Administrator Effectiveness, Professional Learning, and Performance Evaluation Handbook

Manchester Public Schools
Manchester, CT

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Manchester Public Schools

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Manchester Public Schools

Pride in Excellence

MANCHESTER PUBLIC SCHOOLS

Manchester Administrator Effectiveness, Professional Learning, and Performance Evaluation Handbook

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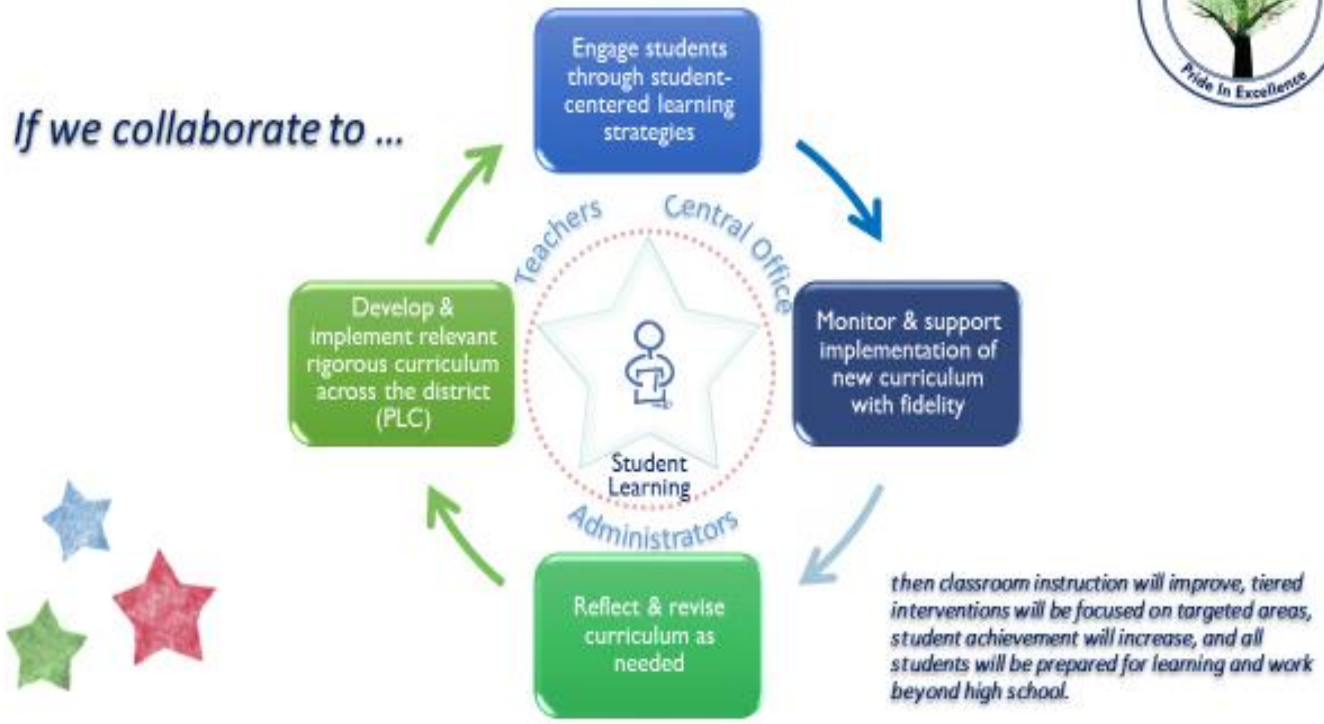
Mission of the Manchester Public Schools

Manchester Public Schools will engage all students in the highest quality 21st century education preschool through graduation. Through an active partnership with students, school personnel, families and community, the Manchester Public Schools will create safe, inclusive schools where equity is the norm and excellence is the goal. All students will be prepared to be lifelong learners and contributing members of society.

Academics: Theory of Change



Introduction

A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness. To achieve Manchester's vision of implementing a collaborative and reflective administrator evaluation process, the goals of this evaluation system are:

- Ensuring the learning and growth for all students;
- Ensuring the learning and growth for all professionals;
- Ensuring evaluation cycles tied to professional development opportunities that encourage continuous learning through consistent, meaningful feedback from supervisors;
- Ensuring opportunities for peer to peer interaction, feedback and support.

Overview of Administrator Evaluation Process

Evaluation Components

The Manchester Public Schools administrator evaluation system defines administrator effectiveness in terms of four components, grouped into two major categories: Leadership Practice and Student Outcomes.

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

A. Observation of Leadership Performance and Practice **(40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.
B. Stakeholder Feedback **(10%)** on leadership practice through surveys.

