elocution' and 'eye contact') on the Presentation Rubric developed by the English department.

Content area : 5th grade writing (focus on non-fiction)

Objective : Students will demonstrate growth in writing persuasive essays.

Indicators of academic growth & development: Students will demonstrate growth in the use of 'author's voice,' 'word choice,' and 2 other criteria on the district persuasive writing rubric, through 4-6 persuasive writing pieces written over the school year.

Content area : grades 9-12 Introduction to Theatre course (semester)

Objective : Students will begin to develop voice training, characterization, and performance techniques for the stage.

Indicators of academic growth & development: Students will demonstrate growth in 3 of the 5 criteria on the rubric for an open script performance, through 5-6 such performances during the semester.

Sample SLO, indicators, assignment, use of Quality Student Work Rubric

7th grade social studies - early American history

SLO : Students will be able to use supporting details to explain their position on what 'independence' means to an individual, a community, and a country.

Rationale : Understanding how the concept of 'independence' looks in real-world situations and applications is the basis for understanding early American history. These principles are also critical to understanding the dynamics of the US relationship with other countries in today's world.

Indicators : Students will show growth in the quality of 5-6 pieces of work done over time, in the 5 selected categories (including 'content' and 'organization & clarity') on the district-wide Quality Student Work Rubric (QSWR).

QSWR categories used to examine student work : content; organization & clarity; presentation; analysis, synthesis, & evaluation; vocabulary of the subject area

Assignment 1 : Describe 2-3 things a colonist was free to do, and 2-3 things a colonist wasn't free to do, in one of the 13 colonies, between the time the Declaration of Independence was signed, and the end of the Revolutionary War, that would show he was an independent citizen. For each of the colonist's freedoms, explain how it affected his or her life.

type of work to choose from : oral, written

format : written - essay

oral - (1) 'colonist' being interviewed by the local community newsletter editor

(2) colonist 'thinking aloud about his life in the colonies

(3) another student choice, as approved by the teacher

Note : The teacher would then, over the course of the year, use other assignments and the QSWR to track student growth in the categories described above.

-SAMPLE -

Quality Student Work Rubric - 7th grade SS assignment 1 (independence)

Element Content	Below Basic			Basic		Proficient		Advanced	
	Main idea is not clear and/or details concerning the content or learning objective are not related to the topic or are nonexistent. <i>Student lists only one freedom, lists the same freedom more than once, but using different words, or lists things that weren't freedoms at all.</i>			Main idea is clear. Main idea is clear. Student provides the minimal amount of content required by assignment, explaining the concept(s) in his or her own words (comprehension level ala Bloom). Content used is accurate as it relates to the learning objective. <i>Student explains, in his or her own</i>		Main idea is clear. Student provides details about the topic show s/he can apply and analyze the concepts accurately, using the details to support his/her topic or thesis (application & analysis levels ala Bloom). <i>Student describes freedoms colonist had/didn't have, explains what the concept behind each freedom means. then gives a specific, concrete example of</i>		Main idea is clear. Student provides details about the topic that exceed what is required by the assignment or learning objective to make connections among relevant concepts (synthesis and/or evaluation level ala Bloom). The student provides more than one perspective. <i>Student describes freedoms colonist had/didn't have, explains what each freedom means, and describes how these freedoms</i>	
Organization and Clarity	The lack of organization distorts or obscures the main idea. The format is inappropriate for the learning objective. The order is illogical. The student does not make a point related to the learning objective. <i>What student lists and/or describes are not freedoms that were important prior to</i>			Poorly organized, although the format may be appropriate for the learning objective. The order is confusing in places. The student has difficulty in addressing his/her point. <i>Student jumps back and forth between freedoms described and details about each, making it</i>		Generally well organized, with a few minor problems and presented in a format appropriate for the learning objective. The student makes his/her point. <i>Student has facts and examples included, but in one or two areas there is a problem with sequence, an overlap that may cause minor confusion, or use of language</i>		Well-organized and presented in a format appropriate for the learning objective. The order is logical and the student clearly and succinctly gets his/her point across. <i>All facts and examples are given in a sequence that shows how one freedom affected another, or how perspectives were clearly different; language used makes explanations clear.</i>	

	<i>and during the Rev. War. Details given don't support what the</i>	<i>difficult to understand what details apply to what</i>	<i>that may cause minor confusion.</i>	
Vocabulary appropriate to subject area	<p>Awkward phrasing and inappropriate vocabulary are used and hinder the understanding of the student work.</p> <p><i>Student doesn't use vocabulary pertaining to the revolutionary war, or freedoms, appropriately. The wording used to list freedoms or give details show that the student doesn't</i></p>	<p>Weak phrasing and inadequate vocabulary are used, and detract from the student work.</p> <p><i>Student uses, or attempts to use, vocabulary pertaining to the revolutionary war and freedoms, but can do so only to give an explanation in his/her own words. Lack of appropriate vocabulary use</i></p>	<p>Phrasing and appropriate vocabulary are used and contribute to the clarity of the student work.</p> <p><i>Student chooses words that clearly describe the freedoms s/he selects and gives examples of. Examples are clear because of the wording and phrasing used.</i></p>	<p>Skilled phrasing and appropriate vocabulary enhance the student work and contribute to clarity of the student work.</p> <p><i>Student chooses words that clearly describe the freedoms s/he selects and gives examples of. The phrasing used makes the examples 'come alive.'</i></p>
Element	Below Basic	Basic	Proficient	Advanced
Presentation	<p>None, or one example, strategy, or illustration is used. Examples, strategies, or illustrations that relate to content are not shown.</p> <p><i>The student gives few or no examples or details about how the freedoms the colonist had affected his or her life, or details given don't relate to the colonist's freedoms.</i></p>	<p>The examples, strategies, or illustrations used relate to the learning objective.</p> <p><i>The examples or explanations of how the colonist's freedoms affected his/her life are more a re-wording of the freedom than a concrete example.</i></p>	<p>Examples, strategies, or illustrations are used and demonstrate the student's ability to apply skills and/or concepts that relate to the learning objective.</p> <p><i>For each freedom the student describes, s/he gives a specific, concrete example of how having or not having that freedom affected the colonist.</i></p>	<p>Examples, strategies, or illustrations enhance student work and demonstrates the student's ability to make connections beyond the learning objective.</p> <p><i>Student gives concrete examples to describe one of three things: (1) how the freedoms a colonist had or didn't have interacted or 'mixed' to affect his/her life; (2) how having or not having certain freedoms were viewed from different perspectives; or (3) how the colonist's freedoms compare</i></p>

