ELLINGTON
Public Schools
"Where Children Come First"

Professional Growth
and
Administrator Evaluation Plan

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Acknowledgements

The Ellington Professional Growth and Administrator Evaluation Plan was developed by the following team:

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Guiding Beliefs

The professional growth and evaluation process will increase student achievement and improve professional practices. It is based on the assumption that educators, like students, must be continual learners and are motivated to examine and reflect upon their professional practice in order to improve instruction. To that end, the Ellington Professional Growth and Administrator Evaluation Plan is based on the following beliefs about teaching and learning:

We believe that all students:

- should be challenged to reach their highest potential;
- learn differently and at a different pace;
- deserve equal opportunities to learn; and
- deserve a positive, respectful learning environment.

We believe that effective administrators are:

- passionate about their work, their students and the school community;
- accountable for the success of all students;
- reflective and use performance feedback to improve teacher effectiveness and student learning;
- committed to continuous professional growth, building capacity and collegial collaboration; and
- contributing members of a positive, respectful professional culture.

Objectives for Professional Growth and Administrator Evaluation

1. To enhance the professional skills of the staff so they may more effectively meet the needs of all students.

2. To provide equitable opportunities for focused continuing education and professional development for all educators.

3. To provide feedback that motivates personal and professional growth.

4. To facilitate communication and collaboration among educators to improve teaching and learning.

5. To provide assistance to educators for their continuous improvement.

6. To establish a procedure by which individual and district goals can be translated into performance objectives.

7. To contribute to good morale by demonstrating just and equitable personnel practices.

8. To acknowledge and recognize educators' growth, improvement, and contributions promoting professional growth.

9. To provide differentiated professional learning opportunities that acknowledge and are responsive to differences in skills, experience and learning needs.

OVERVIEW OF ADMINISTRATOR EVALUATION MODEL

Introduction

A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for Ellington Public Schools. The Ellington administrator evaluation model defines administrator effectiveness in terms of: professional practice (the actions taken by administrators that have been shown to impact key aspects of school life); the results that come from this leadership (teacher effectiveness and student achievement); and the perceptions of the administrator's leadership among key stakeholders in his or her community.

Evaluation Procedures and Definitions

This document outlines a revised model for the evaluation and development of teachers in the Ellington Public Schools. It is based on the Connecticut Guidelines for Educator Evaluation (June, 2012). This model was piloted in the 2013-14 school year and will be revised as necessary in future years.

Evaluators

Evaluators are defined as district administrators who hold the intermediate administrative certificate (092). Administrators are the only staff designated to evaluate certified staff.

Phases of Evaluation

For the purposes of evaluation, administrators will be participate in one of two phases:

- Continuous Professional Growth Phase
- Intervention Process

The Intervention Process is described more fully on pages 24-30.

Administrator Evaluation Process

Each administrator participates in the evaluation process as a cycle of continuous improvement.

SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION

AUGUST	SEPT/OCT	JAN/FEB	JUNE	JULY/AUGUST
Orientation, Planning for District Goals and Leadership Practice	Goal-Setting and Plan Development	Mid-Year Formative Review	Summative Review and Rating	Reflection for Continuous Improvement

Step 1: August: Orientation, Planning for District Goals and Leadership Practice:

Orientation on Process— To begin the evaluation process, the Superintendent and Director of Educational Services will meet with administrators to discuss the evaluation process and their roles and responsibilities within it. In the first year of implementation, a district-level orientation program for the new evaluation

system will be held. Thereafter, annually, initial orientation programs regarding the administrator evaluation and support programs will be held with newly employed administrators.

The administrator begins the process by examining:

1. Relevant student data, including but not limited to: state measures of academic learning (currently CMT Science and CAPT Science), Smarter Balanced Assessments, CTAA, AP, ACT, SAT data, graduation rates, and School Performance Index (SPI) ratings.

2. Stakeholder survey data (parent, teacher, and student data as applicable).

The administrator will participate in a collaborative conversation to develop district goals and to facilitate the development of the district instructional plan, including district level plans for professional learning.

Step 2: September/October:
The administrator and his or her evaluator will meet to establish goals in the following three categories:

School Instructional Plan (3 Goals/SLOs):
Administrators will formulate three student learning objectives (SLOs) on measures they select. Certain parameters apply:

- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate.

For school-based administrators, these SLOs (written as SMART Goals) are in addition to school goals related to SPI and will be embedded into the School Instructional Plan (SIP). The SIP will also detail the school-based action steps and plans for professional learning to support goal achievement. The principal/assistant principal shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:

- ♦ The objectives are adequately ambitious.
- ♦ There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
- ♦ The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
- ♦ The professional resources are appropriate to supporting the administrator in meeting the performance targets.

Leadership Practice Plan (2 Goals):
The administrator will develop a leadership practice plan based on a self-assessment using the LEARN/Shoreline Leadership Frameworks (see Appendix A, p. 41) Administrators will identify at least two areas in which they wish to improve their professional practice. Each administrator will create a plan for professional learning and identify specific action steps and resources needed to support learning.

Stakeholder Feedback Goal (1 Goal)
Additionally, each administrator will develop one goal related to stakeholder feedback. This goal may be contained within the School Instructional Plan or in the Leadership Practice Plan as appropriate, depending on the nature of the goal.

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.

Step 3: Plan Implementation and Evidence Collection: As the Administrator implements the plan, he/she and the evaluator both collect evidence about the Administrator's practice and performance. For the evaluator, this must include at least **two** and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site are essential.