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

A. Student Learning **(45%)** as determined by the school's success on whole school Student Learning Objectives (SLOs) as measured by two whole school IAGDs. One IAGD must use locally identified standardized assessments which may include NWEA MAP, NWEA MPG, DRA2, Science CMT, Science CAPT, and AP Exams. The other must measure non-tested subjects or grades. For high school administrators, the second IAGD must include the cohort and the extended graduation rate. Beginning in 2015-2016, the above measures will be weighted 22.5% and progress on the School Performance Index (SPI) will be weighted 22.5%.
B. Teacher Effectiveness **(5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs) as measured by each teacher's two IAGDs.

Scores from each of the four components will be combined to produce a summative performance rating in one of four performance levels:

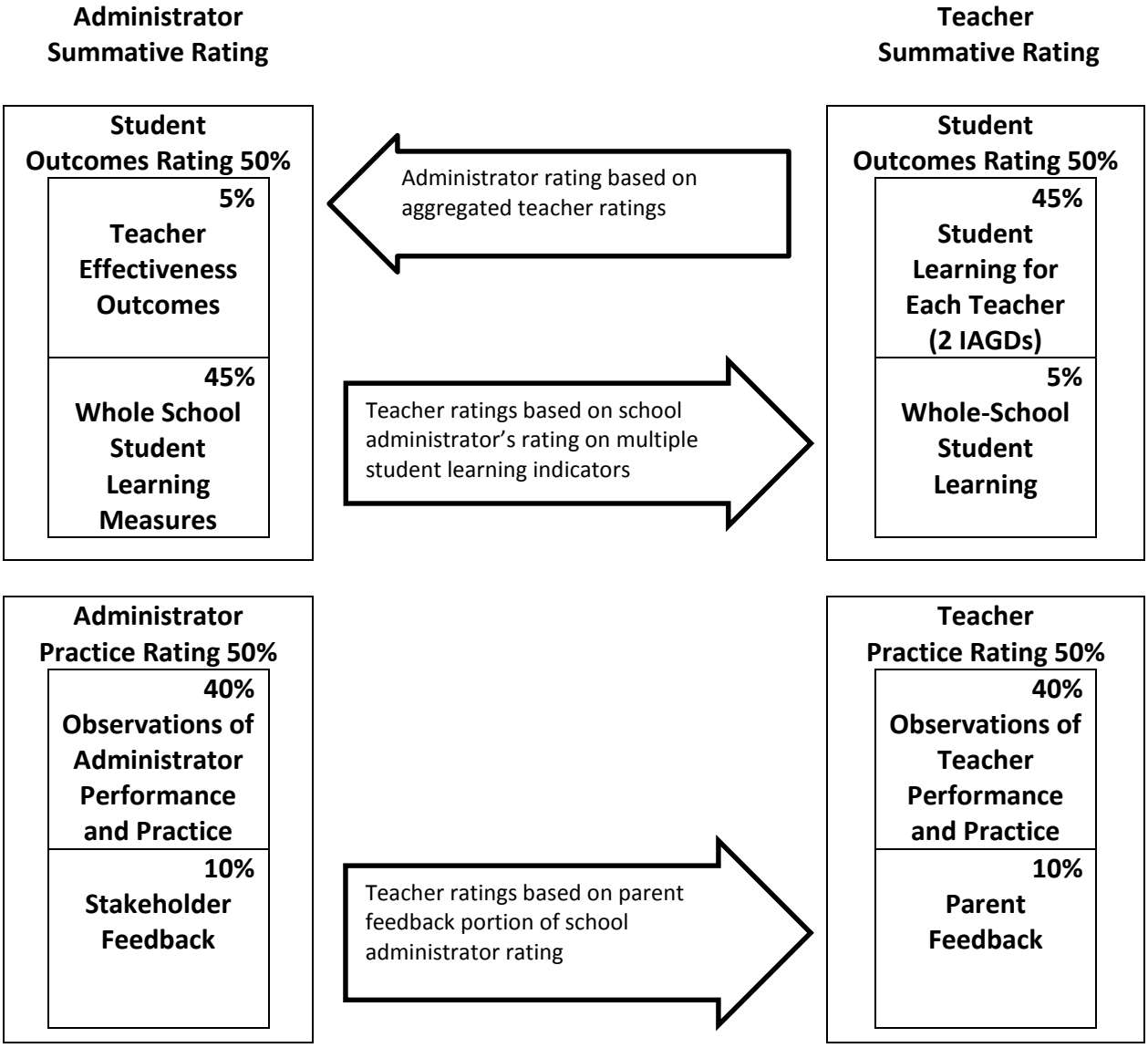
- Exemplary: Substantially exceeding indicators of performance
- Proficient: Meeting indicators of performance
- Developing: Meeting some indicators of performance but not others
- Ineffective: Not meeting indicators of performance

For the purpose of this document, the word "administrator" will constitute those individuals in positions requiring an administrative certification (092) including principals and assistant/associate principals. Individuals holding an (092) certification but whose primary role includes teaching students will be evaluated under the district's teacher evaluation system.