Analysis, synthesis or evaluation	<p>The student recalls and states given information but cannot explain it in his/her own words.</p> <p><i>The freedoms the student lists are worded exactly as in notes given. The student can't explain how those freedoms affected the colonist's life.</i></p>	<p>The student restates the information in his/her own words and may attempt to apply some of the information to a situation.</p> <p><i>The student attempts to explain how a colonist's freedoms affected his/her life, but is not successful in making those clear connections.</i></p>	<p>The student compares and contrasts information and evaluates the information with accuracy.</p> <p><i>When the student gives examples of the freedoms a colonist had, s/he talks about how the freedoms compare to each other, may express his/her own opinion about them, and does so with a rationale that is supported by</i></p>	<p>The student thoroughly analyzes and synthesizes information and evaluates material with insight and accuracy.</p> <p><i>When the student gives examples as described above, s/he clearly explains why these freedoms were important.</i></p>
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FORM H STUDENT WORK CHART

Student learning goal _____

Student Name _____ Class / subject _____

- 'Student's beginning level of work' may be determined via an assessment or sample of work done early in the school year.
- Student work ratings are based on the *Quality Student Work Rubric*.
- 4 or more work samples will show a more clear pattern of growth over time.
- Under each date of work sample, in the box corresponding to the level of student work, write a brief description of the assignment.

	Student's beginning level of work	Date of work sample 1	Date of work sample 2	Date of work sample 3	Date of work sample 4	Date of work sample 5	Final student growth rating based on work
Advanced							
Proficient							
Basic							
Below Basic							

Student Work Rating

Appendix I
Quality Student Work Rubric
All Elements might not be used for every piece of student work

Element	Below Basic	Basic	Proficient	Advanced
Content	Main idea is not clear and/or details concerning the content or learning objective are not related to the topic or are nonexistent.	Main idea is clear. Student provides the minimal amount of content required by assignment, explaining the concept(s) in his or her own words (comprehension level ala Bloom). Content used is accurate as it relates to the learning objective.	Main idea is clear. Student provides details about the topic that show s/he can apply and analyze the concepts accurately, using the details to support his/her topic or thesis (application & analysis levels ala Bloom).	Main idea is clear. Student provides details about the topic that exceed what is required by the assignment or learning objective to make connections among relevant concepts (synthesis and/or evaluation level ala Bloom). The student provides more than one perspective.
Organization and Clarity	The lack of organization distorts or obscures the main idea. The format is inappropriate for the learning objective. The order is illogical. The student does not make a point related to the learning objective.	Poorly organized, although the format may be appropriate for the learning objective. The order is confusing in places. The student has difficulty addressing his/her point.	Generally well organized, with a few minor problems and presented in a format appropriate for the learning objective. The student makes his/her point.	Well-organized and presented in a format appropriate for the learning objective. The order is logical and the student clearly and succinctly gets his/her point across.
Vocabulary appropriate to subject area	Awkward phrasing and inappropriate vocabulary are used and hinder the understanding of the student work.	Weak phrasing and inadequate vocabulary are used, and detract from the student work.	Phrasing and appropriate vocabulary are used and contribute to the clarity of the student work.	Skilled phrasing and appropriate vocabulary enhance the student work and contribute to clarity of the student work.
Spelling and Grammar	Numerous errors in grammar, spelling, and punctuation seriously distort meaning and hinder communication.	Several errors in grammar, spelling, and punctuation hamper meaning or hinder communication.	Occasional errors in grammar, spelling, and punctuation do not distort meaning nor hinder communication.	No mechanical errors; spelling and punctuation are correct.

Element	Below Basic	Basic	Proficient	Advanced
Calculations	No calculations or calculations are inaccurate.	Many calculations are inaccurate.	Calculations may contain few errors.	All calculations are done completely and accurately.
Research or sources	Necessary documentation is missing. No sources are used.	Errors in documentation occur. Few sources are used and evidence is not accurately stated.	Documentation is correct. Students provide accurate and appropriate evidence from most sources.	Students provide multiple sources and document each correctly. Students provide accurate and appropriate evidence from all sources.
Presentation	None, or one example, strategy, or illustration is used. Examples, strategies, or illustrations that relate to content are not shown.	The examples, strategies, or illustrations used relate to the learning objective.	Examples, strategies, or illustrations are used and demonstrate the student's ability to apply skills and/or concepts to the learning objective.	Examples, strategies, or illustrations enhance student work and demonstrates the student's ability to make connections beyond the learning objective.
Analysis, synthesis or evaluation	The student recalls and states given information but cannot explain it in his/her own words.	The student restates the information in his/her own words and may attempt to apply some of the information to a situation.	The student compares and contrasts information and evaluates the information with accuracy.	The student thoroughly analyzes and synthesizes information and evaluates material with insight and accuracy.
Problem Solving	Has a vague understanding of the problem, uses a strategy or approach that does not match the problem, and the solution is inaccurate.	Has difficulty defining the problem, uses only one strategy for solving the problem and the solution is not clear.	Defines the problem, selects multiple approaches for solving the problem of which not all apply. The solution is correct, but is not clearly explained.	Clearly defines the problem, selects multiple approaches for solving the problem, and the solution and all relevant work is correct.
Effort	Does not fulfill the minimum requirements of the assignment nor provide evidence of thoughtful input.	Fulfills the minimum requirements of the assignment but does not show evidence of thoughtful input.	Fulfills the minimum requirements of the assignment and demonstrates some thoughtful input.	Exceeds the minimum requirements of the assignment and demonstrates thoughtful input.

FORM J

Student Growth Rating Worksheet

For each of the student learning goals you set this year, enter information for each student for whom you collected work samples: the work level of the student at the beginning of the year, and the final growth rating at the end of the year. (This information should be on each student's *Student Work Chart*) Note whether student growth was within bands (e.g., started in 'proficient' and ended in 'proficient') or across bands (started in 'basic' and grew to 'proficient'). Also add any comments you have about factors that may have supported or detracted from the student's ability to make growth.

Use the following descriptors for student rating levels: Below Basic, Basic, Proficient, & Advanced.