Unlike visiting a classroom to observe a teacher, school visits to observe Administrator practice can vary significantly in length and setting and focus. This may include direct observation of the administrator's practice, observations of the day to day operations of the school and instructional practice, and discussing other forms of evidence with the administrator. Further, central to this process is providing meaningful feedback based on observed practice. Evaluators need to provide timely feedback (oral or written) after each visit. This process relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence, including but not limited to:

Observable Evidence

Directly observing an administrator at work
The evaluator is physically present in the school or venue where the administrator is present, leading, and/or managing. This includes but is not limited to leadership team meetings, professional development sessions, parent meetings, and teacher feedback conversations.

Observing the systems established by the administrator
The evaluator is observing systems that operate without the leader present. This includes but is not limited to team meetings or collaboration sessions (where the administrator is not present), observing teacher practice across multiple classrooms, or observing school systems, culture, climate, etc.

Documented Evidence

Collecting artifacts
The evaluator reviews materials that document administrator practice. This includes but is not limited to school improvement plans, school newsletters, and professional development agendas and materials.

Reviewing school data
The evaluator reviews teacher performance data, student performance data, and overall school performance data. This includes but not limited to leading indicators of the school or district development plan, direct evidence of student performance, and all stakeholder feedback.

Step 4: January/February: Mid-Year Formative Review: The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward administrator's six goals,

supported by evidence. The meeting is also an opportunity to discuss any changes in the context that could impact accomplishment of the goals; goals may be adjusted at this point.

Step 5: By June 30: Summative Review and Ratings: The administrator and evaluator meet to discuss the administrator's self-assessment and all evidence collected over the course of the year. After the meeting, the evaluator assigns a rating, based on all available evidence. The evaluator completes the summative evaluation report, shares it with the administrator, and adds it to the administrator's personnel file, along with any written response from the administrator.

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 preliminary rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September15. 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.

Step 6: July/August: Reflection for Continuous Improvement: Administrators reflect on their practice on the four domains of the LEARN/Shoreline Leadership Frameworks. Administrators review their Leadership Practice goals, outcomes of Student Learning Outcome goals, and consider feedback from the evaluator in preparation for the year ahead.

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SUPPORT AND DEVELOPMENT

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As a standalone, evaluation cannot improve leadership practice and student learning. However, when paired with effective, relevant and timely support and opportunities for professional learning, the evaluation process has the potential to help move administrators along the path to exemplary practice.

Professional Learning
In any sector, professionals learn and grow through honest assessment of current performance, clear goal-setting for future performance, and taking action to close the gap. Professional learning opportunities focus on analyzing and refining teaching methods and best practices developed by and shared between and among educators, and address both individual learning needs and collective needs driven by new standards, assessments and school or district initiatives. This approach is intended to enhance collaborative practice and foster collective responsibility for improved student performance. Throughout the professional growth and evaluation process, every administrator will be identifying professional learning goals through mutual agreement with his/her evaluator. These goals serve as the foundation for ongoing conversations about the administrator's practice and impact on student outcomes. The professional learning opportunities for each administrator should be address individual strengths and needs that are identified through the evaluation process. A needs assessment process may also reveal areas of common need among administrators, which may be addressed in district-wide professional learning opportunities.

Improvement and Remediation Plans
If an administrator's performance is rated as *developing* or *below standard*, it signals the need for the creation of an individual administrator improvement and remediation plan. Details of such plans are described in the Intervention Process section of this document. The improvement and remediation plan will be developed in

consultation with the administrator and his/her exclusive bargaining representative. Improvement and remediation plans must:

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

Career Development and Growth
Opportunities for career development and professional growth are critical in both building confidence in the evaluation system itself and in building the capacity of all administrator s. Examples of such opportunities include, but are not limited to: observing peers; mentoring early-career administrator s; participating in development of administrator improvement and remediation plans for peers whose performance is *developing* or *below standard*; facilitating professional learning opportunities; leading district-wide committees; and participating in focused professional development based on goals for continuous growth and development.

Ensuring Fairness and Accuracy: Evaluator Training
The district will provide all evaluators of administrators with training focused on the administrator evaluation system, including training on the LEARN/Shoreline Leadership Frameworks, conducting effective observations and providing high-quality feedback. This training shall be held during the summer preceding the first full year of implementation, with annual updates and revisions to the plan as needed in following years to ensure consistent implementation.

Definition of Effectiveness and Ineffectiveness
Ellington Public Schools shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from this evaluation system.

Effective	Administrator has received a summative rating of *proficient* or *exemplary*.
Ineffective	Administrator has received two consecutive ratings of *developing* or one rating of *below standard*.

Dispute Resolutions Process
Formulation of Professional Growth Plan (or Action Plan in Intervention Process): The following procedures will be used in cases where the evaluator and administrator cannot agree on the areas of focus for the evaluation period:
1. If a disagreement arises concerning the formulation of the Professional Growth Plan (or the Action Plan in the Intervention Process), the administrator shall first discuss the matter with the primary evaluator.
2. If the disagreement cannot be resolved, the administrator will be advised to contact the President of the Ellington Administrators' Association, who will attempt to mediate a resolution.
3. If the problem remains unresolved, the administrator shall submit a written formal appeal with the primary evaluator within five school days. A formal written appeal shall include a statement describing the issue and a proposed remedy.
4. If the disagreement is not resolved, the appeal will be forwarded to the superintendent.