Common accountability and interactions between administrator and teacher evaluations

The structures of the administrator and teacher evaluation models reflect the shared responsibility between administrators and teachers. The graphic below illustrates the areas where administrator and teacher evaluations are based on common data. These interactions have the following impact on evaluation time-lines:

- Administrators must establish the schools' parent feedback objective before the teachers can create action steps to support the school's parent feedback objective.
- The principal's summative ratings must be determined for the whole school learning measures and on the school's parent feedback objective before the teachers' summative ratings are completed.
- All of the school's teachers must have received their summative Student Learning rating before the principal receive her/his summative teacher effectiveness rating.



Process and Timeline

The annual evaluation process includes the following steps and processes:

- Orientation and training program (**prior to September 15**)
- Establish whole school parent-feedback goal (**by September 15**)
- Goal setting and planning including selection of multiple measures of whole school learning (by **November 15**)
- Plan implementation and evidence collection
- Evaluation-based professional learning
- Midyear formative review (**by February 28**)
- Principals rating for whole school IAGDs and parent feedback goal (**by Last Day of May**)
- Self-assessment and submission of evidence documents (**by June 1**)
- End-of-year summative review (**June 30**)
- Dispute resolution process

During the school year, while the school improvement plan is being implemented, there are formal observations, informal visits, the collection of documents as evidence related to performance and practice, evaluation-based professional learning opportunities, and career development and professional growth for administrators. There are a minimum of two formal observations (four for all Assistant Principals and four for administrators new to the district, school, the profession, or who have received ratings of developing or below standard) with written feedback using Form B Observation of Practice.

Orientation and training program (prior to September 15)

Prior to the establishment of administrator evaluation goals, Manchester shall offer annual orientation to the administrator evaluation and support program to administrators whose performance is being evaluated and shall train administrators who are conducting performance evaluations. Administrators will be provided a copy of this document to include the rubric used for assessing administrator practice, the instruments to be used to gather feedback from staff, families, and/or students and their alignment to the rubric, and the process and calculation by which all evaluation elements will be integrated into an overall rating.

Establish whole school parent-feedback goal (by September 15).

Principals establish one whole school parent-feedback goal and share it with the school faculty.

Goal setting and planning (by November 15)

Essential to the goal setting process is the establishment of school improvement plans based on the district improvement plan. In order to prepare a school improvement plan, administrators should be provided with the following resources for their review:

- The district improvement plan
- The superintendent's student learning priorities for the year
- Prior student learning data
- Prior stakeholder survey data
- Any prior data on teacher effectiveness

The principal will advise all teachers of the school's Whole School Learning Measure objectives after they have been established in the principal's evaluation goals conference.

The administrator and the evaluator meet to discuss and agree on the evaluation goals. In the absence of agreement, the evaluator makes the final determination about performance targets. As part of the school improvement plan and/or goal setting process, administrators identify one stakeholder feedback goal and multiple measures of Whole-School Student Learning. Additional information about the Whole School SLOs and IAGDs may be found in the section on Student Learning Measures later in this document. In addition, the population of teachers is identified that will form the basis of the administrator's teacher effectiveness rating. If the school improvement plan establishes student learning outcomes with specific and measurable learning targets, it is not necessary to create separate SLOs and IAGDs for the administrator evaluation process.

Plan implementation and evidence collection.

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two formal school site visits. Informal school site visits are encouraged. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and offer opportunities for ongoing feedback and dialogue.

Evaluation-based Professional Learning

Manchester shall provide professional learning opportunities for administrators, pursuant to subsection (b) of Sec. 10-220a of the 2012 Supplement (C.G.S.), based on the individual or group of individuals' needs that are identified through the evaluation process. These learning opportunities shall be clearly linked to the specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice or the results of stakeholder feedback include the provision of useful and timely feedback and improvement opportunities.

Mid-year formative review (by February 28)

Midway through the school year, preferably when interim student assessment data are available for review, there is to be formal check-in to review progress. In preparation for meeting:

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

The administrator and evaluator have 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 influence accomplishment of outcome goals; goals may be changed at this point.

Ratings for whole school learning measures and parent feedback goals (by Last Day in May)

The summative rating of the principal must be determined by last day in May for the whole school learning measures and on the school's parent feedback goal. These ratings must be shared with the school's teachers to be incorporated into the teacher's summative ratings.

Self-assessment and submission of evidence documents (by June 1)

In the spring, the administrator takes an opportunity to assess his/her practice on all elements of the *Manchester Common Core of Leading.* For each element, the administrator determines whether he/she:

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

The administrator submits the self-assessment accompanied by the documents they have assembled related to their performance and practice in support of their summative evaluation across all performance expectations of the Manchester Common Core of Leading.