Student learning goal 1 :				
Student #	beginning rating level of work	final growth rating based on work	Did student meet growth in SLO target?	Teacher comments
1				
2				
3				
4				
5				
Student learning goal 2 :				
1				
2				
3				
4				
5				
Student learning goal 3 :				
1				
2				
3				
4				
5				

FORM K –Teacher Final Summative Rating

Teacher Name: _____ Grade: _____
Date: _____

Final Summative Rating

40% +10%= 50%

☐ Yes ☐ No Observation- Are marked as met expectation on each observation form as indicated by meeting 80% of the standards on Appendix A – Danielson Model for Teaching adopted by the CSDE (40%)

☐ Yes ☐ No Parent Feedback- Rubric for parent survey is used to determine rating in this area (10%)

45% +5%= 50%

☐ Yes ☐ No SMART Goals/ SLO- use of rubric to determine student growth rating (45%)

☐ Yes ☐ No Whole School Learning Indicators – If SIP goals are met both standardized and non- standardized this portion will be a met goal rating for this section. (5%)

Teacher Comments:

Evaluator Comments:

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

FORM L
Teacher Performance Remediation Plan

Teacher _____

School _____

<p>Deficiency to be addressed Standard / component number & description:</p> <p>Specific teacher behavior that does not meet the standard :</p>				
<p>Desired outcomes Specific behavior / performance the teacher will exhibit that will show s/he now meets the standard :</p> <p>Extenuating circumstances to consider :</p>				
Steps to reach the desired outcomes				
Action to be taken	Resources needed	Evidence collected	Timeline for completing action	Responsibilities
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.
6.	6.	6.	6.	6.

Signatures of agreement to the plan:

Printed name - Teacher completing plan	Signature - Teacher completing plan	date
Printed name - Teachers' Asso. representative	Signature - Teachers' Asso. representative	date
Printed name - Evaluator of Teacher	Signature - Evaluator of Teacher	date

Mid-year conference
Notes during conference / changes to the plan :

Date : _____

In attendance : _____

Name	Signature
_____	_____
Name	Signature
_____	_____
Name	Signature
_____	_____

(Signatures of those in attendance indicate each person has read the notes that are written above.)

END OF YEAR CONFERENCE **DATE :** _____

Notes during conference :

Teacher status at end of plan period:

Teacher has completed the remediation plan, and the teacher's evaluation rating is now considered to be _____.

NEXT STEPS :

In attendance : _____

Name

Signature

Name

Signature

Name

Signature

(Signatures of those in attendance indicate each person has read what is written above.)

ADDITIONAL INFORMATION TO CONSIDER WHEN DEVELOPING THE PLAN:

1. **Deficiency to be addressed** - List the specific standard and component of the teaching framework used in the district, *including the wording* of same. Describe, in concrete terms, what the teacher specifically does that does not meet the district expectations. As appropriate, include the frequency of the behavior.
2. **Desired outcomes** - Give a concrete description of what the evaluator should see the teacher doing that will show that the teacher is now meeting the standard. As appropriate, include how frequently the teacher is expected to exhibit the behavior in order to be successful. When determining the desired outcomes, several factors should be considered, including but not limited to, the number of years of teaching experience the teacher has, the teacher's class/case load, other 'control factors' pertaining to the students, and resources the school has available to offer/provide the teacher.
3. **Action to be taken** - Actions may include things such as engaging in professional learning to learn new skills; meeting and working with a coach or peer; keeping a log or file of evidence that shows performance changes; etc. Actions may occur simultaneously and/or occur for a short or long period of time.
4. **Resources needed** - Resources might include things such as time for professional learning, materials and equipment, and access to people. If a teacher works with a peer or coach, the resources that person may need should also be listed.
5. **Evidence Collected** - For each action taken by the teacher or another person involved in the implementation of the remediation plan, there should be evidence collected that the action was taken, and when appropriate, what the impact of the action was. For example, if one action of the teacher is to implement a different teaching strategy, then some evidence of how that strategy affected the students may be appropriate to include.
6. **Timeline for completing action** - This should be carefully and realistically planned, taking into account the professional responsibilities the teacher has, the school calendar, and unplanned-for-issues that arise (e.g., a large number of snow days).
7. **Responsibilities** - For each action, this area should describe what the specific responsibilities are for each person involved in the action - the teacher, the evaluator, and/or any others working with the teacher.

FORM M

Educator Evaluation Appeal Procedure

The right of appeal is inherent in the evaluation process and is available to every participant at any point in the evaluation process. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation process.

To initiate an appeal, either party must submit Appeal Worksheet I to both of the Appeal Committee Co-Chairpersons. Within three (3) school days of receipt of the appeal, the Appeal Committee Co-Chairpersons will send copies of the appeal to the other party. Using Appeal Worksheet II, the Appeal Committee Co-Chairpersons will schedule a joint meeting of the parties involved within seven (7) school days of the original receipt of the appeal.

When an appeal is brought to the Appeal Committee Co-Chairpersons, the following will occur:

1. A Hearing Committee, consisting of six (6) members chosen from the larger Appeal Committee, including one of the co-chairpersons, will meet with both parties simultaneously. The Hearing Committee will consist of 3 teachers and 3 administrators. See Appendix A for the composition of the Appeal Committee and guidelines, and Appendix B for the Appeal Committee application. The Appeal Committee co-chair chosen to chair the hearing may not do so if the hearing originates from his or her school.
2. At the hearing, the parties will present their concerns, talking with each other only through the committee chair.
3. At the hearing, when the committee is satisfied that they have sufficient information, they will recess to formulate a resolution. **The Hearing Committee must come to a resolution.**
4. When the Hearing Committee has reached consensus, the chairperson will prepare the written resolution on Appeal Worksheet III, which will be delivered to both parties by the committee chair within three (3) school days.

APPEAL COMMITTEE COMPOSITION AND GUIDELINES

1. Anyone interested in serving as an Appeal Committee member must submit an application to the head of his/her respective bargaining unit in September of the school year in which the person would serve on the Committee.
2. Appeal Committee members shall be educators and administrators who received ratings of proficient or higher on their own evaluations of the year preceding their appointment to the Committee.
3. Training in consensus building and dispute resolution shall be provided by the district to all Appeal Committee members early in the school year in which they have been appointed to the committee.
4. In the first year of implementation, one-third (1/3) of the Appeal Committee members shall be appointed to one (1) year terms; one-third (1/3) shall be appointed to two (2) year terms; and one-third (1/3) shall be appointed to three (3) year terms. In subsequent years, all terms shall be three (3) years in duration. Members may be appointed to the Committee for additional terms as long as their own evaluation ratings remain at the proficient level or higher.

An Appeal Committee member may resign from the Committee at any point during his or her tenure. An exit interview, conducted by the superintendent or his/her designee and the bargaining unit president of the resigning member or the president's designee, must be conducted with any committee member who resigns before the end of his/her term, the results of which shall be kept on file in the district's central office.

APPEAL COMMITTEE MEMBERSHIP APPLICATION

Name: _____

Position: _____

School: _____

Years of experience: _____

Certification held (code): _____

Please explain the reason(s) you feel you would make a good candidate for the Appeal Committee.