5. After reviewing the appeal, the superintendent will prescribe a resolution of the disagreement.
6. The decision of the superintendent will be final.
7. Should an administrator's immediate evaluator be the superintendent, and a dispute arises that cannot be resolved, a mutually agreed-upon an arbiter will be brought in to mediate the dispute.

<u>Summative Evaluation</u>: The following procedures shall be used when administrators disagree with comments and/or the final ratings on the *Summative Evaluation Report*.
1. Disagreements related to ratings and/or administrative comments on the *Summative Evaluation Report* shall be discussed with the evaluator in an attempt to resolve differences.
2. If the issue is not resolved, the administrator may submit in writing the points of disagreement and the reasons. This statement will be attached to the *Summative Evaluation Report* and placed in the administrator's personnel file.

ADMINISTRATOR EVALUATION: CATEGORIES AND RATINGS

The evaluation of administrators, 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 is 40% of the summative rating. It is determined by direct observation of practice and the collection of other evidence. These expectations are described in the Common Core of Leading; Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June, 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations. These standards form the foundation of the LEARN/Shoreline Leadership framework.

The elements of practice of the LEARN/Shoreline Leadership framework is the interface of the critical elements of educational and personal leadership practices, essentially synthesizing the "what" and "how" of effective school and district leadership. These are the translated definitions of the Connecticut Common Core of Leading in action, streamlining the six Performance Expectations of the CT Common Core of Leading into four actionable areas. Each of the four Performance Expectations is supported by attributes that further define it. All of the Performance Expectations are reviewed through the lens of leadership. Based on the ISLLC standards and drawing on the LEAD Connecticut Turnaround Principal Competencies as well as the Vanderbilt Assessment of Leadership in Education, this model builds on the latest research to develop the capacity of leaders.

Improving teaching and learning is at the core of what effective educational leaders do. As such, "Performance Expectation 1: Instructional Leadership" comprises half of the leadership performance and practice rating and the other three performance expectations are equally weighted.

These weightings are consistent for all administrators. For assistant administrators and other school-based 092 certificate holders in non-teaching roles, the Performance Expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers.

In order to arrive at these ratings, administrators are measured against the LEARN Leadership Framework (Appendix) which describes leadership actions across four performance levels for each of the performance expectations and associated attributes. The four performance levels are:

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for others to engage in action and lead. The Exemplary level is represented by leadership that moves beyond the individual leader/school and extends across the district or beyond. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Accomplished performance.

- **Accomplished:** The framework is anchored at the Accomplished Level using the indicators and performance expectations derived from the Connecticut School Leadership Standards. It describes the educational and personal leadership practices necessary to lead successfully.

- **Developing:** The Developing Level focuses on leaders with a general knowledge of educational and personal leadership practices that are evolving. However, most of those practices lead to results that are inconsistent or they do not necessarily lead to positive or sustainable results.

- **Below Standard:** The Below Standard Level focuses on a limited understanding of educational leadership practices, misuse or general inaction on the part of the leader, or working against school and district improvement on the part of the leader.

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each Performance Expectation in the LEARN/Shoreline Leadership Framework. Evaluators collect written evidence about and observe the administrator's leadership practice across the performance expectations described in the framework. Specific attention is paid to leadership performance areas identified as needing development. This is accomplished through the steps described above, undertaken by the administrator being evaluated and by the evaluator completing the evaluation.   The steps include:

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

2. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Administrator evaluators must conduct at least two school site observations for any Administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession, or who have received ratings of** *developing* **or** *below standard.* Assistant principal evaluators shall conduct at least four observations of the practice of the assistant principal.

3. The administrator and evaluator hold a Mid-Year Formative Conference, with a focused discussion of progress toward the expectations of Accomplished performance, with particular emphasis on any focus areas identified as needing development or attention.

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

5. The evaluator and the Administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary, accomplished, developing*, or *below standard* for each Performance Expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year. (Supported by the "Summative Rating Form," **Appendix**.)

School Based Administrators:

Rate Each Performance Expectation:

1. **Instructional Leadership**:

Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes. Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.	**(3) Accomplished**: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.	**(2) Developing**: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.	**(1) Below Standard**: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.

2. **Human Capital/Talent Development:**

Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation. Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches	**(3) Accomplished**: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.	**(2) Developing**: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	**(1) Below Standard**: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.

3. **Management and Operations:**

Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management. Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:			
(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and	**(3) Accomplished**: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.	**(2) Developing**: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are	**(1) Below Standard**: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning

innovative resource management.		mostly aligned with priorities	environment; resources are not or are misaligned.

4. Culture and Climate:

Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices. Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:			
(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.	**(3) Accomplished**: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.	**(2) Developing**: Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.	**(1) Below Standard**: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half,draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Assistant Administrators and Other School-Based Administrators:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Central Office Administrators

The Central Office LEARN/Shoreline Leadership Framework parallels the administrator framework. Both school leaders and central office staff are connected by the core dimensions of their work; however, central staff have responsibilities for educational leadership practice that may vary in scope and responsibility. The Central Office and administrator rubrics are linked through the core dimensions of Educational Leadership Practice as well as Personal Leadership Practices.