End-of-year summative review (June 30)

The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, it is recommended that evaluators use the meeting as an opportunity to convey strengths, growth areas and their probable rating. After the meeting, the evaluator assigns a rating based on all available evidence. The rating on the whole school learning SLOs must occur in May so the rating is available for inclusion in teacher evaluations. Administrator summative ratings must be completed by **June 30**.

If state test data may have a significant impact on a final rating, the final rating may be revised by **September 15th** of the following school year.

Dispute resolution process

If at any time in the evaluation process, the evaluator and administrator cannot agree on objectives, measures, performance targets, the evaluation period, feedback, or the professional development plan, the superintendent will make the final decision.

Administrator Evaluation Components

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

A. Leadership Performance and Practice (40%)

Forty percent (40%) of an administrator's evaluation shall be based on ratings of administrator performance and practice based on observation and evidence collection related to leadership practice and performance as articulated in *the Manchester Common Core of Leading.* Each administrator's performance and practice rating shall be based on the following observations and evidence:

- Two Planned Formal School-Site Observations of practice (four for all Assistant Principals and four for administrators new to the district, school, the profession, or who have received ratings of developing or below standard) (with written feedback using Form B Observation of Practice)
- Informal observations which may include brief observations of leadership practice (e.g. staff meetings, professional development, parent or student interactions); school-based instructional rounds; classroom walkthroughs; Board of Education meetings; Community Outreach; PPT meetings; school wide functions (with written feedback using Form B: Observation of Practice)
- All administrators will collect and share with the evaluator documents related to their performance and practice in support of their summative evaluation across all performance expectations of the Manchester Common Core of Leading. The administrators will be able to indicate the performance expectations, elements and indicators supported by each document. These documents may include:
  - School Improvement Plan
  - Faculty Meeting Agendas
  - Evidence of teacher professional development
  - Evidence of the administrator's own professional growth plan
  - Evidence of professional relationships
  - Administrator's reflections
  - School-Based Walkthrough documents including Problem of Practice
  - Timely and effective teacher evaluation documents
  - Self-evaluation
  - Survey results
  - Student achievement

The Manchester's Administrator Effectiveness and Performance Evaluation Committee created *the Manchester Common Core of Leading* based on a review of the Leader Evaluation Rubric in the *2013 SEED Handbook: Connecticut's System for Educator Evaluation and Development.* Appendix A shows the full rubric that will be used for all ratings of administrator performance and practice. In rating administrators against the rubric, the evaluator must identify a performance rating with written evidence to support the rating for each leadership standard; further, the evaluator must identify the strengths and growth areas of the administrator. Evaluators will be provided with training focused on the language of the rubric and its use in practice.

For central office administrators, the use of the district rubric is not required. The evaluator may generate ratings from evidence collected directly from the Common Core of Leading: Connecticut School Leadership Standards.

Manchester Public Schools will use the following structure to weight the six (6) Performance Expectations of the Manchester Common Core of Leading. These weightings will be reviewed at the goal setting conference.

Performance Expectations	**Weight** Principals MRA Director Assistant Principals Bentley Director Director Medical Careers	**Weight** Dir. Teaching /Learning Dir. Perf, Eval, &Talent Dev./Family and Community Partnership, Adult Ed. Coordinator Technology Supervisor Dir. School Counseling Special Ed. Supervisors Athletic Director Coord. Voc. Services
Vision, Mission, and Goals	20%	10%
Teaching and Learning	45%	50%
Organizational Systems and Safety	10%	5%
Families and Stakeholders	15%	25%
Ethics and Integrity	5%	5%
The Education System	5%	5%
Total		

B. Stakeholder Feedback (10%)

Ten percent (10%) of an administrator's summative rating shall be based on feedback from stakeholders on areas of administrator and/or school practice as described in the Connecticut Leadership Standards. Each administrator will identify one stakeholder feedback goal based on improvement over time. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (other staff, community members, students, etc.). Central office administrators are rated based on feedback from the stakeholders whom the administrator directly serves. The population to provide stakeholder feedback for each administrator will be identified in writing during the fall goals conference.

Manchester Public Schools has elected to use data from School Climate surveys. Climate Surveys will be used by the district to assess and/or establish targets for improvement in leadership practice.

Surveys will be conducted at the district level and disaggregated at the school level. Parent surveys will be administered in a way that allows parents to feel comfortable providing feedback. Surveys will be confidential, and survey responses will not be tied to parents' names. Parent surveys will be administered every spring and trends will be analyzed from year-to-year. The district will ensure the survey is valid (that is, it measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

For any student response that may be collected:

- All student surveys must be administered during the school day;
- Any primary level student survey should be read to students to ensure understanding, and
- Student will be given 15 minutes to complete the survey.

Assessment of performance in Stakeholder Feedback will use the following rubric based on review of parent and teacher survey data as it relates to the goal established during the Goal Setting Conference.