Please give a detailed description of three qualities you possess that would make you an excellent candidate for this type of position.

Please explain how you think your appointment to the Appeal Committee is beneficial to the school and/or district in which you work.

I acknowledge that, if I am selected to serve on the Appeal Committee, I must maintain objectivity and discretion during the appeal process and hearing. I am willing to commit to the time, training and effort necessary to serve on the Appeal Committee for the designated term.

Signature _____

Date _____

Teacher applications shall be submitted to the Local Education Association's executive committee; administrator applications shall be submitted to the head of the administrators' bargaining unit or, in the absence thereof, the superintendent or his/her designee.

HEARING COMMITTEE COMPOSITION AND GUIDELINES

1. The Hearing Committee shall consist of six (6) members: three (3) teachers to be appointed by the Local Education Association (LEA); and three (3) administrators to be appointed by the Local Administrators' Association. All Hearing Committee members shall be chosen from among the pool of Appeal Committee members.
2. The evaluator of the educator initiating the appeal cannot sit on the Hearing Committee to which the person brings his/her appeal. Administrators may sit on other Hearing Committees.
3. Whenever possible, members of the Hearing Committee should include teachers or administrators who teach or supervise the same grade level(s) or subject area(s) as the person initiating the hearing.
4. Appeal Committee members shall be selected on a rotating basis to serve on a Hearing Committee.
5. Hearing Committee members shall be granted release time to hear appeals that occur during the scheduled school day. If an appeal hearing is scheduled outside work hours (as determined by the Collective Bargaining Agreement for the committee members' respective associations), Appeal Committee members shall be compensated at the curriculum writing hourly rate.
6. Hearing Committee members shall not discuss appeals or appeal hearings with those not on the Hearing Committee.
7. Appeal hearing timelines may be extended by mutual agreement of both parties involved as well as their respective bargaining associations.

PROCEDURES FOR CONDUCTING AN APPEAL HEARING

1. Chair will convene meeting.
2. Chair will introduce all participants (if necessary).
3. Chair will explain purpose of appeal (facilitate resolution of conflict and guarantees to the rights of due process in resolving conflicts).
4. Chair will review procedures to be followed.
5. Chairperson will conduct the meeting. All statements or requests to question must be addressed to the chair.
6. The initiator of the appeal will cite the relevant area, section, process, or procedure within the evaluation program and state the nature of the Appeal.
7. The initiator of the appeal will present his/her position(s).
8. The chair or members of the hearing committee will address any clarifying questions to the initiator of the appeal.
9. The second party in the appeal procedure will present his/her position(s).
10. The chair or members of the hearing committee will address any clarifying questions to the second party.
11. The chair will allow each party to make a concluding statement.
12. The committee will recess to formulate a resolution.
13. A written document outlining the resolution will be delivered to both parties within five (5) school days of the appeal hearing.

Both parties involved in the hearing may be accompanied by the respective Local Education Association representatives of their choice.

EDUCATOR EVALUATION APPEALS PROCESS

DESCRIPTION OF DISPUTE

Educator Name : _____

Assignment : _____ Building : _____

Date : _____

A conflict exists between _____ and _____

with regard to the following issue(s) :

(Please cite specific area, section, process, or procedure with the evaluation program that is under appeal. Please be as explicit as possible.)

(Signature of Appeal Initiator)

(Date)

(Signature of Co-Chairperson)

(Date received)

EDUCATOR EVALUATION APPEAL PROCESS

NOTIFICATION OF APPEAL HEARING

To : _____

From : _____, Appeal Hearing Co-Chairperson

Date : _____

Re : Appeal – Procedure

This will acknowledge receipt of the Description of Dispute.

The Committee chosen to hear this appeal is :

1. _____, Chairperson

2. _____

3. _____

4. _____

5. _____

6. _____

The hearing of the appeal is scheduled as follows :

Day : _____

Date : _____ Time : _____

Location : _____

Rom #:

EDUCATOR EVALUATION APPEAL PROCESS

NOTIFICATION OF RESOLUTION

To : _____

(Disputants in Appeal Process)

From : _____

(Appeal Committee Co-Chairperson)

Date : _____

In response to your appeal of _____, regarding _____

the following resolution has been formulated:

Provide teachers with the list from student outcome indicators from SEED Model Plan pgs. 145-148

SECTION TWO: ADMINSTRATOR LEARNING & EVALUATION PLAN

OVERVIEW

Hampton's Administrator Evaluation Plan means to develop a shared understanding of leader effectiveness. Hampton's administrator evaluation and support plan defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to affect key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

This plan will use the Rubric developed by the STATE of CONNECTICUT in accordance with the Connecticut Guidelines for Educator Evaluation.(Refer to 3.3.3 of the CT plan).

The plan describes four levels of performance for administrators and focuses on the practices and outcomes of **Proficient** administrators. A "proficient" administrator can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 2 SMART goals aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of his/her evaluation

This section of the Hampton Professional Educator Learning and Evaluation Plan describes the administrator evaluation plan, beginning with a set of underlying core design principles. It then clarifies the four components on which administrators are evaluated – leadership practice, stakeholder feedback, student learning, and teacher effectiveness – before describing the process of evaluation. Finally, it indicates the steps the evaluator takes to reach a summative rating for an administrator.

COMPONENTS OF HAMPTON ADMINISTRATOR EVALUATION PLAN

The evaluation of administrators (currently Hampton's only administrator below superintendent is principal), as well as supports for their ongoing growth and development, are based on four categories:

CATEGORY #1: LEADERSHIP PRACTICE (40%)

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

Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations. (See Connecticut School Leadership Standards)

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning) for principals will be weighted twice as much as** any other Performance Expectation. The other Performance Expectations must have a weighting of at least 5% of the overall evaluation.

These weightings will be consistent for all Hampton administrators. For any 092 certificate holders in non-teaching roles, the six Performance Expectations are weighted equally.

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

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.
- **Proficient:** The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in **bold** at the Proficient level.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Two key concepts, indicated by bullets, are often included as indicators. Each of the concepts demonstrates a continuum of performance across the row, from *below standard* to *exemplary*. (See Appendix 2: Forms A & B)

Assigning ratings for each Performance Expectation: Performance indicators provide examples of observable, tangible behavior that indicate the degree to which administrators are meeting each Performance Expectation. Evaluators and administrators will review performance and complete evaluation. Performance Expectation level, NOT at the Element level.

Additionally, it is important to document an administrator's performance on each Performance Expectation with evidence generated from multiple performance indicators, but not necessarily all performance indicators. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards.

Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

The administrator and evaluator meet for a Goal-Setting Conference by August 15 to identify focus areas for development of the administrator's leadership practice.

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

3. The administrator submits their self-assessment to their evaluator.

By May 30, a principal being evaluated reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.

Self-Assessment: In the spring, the administrator takes an opportunity to assess their practice on all 18 elements of the Connecticut Leadership Standards.

The administrator should also review their focus areas and determine if they consider themselves on track or not. In some evaluation systems, self-assessment occurs later in the process after summative ratings but

before goal setting for the subsequent year. We believe that including the self-assessment just prior

to the end-of-year summative review positions this step as an opportunity for the principal's self reflection

to inform their rating for the year.

4. By June 15, the evaluator and a principal being evaluated meet to discuss all evidence collected. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, proficient, developing, or below standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the Leadership Practice Matrix and generates a summary report of the evaluation by June 30. (Supported by the "Summative Rating Form," see Appendix 2: Form 0

Orientation and Training Programs

During the spring of 2013, Hampton's principal will participate in a series of half-day professional development sessions so that he/she will understand the evaluation system, the processes, and the timelines for his/her evaluation. Special attention will be given to the Common Core of Leading Performance Expectations and the Leadership Practice Rubric, so that the principal fully understands the Performance Expectations and the requirement for being a "Proficient" administrator. Additional sessions will be provided throughout the academic year that will provide the principal with access to resources and to deepen his/her understanding of the Evaluation Program. An in-depth overview and orientation of the 4 categories that are part of the plan, the process and timeline for plan implementation, the process for arriving at a

summative evaluation, and agreement on the collection and storage of data. One full day of training will be provided on using the Leadership Practice Rubric (Category 1), so that the superintendent-evaluator is thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. An additional full day of training will be provided to the superintendent-evaluator in conducting effective observations and providing high-quality feedback. Two additional days of training will be provided on the 3 other categories in the plan; stakeholder feedback, smart goals, and teacher effectiveness.

Principal Leadership Practice Matrix (40%)

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

CATEGORY #2: STAKEHOLDER FEEDBACK (10%)

Feedback from stakeholders assessed through the administration of a survey with measures that align to the Connecticut Leadership Standards is 10% of a Hampton administrator's (the principal's) summative rating.

To gain insight into what stakeholders perceive about the principal's effectiveness, the stakeholders surveyed will be those in the best position to provide meaningful

feedback. For the principal, stakeholders solicited for feedback will include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.).

The survey instrument to be used was developed by Victoria Bernhardt, *Education for the Future*, and Executive Director. These surveys used both nationally and internationally, have been subjected to a rigorous vetting process that has found them to be fair, reliable, valid, and useful.

The surveys will be administered on-line; they allow for anonymous responses, the Hampton principal will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered one time per year, in March. The March survey data will be used by the principal as baseline data for the following academic year.

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

ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING

Ratings will reflect the degree to which an administrator (the principal) makes growth on feedback measures, using data from the prior year as a baseline for setting a growth target. Exceptions to this include:

- An administrator with high ratings already, in which case, the rating should reflect the degree to which measures remain high.
- An administrator new to the role, in which case, the rating should be based on a reasonable target agreed upon between the administrator (in Hampton, the principal) and the district's superintendent.

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

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

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

CATEGORY #3: SMART GOALS (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state's accountability system for schools using the SPI and (b) performance and growth on 2 locally-determined measures, (SMART goals). Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation.

State Assessments (SPI)

1. School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut's standardized assessment, the Connecticut Mastery Test (CMT).
2. SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut's standardized assessment.

The evaluation rating for Hampton's principal on these state test measures is generated as follows:

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

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

Step 2: The scores in each category are combined; resulting in an overall state test rating that is scored on the following scale:

Exemplary	Proficient	Developing	Below Standard
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

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

LOCALLY-DETERMINED MEASURES – SMART GOALS

The principal establishes two SMART goals on measures he/she selects. In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards.
- At least one of the measures will focus on student outcomes from subjects and/or grades not assessed on state-administered assessment
- Should Hampton Elementary School become a school in “review” or be assigned “turnaround” status, indicators will align with the performance targets set out in the school’s mandated Improvement Plan

Hampton’s principal has broad discretion in selecting indicators, including, but not limited to:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures.
- Students’ performance or growth on school- or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

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

- First, establish student learning priorities for a given school year based on available data.

- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The principal chooses student learning priorities for her/his own evaluation that are (a) aligned to Hampton School District priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
- The principal shares the SMART goals with her/his evaluator, informing a conversation designed to ensure that:
 - ◆ The SMART goals are attainable.
 - ◆ There is adequate data that can be collected to make a fair judgment about whether the principal met the established SMART goals.
 - ◆ The SMART goals are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the principal against the objective.
 - ◆ The professional resources are appropriate to supporting the principal in meeting the performance targets.
- The principal being evaluated and the evaluator collect interim data on the SMART goals to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, the principal receives a rating for this portion using the Hampton Administrator Evaluation Summative Rating Form (see **Appendix 2: Process for Developing Hampton Administrator Evaluation Summative Rating and Forms A-O**).

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

		State Assessment – SPI (22.5%)			
		Exemplary	Proficient	Developing	Below Standard
Locally-determined Portion: 2 SMART goals (22.5%)	Exemplary	Exemplary	Exemplary	Proficient	Developing
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

CATEGORY #4: TEACHER EFFECTIVENESS (5%)

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

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

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

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

PRINCIPAL EVALUATION PROCESS

This section describes the process by which the principal and his/her evaluator collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. This Plan describes an annual cycle for the principal and evaluator to follow. Its designers believe that this sequence of events lends well to a meaningful and practicable process.

Process

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

SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION

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

Step 1: Orientation and Context-Setting by July 30

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

1. Student learning data are available for review by the principal and the state has assigned the school a School Performance Index (SPI) rating.
2. Stakeholder survey data are available for review by the principal.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The principal has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the principal with this document in order to orient her/him to the evaluation process.

Step 2: Goal-Setting and Plan Development by August 15

Before a school year starts, the principal will:

1. identify a target for growth on the SPI,
2. identify two SMART goals and
3. identify one stakeholder feedback target.

The principal will then identify the 2 specific areas of focus for his/her practice ***that will help him/her accomplish his/her*** SPI targets, SMART goals, and stakeholder feedback target, choosing from among the elements of the Connecticut School Leadership Standards. The principal will identify these 2 specific focus areas of growth in order to facilitate a professional conversation about his/her leadership practice with the evaluator. What is critical is that the principal can connect improvement in the practice focus areas to the growth in SPI, the SMART goals and the stakeholder feedback target, creating a logical unfolding from practice to outcomes.