Administrators		Central Office Administrators
Educational Leadership Practice	**Personal Leadership Practice**	**Educational Leadership Practice**
Instructional leadership	**Efficacy, Initiative, Strategy**	**Instructional Leadership**
Human Capital	**Feedback, Decision Making Accountability**	**Human Capital/Talent Development**
Management and Operations	**Change Management**	**Organizational Management and Operations**
Culture and Climate	**Communication and Relationships**	**District Culture and Climate**

The Central Office Administrator framework can be found in the Appendix. Central Office Administrators use the district development and planning process to derive their work. Sources of evidence parallel the administrator, both in terms of directly observable performance as well as documented evidence of progress. The rating system parallels that of the Administrator and is shaped by the nature of the central office administrator's role and scope of responsibility.

Category #2: Stakeholder feedback (10%)

Growth on feedback measures from stakeholders is a critical component of an administrator's summative rating. In Ellington, data from several sources will be considered. The Ellington Professional Growth and Educator Evaluation Committee developed a Parent Feedback survey which includes both school climate and leadership practice questions. Additionally, the Administrator Evaluation subcommittee created a survey designed to allow teacher stakeholders input on administrator leadership practices aligned to the Connecticut Common Core of Leader Standards and the LEARN/Shoreline Leadership framework. Data from student climate surveys may also be considered when appropriate to the administrator's role. Feedback surveys will be conducted annually, typically in the spring of the year, with initial survey administration scheduled for June, 2013. The survey draft documents are included in the Appendix of this plan.

Arriving at a Stakeholder Feedback Summative Rating

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

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

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

Exemplary	Accomplished	Developing	Below Standard
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Establishing what results in having "substantially exceeded" the target or what constitutes "substantial progress" is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set.

Category #3: Student Learning (45%)
Component Three: Student Learning Indicators (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 and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator's evaluation.

For the 2015-2016 academic year, the required use of state test data is suspended pending federal approval. **Therefore, 45% of an administrator's rating for Student Learning will be based on student growth and performance on locally-determined measures.**

Locally Determined Measures

Administrators establish a minimum of three student learning objectives (goals) on measures they select that they will integrate into their school development plans. (If the administrator has no state-wide assessments, at least three goals must be established). In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level, the school must provide evidence of alignment to research-based learning standards.

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

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

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations).

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

- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

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

  - First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
  - The administrator uses available data to craft a school improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
  - The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
  - The administrator chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
  - The administrator shares the goals with her/his evaluator, informing a conversation designed to ensure that:
    - The objectives are adequately ambitious.
    - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
    - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
    - The professional resources are appropriate to supporting the administrator in meeting the performance targets.

The Administrator and evaluator collect interim data on the 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, administrators receive a rating for this portion, as follows:

Exemplary	Accomplished	Developing	Below Standard
Met all three goals and substantially exceeded at least 2 targets	Met 2 goals substantially with substantial progress on the third	Met 1 goals and made substantial progress on at least 1 other	Met 0 goals OR Met 1 goal and did not make substantial progress on the other two

Category #4: Teacher Impact on Student Growth (5%)

Teacher impact on student growth – as measured by an aggregation of teachers' ratings on the student growth portion of their evaluation– is 5% of an administrator's evaluation.

In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, evaluators will discuss with the administrators their strategies in working with teachers to set ambitious but attainable SLOs. The chart below refers to teachers under the evaluator's direct supervision.

Exemplary	Accomplished	Developing	Below Standard
>80% of teachers of teachers meet or exceed their goals (SLOs) for student growth	>60% of teachers of teachers meet or exceed their goals (SLOs) for student growth	>40% of teachers of teachers meet or exceed their goals (SLOs) for student growth	<40% of teachers of teachers meet or exceed their goals (SLOs) for student growth

Determining End of Year Summative Ratings

The process for determining summative evaluation ratings has three categories of 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 four Performance Expectations of the LEARN/Shoreline Leadership Framework rubric and the stakeholder feedback targets. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either *exemplary* or *below standard*, respectively.

B. OUTCOMES:
Student Learning Indicators (45%) + Teacher Effectiveness Outcomes (5%) = 50%
The outcome rating derives from the student learning measures and teacher effectiveness outcomes. Evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating, but the rating is adjusted upward or downward one level in the event that the teacher effectiveness is either *exemplary* or *below standard*, respectively.

C. OVERALL: Practice (50%) + Outcomes (50%) = 100%
The overall rating combines the practice and outcomes ratings using the matrix below. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the Superintendent/evaluator should examine the data and work with the administrator to gather additional information in order to make a final rating.

		PRACTICE RELATED INDICATORS RATING			
		Exemplary	**Accomplished**	**Developing**	**Below Standard**
OUTCOMES RELATED INDICATORS RATING	**Exemplary**	Exemplary	Exemplary	Accomplished	Gather Further Information
	Accomplished	Accomplished	Accomplished	Accomplished	Gather further information
	Developing	Accomplished	Developing	Developing	Below Standard
	Below Standard	*Gather further information*	Below Standard	Below Standard	Below Standard

Summative Administrator Evaluation Rating

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

1. **Exemplary:**   Substantially exceeding indicators of performance

2. **Accomplished:**   Meeting indicators of performance

3. **Developing:**   Meeting some indicators of performance but not others

4. **Below standard:** Not meeting indicators of performance

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

- Meeting Performance Expectations of the CT Standards for School Leaders (as reflected in the LEARN Framework) with "Instructional Leadership" evidenced as accomplished or exemplary

- Meeting Performance Expectations in the three other areas of leadership practice

- Meeting one target related to stakeholder feedback

- Meeting local targets on tests of core academic subjects

- Meeting and making progress on two student learning objectives/goals aligned to school and LEARN priorities

- Having more than 60% of teachers proficient on the student growth portion of the evaluation

Supporting administrators to reach the accomplished level is at the very heart of this evaluation model. *Exemplary* ratings are reserved for performance that significantly exceeds accomplished 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. *Accomplished* represents fully satisfactory performance, that is, effective performance.