Exceeded Goal	**Met Goal**	**Partial Improvement**	**No Improvement**
Exemplary Practice (4)	**Proficient Practice (3)**	**Developing Practice (2)**	**Ineffective Practice (1)**

Example: Target is to increase the rating on Parent Communication survey questions from 45% to 55% rating at effective. A 50% rating at effective (a 5% change) would constitute a ***Developing*** rating. If 55% rated the administrator as effective on Parent Communication survey questions, the goal would have been met and the rating would be proficient.

The following rubric will be used to assign a rating to the school's teachers on the school-level parent feedback goal.

Rating for the School's Teachers			
Highly Effective (4.00) Exceeded the objective	Effective (3.00) Met the objective	Developing (2.00) Partially met the objective	Ineffective (1.00) Did not meet the objective

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

A: Student Learning (45%)

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

State measures of student learning (22.5%): The state will compute a School Performance Index (SPI) for each school using an average of student performance in all tested grades and subjects. The goal for all Connecticut schools is to achieve an SPI rating of 88, which indicates that on average all students are at the 'target' level. Each school will have two SPI goals:

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

Locally-determined assessments of student learning (22.5%): The administrator's evaluation is based on locally determined measures of student learning including:

1. One assessment of student learning that also assessed by state administered assessments. Examples of such assessments may include NWEA MAP, NWEA MPG, DRA2, Science CMT, Science CAPT, and AP Exams.
2. One assessment that measures student outcomes for subjects and/or grades not measured by state-administered assessments.

Locally determined measures are selected using the following criteria:

- Alignment with performance targets identified in the District and/or School Improvement Plan.
- Relevant to the student population served by the administrator's school or district.
- Alignment with applicable Common Core State Standards and Connecticut learning standards.

- High school administrators must include the cohort and the extended graduation rate. Predictive indicators of graduation rates may include but are not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade core subjects.
- Administrators serving in district roles, districts shall rate performance based on results in the group of schools, group of students, or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.
- When setting targets or objectives, the superintendent or designee must include a review of relevant student characteristics (e.g., mobility, attendance, demographic and learning characteristics). The evaluator and administrator must also discuss the professional resources appropriate to supporting the administrator in meeting the performance targets.
- The State Department of Education has established a school classification system to support schools in the analysis and design of performance targets. Schools should determine their classification and refer to resources provided by CSDE as they develop their Indicators of Academic Growth and Development. The classifications are Excelling, Progressing, Transitioning, and Turnaround. For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan.

If the school improvement plan establishes student learning outcomes with specific and measurable learning targets, it is not necessary to create separate SLOs and IAGDs for the administrator evaluation process.

Administrator Role	SLO 1	SLO 2
Elementary or Middle School Principal	Non-tested subjects or grades	If available, one of the SLOs must be based on locally identified standardized assessments. Otherwise, broad discretion
Elementary or Middle School Assistant Principal	Non-tested subjects or grades	If available, one of the SLOs must be based on locally identified standardized assessments. Otherwise, broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.
High School Principal	Graduation Rates (meets the non-tested grades or subjects requirement)	If available, one of the SLOs must be based on locally identified standardized assessments. Otherwise , broad discretion
High School Assistant Principal	Graduation Rates (meets the non-tested grades or subjects requirement)	If available, one of the SLOs must be based on locally identified standardized assessments. Otherwise, broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.
District Administrator	If available, one of the SLOs must be based on locally identified standardized assessments. Otherwise, indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results. (meets the non-tested grades or subjects requirement)	

For each SLO, the administrator must identify the Indicator of Academic Growth and Development (IAGD) that will demonstrate whether the SLO was met. Each IAGD must clearly identify:

1. The population of students to be assessed.
2. The name of the assessment or measurement to provide evidence of student learning.
3. The score that defines the targeted performance level.
4. Proportion of students projected to achieve the targeted performance level.

Example Student Learning Objectives and Indicators of Student Growth and Development.

Grade Level	SLO / IAGD
2nd Grade	There will be a 15% increase in students meeting the math and reading grade level norm or NWEA growth target from Fall to Winter.
Middle School Science	78% of students will attain proficient or higher on the science inquiry strand of the CMT in May.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	The percentage of grade 3 students in all elementary schools reading at or above grade level will improve from 78% to 85%.

Each SLO will be scored using the following rubric:

Exemplary 4	Proficient 3	Developing 2	Ineffective 1
At least 90% of projected proportion of students met the IAGD target.	At least 70% of projected proportion of students met the IAGD target.	At least 60% of projected proportion of students met the IAGD target.	Less than 60% of projected proportion of students met the IAGD target.

B. Teacher Effectiveness Outcomes (5%)

Five percent (5%) of an administrator's summative rating shall be based on teacher effectiveness outcomes as measured by the percentage of teachers who are rated highly effective or effective on the Student Learning Objectives (SLOs) outlined in their performance evaluations.