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

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

The goal-setting form (see **Appendix 2 Form G. a**) is to be completed by the principal. The focus areas, goals, activities, outcomes, and time line will be reviewed by the principal's evaluator prior to the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

The evaluator will establish a schedule of school meetings with the principal to collect evidence and observe the principal's work. The first school visit will take place near the beginning of the school year to ground the evaluator in the school context and the principal's evaluation plan. Subsequent visits will be planned at 2- to 3-month intervals.

A note on the frequency of school site observations:

- 2 observations for the principal (1st by November 15th; 2nd by March 15th)
- 4 observations for a principal new to Hampton or who has received ratings of *developing* or *below standard*. (1st by November 15th; 2nd by January 15th; 3rd by March 15th; & 4th by April 15th)

Step 3: Mid-Year Formative Review: Midway through the school year there will be a formal check-in to review progress. In preparation for meeting:

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

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

Step 4: Self-Assessment: By May 30, the principal completes a self-assessment on his/her practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator being evaluated determines whether he/she:

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

The principal will also review his/her focus areas and determine if he/she considers himself/herself on track or not.

The principal submits his/her self-assessment to his/her evaluator.

Step 5: Summative Review and Rating: The principal and the evaluator meet by June 15 to discuss the principal's self-assessment and all evidence collected over the course of the year. This meeting serves as an opportunity to convey strengths, growth areas, and his/her probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

By June 30 the evaluator completes the summative evaluation report, shares it with the principal, and adds it to the principal's personnel file with any written comments attached that the principal requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators 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 principal may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the principal's summative rating when the data is available and submit the adjusted rating no later than August 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

SUMMATIVE PRINCIPAL EVALUATION RATING

The principal shall annually receive a summative rating in one of four levels:

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

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

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

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

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

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

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

Determining Summative Ratings

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

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

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. As shown in the Summative Rating Form (Form O) in **Appendix 2**, the evaluator records a rating for the performance expectations that generates an overall rating for leadership practice. The Stakeholder Feedback (Form C) rating is combined with the Leadership Practice (Form A) rating and the evaluator uses the matrix (**Form D in Appendix 2**) to determine an overall Practice Rating.

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

The outcomes rating derives from the two student learning measures – state test results (SPI) and SMART goals – and teacher effectiveness outcomes. As shown in the Summative Rating Form (Form N) in **Appendix 2**, state reports provide an assessment rating and evaluators record a rating for the SMART goals agreed to in the beginning of the year. These two combine to form the basis of the overall SMART goals rating. The Teacher Effectiveness rating is combined with the SMART goals rating and the evaluator uses the matrix (Form M) in **Appendix 2** to determine an overall Outcomes Rating.

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

The Summative rating combines the practice and outcomes ratings using the matrix below (also Form O in Appendix 2).

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

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

See Appendix Administrator Practice Rating					
Administrator Outcomes Rating		Exemplary	Proficient	Developing	Below Standard
	Exemplary	Exemplary			Developing
	Proficient	Proficient			Below Standard
	Developing	Developing		Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

Definition of Teacher Effectiveness

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate Exemplary performance on more than a small number of practice elements. A rating of **Developing** means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected, and two consecutive years at the Developing level is, for an experienced administrator, a cause for concern. On the other hand, for principals in their first year, performance rated Developing is expected. If, by the end of 3 years, performance is still Developing, there is cause for concern.

A rating of **Below Standard** indicates performance that is below proficient on all components or unacceptably low on one or more components.

A principal receiving a rating of Developing or Below Standard in any year will be placed on an individual administrator improvement and remediation plan (Hampton's Principal Professional Assistance and Support Plan). After one year of the Support Plan implementation, the principal must have a summative rating of Proficient or Exemplary to be considered effective.

ADMINISTRATOR PROFESSIONAL ASSISTANCE AND SUPPORT PLAN (A PERFORMANCE REMEDIATION PLAN)

A principal who receives a summative evaluation rating of "Developing" or "Below Standard" will be required to work with his/her evaluator or his/her qualified designee to design a Performance Remediation Plan. The plan will be created within 30 days after the completion of the summative evaluation rating conference. The principal's Performance Remediation Plan will identify areas of needed improvement and include supports that Hampton will provide to address the performance areas identified as needing improvement. After the development of the Performance Remediation Plan, the principal and evaluator (or designee) will collaborate to determine the target completion date. The principal must receive a summative evaluation rating of "Proficient" within a year of the development of his/her Performance Remediation Plan.

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Performance Expectation*: List performance expectation rated "developing" or "below standard"
4. *Indicators for Effective Leading*: Identify exemplar practices in the area identified as needing improvement

5. *Improvement Strategies to be Implemented*: Provide strategies the principal can implement to show improvement in performance expectations rated “developing” or “below standard”
6. *Tasks to Complete*: Specific tasks the principal will complete that will improve the performance expectation.
7. *Support and Resources*: List of supports and resources the principal can use to improve.
8. *Indicators of Progress*: How the principal will show progress towards proficient/exemplar in domain through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner with the superintendent, it will focus on the development of a supportive atmosphere for growth. The principal and evaluator will sign the plan. Copies will be distributed to anyone involved in the implementation of the plan. The contents of the plan will be confidential.

RESOLVING ADMINISTRATOR EVALUATION DISPUTES

The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As **Hampton’s** administrator evaluation plan is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out informally between the evaluator and the evaluatee.

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

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

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

Procedures

- o Within three days of articulating the dispute, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving the matter informally.

- If there has been no resolution, the Superintendent within five days shall bring to the attention of the Chair of the Board of Education the dispute.
- The Board Chair and the two parties will meet to review the facts of the dispute. Each party to the dispute may bring clarifying information (documents, facts, etc.) to substantiate his/her claims. Within three days of the meeting, and review of all documentation and recommendations, the Chair of the Board will act as arbitrator and make a final decision, or bring to the full Board the dispute for its recommendation for a final decision.