A rating of *Developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and a pattern at the *Developing* level is, for an experienced administrator, a cause for concern: an administrator would then be put on the professional assistance plan. On the other hand, for principals in their first year, performance rated *Developing* is acceptable at the beginning of their practice. If a pattern of *Developing* continues without adequate progress or growth, the Administrator will be moved to professional assistance. A rating of *Below Standard* indicates performance that is below proficient on all components or unacceptably low on one or more components. The Administrator will be moved to a professional assistance plan.

Ellington Public Schools
Leadership Practice and Professional Learning Plan

Name:		Evaluator:	
Year:		School/Assignment:	

		Action Steps	Professional Learning Plan	End of Year Results
School Instructional Plan: SLOs	**Goal #1:**			
	Goal #2:			
	Goal #3:			

Midyear Update: (include any proposed adjustments)

Evaluator Comments:

End of Year Reflection: (Include critical factors that contributed to or inhibited success toward meeting the goal and implications for ongoing efforts)

Evaluator Comments:

Leadership Practice Plan	**Goal #4:**			Midyear:
				Summative:
	Goal #5:			Midyear:

			Summative:

Midyear Update: (include any proposed adjustments)

Evaluator Comments:

End of Year Reflection: (Include critical factors that contributed to or inhibited success toward meeting the goal and implications for ongoing efforts)

Evaluator Comments:

Stakeholder Feedback Goal	Goal #6:			Midyear:
				Summative:

Midyear Update: (include any proposed adjustments)

Evaluator Comments:

End of Year Reflection: (Include critical factors that contributed to or inhibited success toward meeting the goal and implications for ongoing efforts)

Evaluator Comments:

Administrator _____ Date_____ Evaluator _____ Date_____

Final Summative Rating Form (05/01/15)

Component One: Leadership Practice (40%)

Rate each Performance Expectation using all evidence both provided and observed through site visits, conferences, and conferences

Performance Expectation 1:Instructional Leadership:Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.			
1.1 **Mission, Vision and Goals:** Develops and maintains a clear instructional mission and vision for all students that is shared by the school community and articulated in a strategic plan.			
1.2 Student Achievement Focus: Sets clear and high expectations for student academic, social, and behavioral outcomes. Regularly develops and uses multiple sources of student learning information in collaboration with school and district staff to develop, monitor, and adjust instructional focus and strategic plan based on student needs.			
1.3 Collaborative Practice: Works with others for the good of the school. Creates a clear structure and direction for the work of teams. Builds the capacity of teams to make decisions aligned to mission of the school and district.			
Using evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.	**(3) Accomplished**: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.	**(2) Developing**: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.	**1) Below Standard**: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.

Performance Expectation 2: Human Capital: Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.

2.1: **Recruitment, Selection, and Retention:** Recruits, selects, develops, and retains effective educators needed to implement school mission and strategic plan.
2.2: **Professional Learning:** Establishes a collaborative professional learning program linked to student, classroom, and school data, individual teacher needs, and school goals.
2.3: **Observation and Performance Evaluation:**. Ensures high quality, standards based instruction by building the capacity of teachers to lead and perfect their craft.
Using evidence determine:

(4) Exemplary:	(3) Accomplished:	(2) Developing:	(1) Below Standard:
Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches	Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.	Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.

Performance Expectation 3:Management and Operations: Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.

3.1 **Management of the Learning Environment:** Uses all available resources to create an environment conducive to student and adult learning.
3.2 **Safety and Security:** Develops, Implements, and regularly evaluates a comprehensive safety and security plan
3.3 **Resource Management**: Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan
Using evidence determine:

(4) Exemplary:	(3) Accomplished:	(2) Developing: Uses	(1) Below Standard:
Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.	Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.	some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities	Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.

Performance Expectation 4:Culture and Climate: Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.
4.1 **Family and Community Engagement:** Promotes the growth of all students by actively engaging with families, community partners, and other stakeholders to support the mission of the school and district

4.2 **School Culture and Climate:** Builds a culture of high achievement by promoting equitable and inclusionary practices.Implements and monitors clear expectations for adult and student conduct aligned to stated values of the school
4.3 **Equitable and Ethical Practice:** Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.

Using evidence determine:			
(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.	**(3) Accomplished**: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.	**(2) Developing**: Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.	**(1) Below Standard**: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half,draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Assistant Administrators and Other School-Based Administrators:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

Component One: Leadership Practice (40%) Rating:_____

Component Two: Stakeholder Feedback (10%)

Exemplary	Accomplished	Developing	Below Standard
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Component Two: Stakeholder Feedback (10%) Rating:_____

Component Three: Student Learning Indicators (45%)

Exemplary	Accomplished	Developing	Below Standard
Met all three objectives/goals and substantially exceeded at least 2 targets	Met 2 objectives /goals substantially with substantial progress on the third	Met 1 objective/goals and made substantial progress on at least 1 other	Met 0 objectives/goals OR Met 1 objective/goal and did not make substantial progress on the other two

Component Three: Student Learning Indicators (45%) Rating:_____

Component Four: Teacher Effectiveness Outcomes (5%)

Exemplary	Accomplished	Developing	Below Standard
>80% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation	>60% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation	>40% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation	<40% of teachers are rated *accomplished* or *exemplary* on the student growth portion of their evaluation