The teacher effectiveness rating of principals shall be based on the teachers that have a home base in their school. The teacher effectiveness rating for assistant principals, district administrators, and non-school based administrators shall be based on the teachers they are responsible for evaluating. If an administrator's job duties do not include teacher evaluation, then the teacher effectiveness rating for the school or district shall apply to the administrator. The group of teacher upon which the administrator's teacher effectiveness rating will be based shall be identified on the administrators goals form.

An administrator's assessment of teacher effectiveness is based on the following rubric:

Exemplary (4)	**Proficient (3)**	**Developing (2)**	**Ineffective (1)**
81-100% of teacher IAGD ratings are *highly effective(4) or effective (3)*	61-80% of teacher IAGD ratings are *highly effective(4) or effective (3)*	41-60% of teacher IAGD ratings are *highly effective(4) or effective (3)*	0-40% of teacher IAGD ratings are *highly effective(4) or effective (3)*

Career Development and Professional Growth

Professional learning opportunities for Manchester's administrators will be linked to their school improvement plan, which will highlight the school's work within the areas of academics, culture and climate, and talent development. Various quantitative and qualitative measures will be used to garner evidence of successes and challenges and ultimately pinpointing rich professional learning opportunities.

Through their Professional Growth Planning, administrators can adapt their own professional development after receiving feedback and guidance from their direct supervisor.

Professional Growth Options include, but are not limited to the following:

A. **Peer Coaching** – The peer coaching option includes the participation of two or more administrators to practice peer support through a collegial approach to the observation and review of learning situations in the

classroom. This option requires participation in a training component designed to assist in observation, feedback, and communications techniques.

B. **Reflection and Continuous Learning** – This option provides the administrator the opportunity to engage in self-evaluation of the effects of leadership practice on teacher and student performance. Through collaboration with the designated evaluator and possibly other colleagues, The administrator will analyze school and/or district professional development needs, school and/or district student performance outcomes, and propose supports structures to improve practice and performance.

C. **Independent Project** – This option allows for the administrator to enrich his/her knowledge of leadership practices or related areas through an examination of professional literature, participation in professional organizations, participation in action research, attendance at seminars, workshops or related professional activities.

D. **Portfolio** – This option allows administrators the opportunity to develop a portfolio that focuses on a portion of one of the following. Training and technical assistance are recommended:

- Manchester Public Schools Teaching and Learning Framework
- Connecticut's Common Core Leading
- Common Core State Standards
- Standards for School Leaders (as applies to administrators)

E. **Leadership and Collaboration** – This option allows for the teacher to participate in leadership activities designed to create and promote a positive, collaborative school culture. Leadership experiences can be school or community-based and involve strategies that can impact student learning. Teachers are encouraged to use this option to work collaboratively with district/school/community leaders in unique ways.

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

Aggregate and Summative Scoring

Overview of summative scoring process

The process for determining summative evaluation ratings has three steps:

Step 1: Determine the **Summative Leadership Practice Rating** based on the Summative Performance and Practice rating (40%) and Stakeholder Feedback rating (10%)

Step 2: Determine the **Summative Student Outcomes Rating** based on the IAGD #1 rating (22.5%), IAGD #2 rating (22.5%), and Teacher Effectiveness rating (10%).

Step 3: Determine the **Overall Summative Rating** using the ***Summative Rating Matrix*** found on the next page

Step 1: Summative Leadership Practice Rating

Summative Performance and Practice rating (40%)

The evaluator completes the Summative Performance and Practice Rating on the first two pages of Form F. These ratings consider the formal and informal observations of performance and practice and the documentation submitted as evidence toward the achievement of goals. These rating are weighted according to the values given on 13.

Stakeholder Feedback Rating (10%)

The Stakeholder Feedback rating is determined in May on Form D Whole school Goals Rating using the rubric below. This rating is entered onto the third page of Form F.

Exceeded Goal	**Met Goal**	**Partial Improvement**	**No Improvement**
Exemplary Practice (4)	**Proficient Practice (3)**	**Developing Practice (2)**	**Ineffective Practice (1)**

Summative Leadership Practice Rating (50%)

The weighted scores of the two components are added to produce a combined score for Summative Leadership Practice. The rating is assigned using the rubric below.

Summative Score	3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Final Rating	**Exemplary**	**Proficient**	**Developing**	**Below Standard**

Step 2: Summative Student Outcomes Rating

IAGD #1 Rating (22.5%) and IAGD #2 Rating (22.5%)

The IAGD ratings are each determined in May on Form D Whole school Goals Rating using the rubric below. These ratings are entered onto the forth page of Form F.

Exemplary 4	Proficient 3	Developing 2	Ineffective 1
At least 90% of projected number of students met the IAGD target.	At least 70% of projected number of students met the IAGD target.	At least 60% of projected number of students met the IAGD target.	Less than 60% of projected number of students met the IAGD target.