Time Limits

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

EVALUATION-BASED PROFESSIONAL LEARNING of ADMINISTRATOR

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

We recognize that educators as well as students learn in different ways and have different learning needs at different points in their career. Effective professional educator learning, therefore, must be highly personalized and provide for a variety of experiences, including learning teams, study groups, individual study, etc. as well as opportunities for conducting research and collaborating with colleagues on content-based pedagogical activities

Hampton's evaluation-based administrator professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of Hampton's Professional Learning and Evaluation Program is aligned with at least one, and often several, of the seven Standards for Professional Learning, as follows:

1. **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
2. **Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
3. **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
4. **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
5. **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
6. **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

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

TENETS OF THE HAMPTON PLAN: ALIGNING STANDARDS AND PROCESSES:

- ***Evaluation is an educator-centered process:*** In Hampton, we believe that, for evaluation to improve professional practice, whether an administrator or teacher, it is essential to “make evaluation a task managed by an educator, and not a thing done to a worker” (Peterson, 2000, p. 5).
 - Educator reflection on aspects of their instructional practice and its effect on student achievement, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice educators.
[Standards: Learning Communities; Data; Outcomes]
 - Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.
 - Educators collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.
- ***Organizational culture matters:*** The framework and outcomes of systems for the evaluation of administrators must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).
 - It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers’ and administrators’ perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of teachers and teaching to emphasize their role as instructional leaders, collaborating with teachers.
 - Evaluators and administrators support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. *[Standards: Leadership; Resources]*

- Each school's core beliefs about student learning are the foundation for evaluation and support systems, and provide a
 - focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]
 - Teachers and administrators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*]
 - Teachers and administrators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]
- ***Evaluation and professional learning must be differentiated to increase organizational effectiveness:*** There is a growing research base that demonstrates that individual and collective educator efficacy (defined by Bandura, 1997, as “the group’s shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments”), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004)
 - The needs of veteran and novice administrators are different, and evaluation-based professional learning is best designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources*]
 - The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for administrators to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [*Standards: Data; Outcomes; Learning Communities; Leadership*]

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

Hampton will provide opportunities for administrator career development and professional growth based on the results of the evaluation. A principal with an evaluation of Proficient or Exemplary will be able to participate in opportunities to further his/her professional growth, including attending state and national conferences and other professional learning opportunities.

Appendix 2

Administrator Forms & Documents

Process for Developing Hampton Administrator Evaluation Summative Rating

This summary rating form is to be completed by the evaluator after the final conference with the administrator. The evaluator will use the preponderance of evidence to assign a rating for each Performance Expectation. The evaluator will also determine progress against the state assessment results (SPI), the two SMART goals, the stakeholder feedback target and the teacher effectiveness results and assign ratings for each.

Instructions for completing Summative Rating Forms

I. Administrator Practice Summative Rating (50%) - Form E

The **Administrator Practice Summative Rating** is based upon 2 measures:

1. Leadership Practice Rating (40%)
2. Stakeholder Feedback Rating (10%)

These two measures are combined and the **Administrator Practice Summative Rating (Form E)** is assigned using the **Summary Administrator Practice Matrix – Form D**

Step 1: To assign the **Summary Leadership Practice Rating** the evaluator:

1. Assigns a rating for each Performance Expectation, using evidence from observations, artifacts and data submitted by the administrator being evaluated – **Form A**
2. Assigns a **Summary Leadership Practice Rating** for all Performance Expectations using the **Summary Leadership Practice Matrix – Form B**

Step 2: To assign the **Stakeholder Feedback Rating** the evaluator:

1. Assigns a rating for the Stakeholder Feedback target, using evidence submitted by the administrator being evaluated, including survey results and analysis – **Form C**

Step 3: To assign the **Administrator Practice Summative Rating** the evaluator:

1. Inputs the results of the **Summary Leader Practice Rating** and the **Stakeholder Feedback Rating** and uses the **Summary Practice Rating Matrix – Form D**—to assign an **Administrator Practice Summative Rating – Form E**.

II. The Administrator Outcomes Summative Rating (50%) is based upon 2 measures:

1. Student Learning Indicators Rating (45%)
 - a. State Assessment Results, (SPI) is 22.5%
 - b. 2 SMART goal results is 22.5%
2. Teacher Effectiveness Rating (5%)

These two measures are combined and the **Administrator Outcomes Summative Rating** is assigned using the **Summary Administrator Outcomes Matrix**.

Step 1: To assign the **Summary Student Learning Indicators Rating** the evaluator:

1. Assigns a rating for the **State Assessment Results Rating –Form G (SPI)** using the **SPI Rating Matrix – Form F**.
2. Assigns a SMART goal rating for each SMART goal, based upon evidence submitted by the administrator, using the **SMART Goal Rating –Form H**
3. Assigns a **Summary SMART Goal Rating** using the **Summary SMART Goal Rating Matrix – Form I**
4. Assigns a **Summary Student Learning Indicators Rating – Form K** using the **Summary Student Learning Indicators Matrix – Form J**

Step 2: To assign a **Teacher Effectiveness Rating** the evaluator:

1. Assigns a **Teacher Effectiveness Rating**, based upon the aggregate results of teachers' progress toward meeting their SMART goals, using the **Teacher Effectiveness Rating Matrix – Form L**

Step 3: To Assign the **Administrator Outcomes Summative Rating** the evaluator:

1. Inputs the results of the **Summary Student Learning Indicators Rating** and the **Teacher Effectiveness Rating** and uses the **Summary Outcomes Rating Matrix –Form M—to assign an Administrator Outcomes Summative Rating – Form N**

III. The Final Administrator Summative Rating is based upon 2 measures:

1. Administrator Practice Summative Rating – 50%
2. Administrator Outcomes Summative Rating – 50%

Step 1: To assign a **Final Administrator Summative Rating** the evaluator:

1. Inputs the results of the Administrator Practice Summative Rating and the Administrator Outcomes Summative Rating and uses the **Final Administrator Summative Rating Matrix** to assign a **Final Administrator Summative Rating**

HAMPTON Administrator Evaluation Summative Rating Form

Administrator: _____ **Evaluator:** _____

School/Division: _____

LEADERSHIP PRACTICE RATING FORM

Evaluator will review evidence from observations and other artifacts and data submitted by the administrator being evaluated to arrive at a rating for each of the Performance Expectations. Evaluators will rate at the Performance Expectation level and **NOT** at the Element level. After all of the Performance Expectations are rated, the evaluator will use the **Summary Leadership Practice Matrix** to determine an **Summary Leadership Practice Rating**.

FORM A. LEADERSHIP PRACTICE RATING (40%)				
Performance Expectations and Elements	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Performance Expectation 1: Vision, Mission and Goals				
Performance Expectation 2: Teaching and Learning				
Performance Expectation 3: Organizational Systems and Safety				
Performance Expectation 4: Families and Stakeholders				
Performance Expectation 5: Ethics and Integrity				
Performance Expectation 6: Leadership Practice Rating				
Use the Summary Leadership Practice Matrix, (below) to determine an Summary Leadership Practice rating				

FORM B: SUMMARY LEADERSHIP PRACTICE MATRIX				
Exemplary (4)	Proficient (3)		Developing (2)	Below Standard (1)
Exemplary on Teaching and learning	At least Proficient on Teaching and learning		At least Developing on Teaching and Learning	Below Standard on Teaching and learning
Exemplary on at least 2 other performance expectations	At least Proficient on at least 3 other performance expectations		At least Developing at or least 3 other performance expectations	Below Standard on at least 3 other performance expectations
No rating below Proficient on any performance expectation	No rating below Developing on any performance expectation			
Summary Leadership Practice Rating	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)

STAKEHOLDER FEEDBACK RATING FORM

Evaluator will review all evidence submitted, including results of Stakeholder Feedback surveys to determine an overall rating for this category.