Component Four: Teacher Effectiveness Outcomes (5%) Rating_____
Summative Ratings

Component One: Leadership Practice (40%)   **Rating:**_____
Component Two: Stakeholder Feedback (10%)   **Rating:**_____

Component Three: Student Learning Indicators (45%)   **Rating:**_____
Component Four: Teacher Effectiveness Outcomes (5%) Rating: _____

Practice Rating: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%			
Exemplary 4	Accomplished 3	Developing 2	Below Standard 1

Outcomes Rating: Student Learning (45%) + Teacher Effectiveness (5%) = 50%			
Exemplary 4	Accomplished 3	Developing 2	Below Standard 1

OVERALL: Practice (50%) + Outcomes (50%) = 100%

The overall rating combines the practice and outcomes ratings using the matrix below. Each administrator shall annually receive a summative rating in one of four levels:

1. **Exemplary:**   Substantially exceeding indicators of performance

2. **Accomplished:**   Meeting indicators of performance

3. **Developing:**   Meeting some indicators of performance but not others

4. **Below standard:**   Not meeting indicators of performance

Circle the rating for Practice. Circle the rating for Outcomes. Connect the two on the matrix.

		PRACTICE RELATED INDICATORS RATING			
		Exemplary	**Accomplished**	**Developing**	**Below Standard**
OUTCOMES RELATED INDICATORS RATING	**Exemplary**	Exemplary	Exemplary	Accomplished	Gather Further Information
	Accomplished	Accomplished	Accomplished	Accomplished	Gather further information
	Developing	Accomplished	Developing	Developing	Below Standard
	Below Standard	*Gather further information*	Below Standard	Below Standard	Below Standard

Summative Evaluation Final Rating: _____

Administrator _____ Date_____ Evaluator _____ Date_____

*Signatures above indicate that a conference between the administrator and evaluator was conducted. The administrator's signature on this form indicates that s/he has seen all comments on the evaluation. The administrator's signature does not necessarily indicate agreement. An evaluation response may be attached before placement in the personnel file. Evaluation response attached? YES   NO

Administrators in Ellington who are not meeting the performance expectations specified in Connecticut's 2012 Common Core of Leading (CCL) may be assigned to a formal Intervention Process. This designation is reserved for administrators who have been identified as having serious needs or deficiencies related to professional competence that must be addressed and corrected and administrators deemed ineffective according to district standards or who have received a summative rating of *developing* or *below standard*; it is not a disciplinary process.

Administrators will be placed in this process by the administrator's primary evaluator. The administrator has the right to association representation in the meetings with the evaluator related to the intervention process. The goal of this process is to address and correct deficiencies or to recommend further action by the district if required. If these deficiencies are not corrected, there will be a recommendation for termination.

Under the 2012 Connecticut Guidelines for Educator Evaluation, the district shall place administrators into the Intervention Process as follows:

SCENARIO	POTENTIAL OUTCOME
An administrator demonstrates significant performance issues in the first 90 days of employment.	Administrator may be terminated in accordance with the provisions of the Connecticut General Statute, Section 10-153b.
A non-tenured administrator demonstrates significant and documented performance issues.	Administrator may be terminated or non-renewed in accordance with the provisions of the Connecticut General Statute, Section 10-153b. The district may, but is not required to, place the administrator into the Intervention Process.
A tenured administrator receives a summative rating of *developing* or *below standard*.	Administrator will be placed into the Intervention Process and a plan for improvement and remediation will be developed.
After receiving a previous summative rating of *proficient* or better, a tenured administrator demonstrates performance issues.	Administrator will be placed into the Intervention Process and a plan for improvement and remediation will be developed.

Administrator's Responsibilities

The administrator is an integral part of the improvement process. Administrators assigned to this process will work cooperatively with their evaluators to develop and implement an action plan to help the administrator meet performance expectations. Administrators may participate in professional learning that will build their competence, will work with individuals and utilize resources provided by the district under the improvement plan, and are expected to show clear evidence of an intensive effort to improve performance.

Intervention Process

Professional Assistance

1. After receiving a summative rating of *developing* or *below standard*, an administrator will automatically be placed on Professional Assistance for the following school year. The administrator will be advised to contact the President of the Ellington Administrators Association (EAA).

2. The *Professional Assistance Action Plan* will be collaboratively developed by the administrator, an EAA representative, and the evaluator, written no later than September 30 and shared with the Superintendent, unless the Superintendent is the evaluator. Administrators in the Intervention Process set Student Outcomes Goals. This Action Plan replaces a Leadership Practice Plan and may include a Stakeholder Feedback Goal.

3. In addition, the action plan will delineate the following:

   a. identification of the documented deficiencies in need of improvement;

   b. plan for improvement with specific actions steps, including timelines, resources, support, and data to be collected;

   c. expectations for improved performance and indicators of success, including a summative rating of *proficient* or better at the conclusion of the improvement and remediation plan;

   d. identification of a qualified colleague as a peer support (if applicable). This colleague will serve as a peer support but will have no role in the evaluation process.

   e. a monitoring system that includes a specific number of observations and/or conferences, including a mid-year conference.