Teacher Effectiveness Rating (5%)

The teacher effectiveness rating is determined on Form F by computing the average of both IAGD ratings for all the teachers in the group of teachers identified on Form A: Administrator Goals. The rating is determined using the rubric below.

Exemplary (4)	Proficient (3)	Developing (2)	Ineffective (1)
81-100% of teacher IAGD ratings are *highly effective(4) or effective (3)*	61-80% of teacher IAGD ratings are *highly effective(4) or effective (3)*	41-60% of teacher IAGD ratings are *highly effective(4) or effective (3)*	0-40% of teacher IAGD ratings are *highly effective(4) or effective (3)*

Summative Student Outcomes Rating (50%)

The weighted scores of the three components are added to produce a combined score for Summative Student Outcomes. The rating is assigned using the rubric below.

Summative Score	3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Final Rating	**Exemplary**	**Proficient**	**Developing**	**Below Standard**

Step 3: Overall Summative Rating

The Overall Summative Rating combines the Summative Leadership Practice Rating and Summative Student Outcomes Rating using the following matrix. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the supervisor should examine the data and gather additional information in order to make a final rating.

	Summative Rating Matrix	*Overall Leadership Practice Rating*			
		Exemplary	**Proficient**	**Developing**	**Ineffective**
Overall Student Outcomes Rating	**Exemplary**	**Rate Exemplary**	**Rate Exemplary**	**Rate Proficient**	***Gather further information***
	Proficient	**Rate Exemplary**	**Rate Proficient**	**Rate Proficient**	**Rate Developing**
	Developing	**Rate Proficient**	**Rate Proficient**	**Rate Developing**	**Rate Developing**
	Ineffective	***Gather further information***	**Rate Developing**	**Rate Developing**	**Rate Ineffective**

Definition of Effectiveness and Ineffectiveness

Novice administrators shall generally be deemed effective if they receive at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice administrator's career. A *below standard* rating shall only be permitted in the first year of a novice administrator's career, assuming a pattern of growth of developing in year two and two sequential proficient ratings in years three and four.

An experienced administrator shall generally be deemed ineffective if they receive at least two sequential developing ratings or one below standard rating at any time.

Individual Administrator Improvement and Remediation Plans

Manchester Public Schools will create plans of individual improvement and/or remediation for principals whose performance level is ***developing or ineffective***. These plans will be collaboratively developed with the administrator and his or her exclusive bargaining representative (see Form D). The plan must:

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

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

Administrator Support Plan Procedures

1. If the summative performance of an administrator is rated proficient, the evaluator will provide the administrator with written notification that a conference is required. The evaluator will set a date and time for this conference, which should take place within three weeks after the Ineffective rating is determined (possible June meeting for articulation of planning for following school year – this must align to district calendar and personnel schedules i.e. 10 month versus 12 month administrative staff).
2. The evaluator and a representative from the district's Department of Human Resources will conduct the conference with the administrator. At this meeting, the evaluator will state the concern(s) regarding the administrator's performance and the administrator will be given the opportunity to verbally respond to the concern(s).
3. If, after this meeting, the evaluator determines that an Administrator Support Plan is needed, he/she will notify the administrator in writing of the specific reasons for placing the administrator on an Administrator Support Plan. This notification may occur at any time within the next thirty (30) working days. A copy of the notification will be sent to Human Resources and the Administrator Association.
4. Once the administrator receives this notification, he/she will have ten (10) working days to respond in writing to the Evaluator. However, a response is not required.
5. At any time after notification of being placed on an Administrator Support Plan, the administrator has the option of requesting a two-person support team. This team will consist of an administrator selected by the evaluatee and an administrator selected by the evaluator. The nature of this team is purely supportive (not punitive). The team will assist, and not evaluate, the administrator in mutually agreed-upon ways.

6. Following the conclusion of the ten-(10) day response period, the evaluator will schedule a meeting within the next ten (10) working days to determine the plan of action for the Administrator Support Program. This meeting will include both the administrator and a representative from Human Resources.
7. This Administrator Support Plan will include a restatement of the area(s) of concern, what type/extent of improvement is needed, steps to be taken to achieve that improvement, and an estimate of the time (days/weeks) when the improvement should be observable.
8. The Administrator Support Plan will be implemented by the evaluator working in conjunction with the administrator. Both parties are responsible for taking appropriate and timely measures in an effort to effect an improvement in the administrator's professional practice.
9. If an improvement is not evident after stated estimation of time (see Step 7) additional action may be taken to either intensify support or begin action in support of dismissal.