FORM C: STAKEHOLDER FEEDBACK (10%)				
Stakeholder Feedback Rating	Exemplary (4) Exceeded target or maintained high level	Proficient (3) Met target	Developing (2) Made progress towards target	Below Standard (1) Made no progress and did not meet target
Feedback Target 1				
Stakeholder Feedback Rating	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)

FORM D: SUMMARY PRACTICE RATING MATRIX

Evaluator will use the results of the **Summary Leader Practice Rating** and the **Stakeholder Feedback Rating** to determine the **Administrator Practice Summative Rating** by using the **Summary Practice Rating Matrix** below.

Summary Leadership Practice Rating (40%)					
Stakeholder Feedback Rating (10%)	Level	Exemplary	Proficient	Developing	Below Standard
	Exemplary			Developing	Developing
	Proficient			Developing	Below Standard
	Developing			Developing	Below Standard
	Below Standard			Developing	Below Standard

FORM E: ADMINISTRATOR PRACTICE SUMMATIVE RATING (50%)				
ADMINISTRATOR PRACTICE SUMMATIVE RATING	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)

ADMINISTRATOR OUTCOMES SUMMATIVE RATING – 50%

STEP 1: STUDENT LEARNING INDICATORS RATING

STUDENT LEARNING INDICATORS RATING (45%)

Evaluator uses the results of the SPI (22.5%) and progress on the 2 SMART goals (22.5%) to assign an **Summary Student Learning Indicator Rating**. The evaluator will use the **SPI Rating Matrix** to determine an overall rating for this category.

FORM F: SPI Rating Matrix

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

STATE ASSESSMENT RESULTS (SPI) RATING (22.5%)

Evaluator uses the results of the **SPI Rating Matrix** to assign a rating.

FORM G: STATE ASSESSMENT RESULTS (SPI) RATING - (22.5%)

	>3.5	2.5 – 3.5	1.5 – 2.4	<1.5
State Assessment Results (SPI)				
Rating	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
State Assessment Rating (SPI) (22.5%)				

Goal:

1. Specific.

What will the goal accomplish?

How and why will it be accomplished?

2. Measurable.

How will you measure whether or not the goal has been reached (list at least two indicators)?

3. Achievable.

Is it possible?

Have others done it successfully?

Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?

4. Results-focused.

What is the reason, purpose, or benefit of accomplishing the goal?

What is the result (not activities leading up to the result) of the goal?

5. Time-bound.

What is the established completion date and does that completion date create a practical sense of urgency?

SMART GOALS RATING (22.5%)

The evaluator reviews data and evidence collected on the 2 SMART goals and assigns a rating for each of these goals. The evaluator uses the **SMART Goals Matrix** to assign a **Summary SMART Goals Rating**.

FORM H: SMART GOALS RATING - (22.5%)				
Student Learning Indicators (22.5%)	Exemplary (4) Exceeded goal or maintained high level	Proficient (3) Met goal	Developing (2) Did not meet goal but made progress toward goal	Below Standard (1) Did not meet goal and made little or no progress toward goal
SMART Goal #1				
SMART Goal #2				

SUMMARY SMART GOALS RATING - (22.5%)

Use the **Summary SMART Goals Rating Matrix**, (below) to assign a **Summary SMART Goals Rating** for the 2 SMART Goals.

FORM I: SUMMARY SMART GOALS RATING MATRIX - (22.5%)				
Summary SMART Goals Rating (22.5%)	Exemplary (4) Exceeded goal or maintained high level on 2 s	Proficient (3) Met goal on 1 and made progress on the other	Developing (2) Did not meet goal on either , but made progress toward goal on both s	Below Standard (1) Did not meet goal and made little or no progress toward goal on either

SUMMARY STUDENT LEARNING INDICATORS RATING – (45%)

Evaluator uses **SMART Goals Matrix** to give **Summary Student Learning Indicators Rating**.

FORM J: SMART Goals Matrix

		STATE ASSESSMENT PORTION (SPI)			
		Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Summary SMART Goals Rating	Exemplary (4)	Exemplary	Exemplary		Developing
	Proficient (3)	Proficient			Developing
	Developing (2)			Developing	Below Standard
	Below Standard (1)	Developing	Developing	Below Standard	Below Standard

FORM K: SUMMARY STUDENT LEARNING INDICATORS- (45%)

SUMMARY STUDENT LEARNING INDICATORS RATING (45%)				
Summary Student Learning Indicators Rating	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)

TEACHER EFFECTIVENESS RATING (5%)

Evaluator uses the aggregate results of teachers' progress toward meeting their smart goals to assign an overall rating for **Teacher Effectiveness** using the **Teacher Effectiveness Rating Matrix** below:

FORM L: TEACHER EFFECTIVENESS RATING MATRIX				
	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
Teacher Effectiveness Rating	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)

FORM M: SUMMARY OUTCOMES RATING MATRIX (50%)

Evaluator uses the **Summary Outcomes Rating Matrix** to assign an **Administrator Outcomes Summative Rating**.

Administrator Student Learning Related Indicators Rating (45%)					
Teacher Effectiveness Rating (5%)		Exemplary	Proficient	Developing	Below Standard
	Exemplary			Developing	Below Standard
	Proficient			Developing	Below Standard
	Developing			Developing	Below Standard
	Below Standard			Developing	Below Standard

FORM N: ADMINISTRATOR OUTCOMES SUMMATIVE RATING (50%)				
	Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Administrator Outcomes Summative Rating				

FORM O: FINAL ADMINISTRATOR SUMMATIVE RATING MATRIX

Evaluator uses the **Administrator Practice Summative Rating (50%)** and the **Administrator Outcomes Summative Rating (50%)** to assign a **Final Administrator Summative Rating** using the **Matrix** below.

Administrator Practice Summative Rating (50%)					
Administrator Outcomes Summative Rating (50%)		Exemplary	Proficient	Developing	Below Standard
	Exemplary				Developing
	Proficient				Below Standard
	Developing		Developing	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

References and Resources

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