4. At the end of the school year, the evaluator will complete the *Professional Assistance Action Plan Evaluation Report*. This report includes :

   a. an administrator-developed summary of what he/she has done to remediate the concern(s);

   b. a summary of the assistance provided;

   c. a record of observations, data and conferences conducted to monitor performance;

   d. an assessment of performance in the area(s) of identified concern or deficiency;

   e. overall summative rating; and

   f. a clear statement of the status of the concern:

      i. Problem or area of concern is resolved and the administrator has received an overall summative rating of *proficient* or better. The administrator is removed from the Intervention Process and is re-assigned to the Continuous Professional Growth phase.

      ii. Problem or area of concern is not resolved and/or the administrator received a summative rating of *developing* or *below standard*. The evaluator will make one of the following recommendations:

         1. Recommend that the administrator remain in the Intervention Process on Professional Assistance.

         2. Recommend that the administrator remain in the Intervention Process and be placed on Intensive Assistance.

         3. Recommend that the administrator be considered for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-153b.

Intensive Assistance

1. Administrators who have significant performance issues related to professional competence may be placed directly into Intensive Assistance. The administrator will receive written notice that a meeting will be conducted by the Superintendent to discuss the administrator's performance.

2. The *Intensive Assistance Action Plan* will be collaboratively developed by the administrator, the evaluator, and the Superintendent within ten (10) school days. The action plan will include:

   a. identification of the documented deficiencies in need of improvement;

   b. plan for improvement with specific actions steps, including timelines, resources, support, and data to be collected;

   c. expectations for improved performance and indicators of success

   d. identification of a qualified colleague as a peer support (if applicable). This colleague will serve as a peer support but will have no role in the evaluation process.

   e. a monitoring system that includes a specific number of observations and/or conferences

   f. a specific time period (not less than 90 school days) for achieving specific outcomes; a review will be completed at the end of the specified time period.

3. At the conclusion of the time period, the evaluator(s) will complete the *Intensive Assistance Action Plan Evaluation Report*. This report includes:

   a. An administrator-developed summary of what he/she has done to remediate the concern(s);

   b. a summary of the assistance provided;

   c. a record of observations, data and conferences conducted to monitor performance;

   d. an assessment of performance in the area(s) of identified concern or deficiency; and

   e. a clear statement of the status of the concern:

      i. Problem or area of concern is resolved and the administrator is removed from Intensive Assistance and is re-assigned to the Continuous Professional Growth phase.

      ii. Problem or area of concern is not resolved. The evaluator will make one of the following recommendations:

         1. Recommend that the administrator remain on Intensive Assistance for an additional period of time, not to exceed 90 school days.

         2. Recommend that the administrator be considered for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-153b.

Ellington Public Schools
Intervention Process
Professional Assistance Action Plan
Administrators in the Intervention Process set Student Outcomes Goals. This Action Plan replaces a Leadership
Practice Plan and may include a Stakeholder Feedback Goal.

Administrator:	Date:
School:	School Year:
Evaluator:	Peer support:

Improvement Focus – Identify the problem(s) or area(s) in need of improvement (state the specific School Leader Standards that must be addressed):

Action Steps	Timeline	Support/Professional Development/Resources Needed	Data to be collected

Describe expectations for improved performance and indicators of success:

Monitoring: Identify the dates of observations or required conferences:

Administrator _____ Date_____ Evaluator _____ Date_____

Ellington Public Schools
Intervention Process
Professional Assistance Action Plan Evaluation Report

Administrator: Date:
School: School Year:
Evaluator:

Attach administrator developed summary of what he/she has done to remediate the concern(s).

Evaluator comments (attach additional pages(s) if necessary), including:

- a summary of the assistance provided;
- a record of observations, data and conferences conducted to monitor performance;
- an assessment of performance in the area(s) of identified concern or deficiency; and
- a clear statement of the status of the concern.

Decision (check one):

_____ Problem or area of concern is resolved and the administrator has received an overall summative rating of *proficient* or better. The administrator is removed from the Intervention Process and is re-assigned to the Continuous Professional Growth phase.

_____ Problem or area of concern is not resolved and/or the administrator received a summative rating of *developing* or *below standard*. The evaluator makes the following recommendation to the Superintendent:

     _____ I recommend that the administrator remain in the Intervention Process on Professional Assistance.

     _____ I recommend that the administrator remain in the Intervention Process on and be placed on Intensive Assistance.

     _____ I recommend that the Superintendent consider the administrator for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151d.

Administrator's Signature _____   Date _____
Evaluator's Signature _____   Date _____
*Signatures above indicate that a conference between the administrator and evaluator was conducted. The administrator's signature on this form indicates that s/he has seen all comments on the document. The administrator's signature does not necessarily indicate agreement. A response may be attached before placement in the personnel file. Response attached? YES   NO

Ellington Public Schools
Intervention Process
Intensive Assistance Action Plan
Administrators in the Intervention Process set Student Outcomes Goals. This Action Plan replaces a Leadership Practice Plan and may include a Stakeholder Feedback Goal.

Administrator:	Date:
School:	School Year:
Peer Support:	
Evaluator:	Evaluator:

Improvement Focus – Identify the problem(s) or area(s) in need of improvement (state the specific School Leader Standards that must be addressed):

Action Steps	Timeline	Support/Professional Development/Resources Needed	Data to be collected

Describe expectations for improved performance and indicators of success:

Monitoring: Identify the dates of observations or required conferences:

Administrator _____Date_____ Superintendent _____ Date _____

Evaluator _____ Date_____ Evaluator _____Date_____

Administrator: Date:

School: School Year:

Evaluator: Evaluator:

Attach administrator developed summary of what he/she has done to remediate the concern(s).

Evaluator comments (attach additional pages(s) if necessary), including:

- a summary of the assistance provided;
- a record of observations, data and conferences conducted to monitor performance;
- an assessment of performance in the area(s) of identified concern or deficiency; and
- a clear statement of the status of the concern.

Decision (check one):

_____ Problem or area of concern is resolved. The administrator is removed from the Intervention Process and is re-assigned to Continuous Professional Growth phase of evaluation process.

_____ Problem or area of concern is not resolved. We recommend that the Superintendent consider the administrator for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151d.

Administrator's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Superintendent's Signature _____ Date _____

*Signatures above indicate that a conference between the administrator and evaluator was conducted. The administrator's signature on this form indicates that s/he has seen all comments on the document. The administrator's signature does not necessarily indicate agreement. A response may be attached before placement in the personnel file. Response attached? YES   NO

Appendix A

Insert LEARN/Shoreline Leadership Framework

Teacher Feedback and Climate Survey, Spring 2013

Instructions: Please read and answer the following questions carefully and honestly. When you answer these questions, it is important that you think about your experiences in particular. The administration will not know what any individual teacher said. You may leave any question blank, but please try to answer as many questions as you can.

CLIMATE	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
1. The culture and climate of the school is positive and supportive.	○	○	○	○	○
2. I feel my contributions are valued and important.	○	○	○	○	○
3. I feel comfortable going to at least one member of the administrative team if I have a problem or an idea.	○	○	○	○	○
4. I feel connected to and supported by my colleagues.	○	○	○	○	○
5. I feel connected to and supported by my administrator.	○	○	○	○	○
6. I feel respected by students.	○	○	○	○	○
7. I hear students speaking inappropriately (to or about staff or peers, using profanity)	○	○	○	○	○
8. I hear colleagues speaking inappropriately (to or about staff or peers, using profanity, yelling, etc.)	○	○	○	○	○
9. I feel treated fairly by colleagues at my school.	○	○	○	○	○
10. I feel treated fairly by administrators at my school.	○	○	○	○	○
11. I feel physically safe at my school.	○	○	○	○	○
12. I feel emotionally safe at my school.	○	○	○	○	○
13. I am happy to be at my school.	○	○	○	○	○
14. Our school culture supports professional learning.	○	○	○	○	○
15. I feel comfortable sharing new ideas with colleagues in faculty meetings or other settings.	○	○	○	○	○

ADMINISTRATOR FEEDBACK	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
1. This administrator sets high expectations for all students.	○	○	○	○	○
2. This administrator sets high expectations for all staff.	○	○	○	○	○
3. This administrator communicates effectively with staff, parents and community members.	○	○	○	○	○
4. This administrator is visible in classrooms and throughout the school.	○	○	○	○	○
5. This administrator addresses and resolves problems quickly and works to prevent potential problems.	○	○	○	○	○
6. This administrator provides formative feedback during my evaluation that helps me improve my professional practice.	○	○	○	○	○
7. This administrator supports my professional learning.	○	○	○	○	○
8. This administrator provides leadership for changes needed to implement the goals of the school or district.	○	○	○	○	○
9. This administrator seeks input from a variety of sources when making decisions.	○	○	○	○	○
10. This administrator recognizes and acknowledges accomplishments of students and staff members toward a positive school culture.	○	○	○	○	○
11. This administrator analyzes data to continuously develop programs and evaluate strategies to enhance student learning.	○	○	○	○	○
12. This administrator creates a safe and secure school environment that is conducive to teaching and learning.	○	○	○	○	○
13. This administrator is fair and consistent when dealing with students and staff.	○	○	○	○	○
14. This administrator models values, beliefs, and attitudes that inspire students and staff to higher levels of performance.	○	○	○	○	○
15. This administrator shares leadership for improving the instructional program and encourages teachers to participate in leadership roles.	○	○	○	○	○

Draft Parent Survey- Revised March 2015

Parent Feedback Survey, All Grades

Part I: School Feedback	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable/ I Don't Know
1. The school environment is welcoming to students.	○	○	○	○	○
2. The school environment is welcoming to parents and families.	○	○	○	○	○
3. The school provides a safe environment for teaching and learning.	○	○	○	○	○
4. I feel comfortable sharing my thoughts and ideas at this school.	○	○	○	○	○
5. I am treated with respect and dignity by school personnel.	○	○	○	○	○
6. The school climate is positive and respectful.	○	○	○	○	○
7. There are adults in the school who my child trusts and can go to/talk to for help.	○	○	○	○	○
8. My child's bus trip to and from school is a positive/safe experience.	○	○	○	○	○
9. My child's experience with peers on social media (texting, facebook, Google platform, etc.) has been positive.	○	○	○	○	○
10. Student learning results are clearly communicated to parents.					
11. Students are encouraged to learn and to achieve to their highest potential.	○	○	○	○	○
12. My child can get extra help at the school if	○	○	○	○	○

s/he needs it.					
13. The school has appropriate books and supplies to support student learning.	○	○	○	○	○
14. The school has a clear plan to advance student growth.	○	○	○	○	○
15. My child's teacher(s) care about my child.	○	○	○	○	○
16. I can talk with my child's teacher(s) about what I can do to help my child learn in and out of school.	○	○	○	○	○
17. I know what my child is learning in school.	○	○	○	○	○
18. My child's teacher(s) have high expectations for my child.	○	○	○	○	○
19. My child is treated with respect and dignity by teachers and staff.	○	○	○	○	○
20. My child is treated with respect and dignity by his/her peers.	○	○	○	○	○