Training for Evaluators of Administrators

- The district began training all administrators during the 2013-2014 school year using videos of various grade level and content area teachers. Administrators viewed videos, scripted evidence, and took part in small and large group discussions regarding the use of our rubric and evidence to support scores. During the 2014 – 2015 school year, all MPS administrators engaged in a Learning Walk Series at all schools across the district aimed at calibrating scoring practices and providing meaningful feedback.
- For the 2015-2016 school year the district will continue this training plan for administrators that focuses on gathering quality evidence and building a culture of reflective coaching for all. This culture will be established by having teams of administrators visiting schools on a regular basis. Developing a habit of visiting classrooms regularly and debriefing after each visit will allow administrators to place evidence that has been observed and gathered into context. Each team will utilize our rubric and begin looking at various domains of the rubric, such as highly-effective instruction, to pinpoint feedback and look for trends that will inform professional learning opportunities at the teacher, grade and school level.

Evaluation Reporting, Audit, and Validation

- The superintendent shall report the status of administrator evaluations to the board of education on or before July first of each year.
- Not later than June thirtieth of each year, the superintendent shall report to the Commissioner of Education the status of the implementation of administrator evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of administrators who have not been evaluated and other requirements as determined by the Department of Education.
- At the request of the district or an employee, the State Department of Education or a third-party entity approved by the SDE will audit the evaluation components that are combined to determine an individual's summative rating in the event that such components are significantly dissimilar (i.e. include both exemplary and below standard ratings) to determine a final summative rating.
- The State Department of Education or a third-party designated by the SDE will audit evaluations ratings of exemplary and below standard to validate such exemplary or below standard ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated exemplary and two educators rated below standard in those districts selected at random, including at least one administrator rated exemplary and at least one administrator rated below standard per district selected.

Appendix

Appendix A - Manchester Review of Common Core of Leading

Expectations, Elements, and Indicators

Vision Mission and Goal

Teaching and Learning

Organizational Systems and Safety

Families and Stakeholders

Ethics and Integrity

The Education System

Appendix B - Forms

Form A: Administrator Goals

Form B: Midyear Conference

Form C: Observation of Administrator Practice

Form D: Whole school Goals Rating

Form E: Administrator Practice Self-Evaluation and Documentation

Form F: Summative Evaluation

Form G: Administrator Support Plan

Appendix A - Manchester Common Core of Leading

The Manchester's Administrator Effectiveness and Performance Evaluation Committee created the Manchester Common Core of Leading based on a review of the Leader Evaluation Rubric in the 2013 SEED Handbook*: Connecticut's System for Educator Evaluation and Development.* This rubric will be used for all ratings of administrator performance and practice.

Performance Expectation 1: Vision, Mission and Goals

Element 1A: High Expectations for All and Shared Commitments to Implement and Sustain the Vision, Mission and Goal

1A1. Uses information and analysis to shape support vision, mission and goals

1A2. Aligns vision, mission, and goals to policies

1A3. Diverse perspectives, collaboration and effective learning

1A4 .Promotes shared understandings of vision, mission, and goals to guide decisions & evaluation of outcomes

Element 1B: Continuous Improvement toward the Vision, Mission and Goals

1B1. Analyzes data to identify needs and gaps between outcomes and goals

1B2. Uses data and collaborates to design, assess and change programs

1B3. Identifies and addresses barriers to achieving goals

1B4. Seeks and aligns resources

Performance Expectation 2: Teaching and Learning

Element 2A: Strong Professional Culture

2A1. Works to create a professional culture to close the achievement gap.

2A2. Supports and evaluates professional development

2A3. Fosters inquiry and collaboration for improvement

2A4. Supports teacher reflection and leadership

2A5. Provides feedback to improve instruction

Element 2B: Curriculum and Instruction

2B1. Aligns curriculum, instruction and assessment to standards built into the curriculum

2B2. Improves instruction for the diverse needs of all students

2B3. Provides resources and opportunities for extended learning for students beyond the classroom

2B4. Supports the success of faculty and students as global citizens

2B5. Promotes the use of technology to enhance and support student learning

Element 2C: Assessment and Accountability

2C1. Uses multiple sources of information to improve instruction

2C2. Staff evaluation

2C3. Communicates progress

Performance Expectation 3: Organizational Systems and Safety

Element 3A: Welfare and Safety of Students, Faculty and Staff

3A1. Safety and security plan
3A2. Positive school climate for learning
3A3. Community behavior standards for learning

Element 3B: Operational Systems

3B1. Evaluate and improve school operational systems and procedures
3B2. Safe physical plant
3B3.Data systems to inform practice
3B4.Equipment and technology for learning

Element 3C: Fiscal and Human Resources

3C1. Aligns resources to goals
3C2. Recruits and retains staff

Performance Expectation 4: Families and Stakeholders

Element 4A: Collaboration with Families and Community Members

4A1. Accesses and coordinates family and community resources
4A2. Engages families in decisions
4A3. Communicates effectively with families and community

Element 4B: Community Interests and Needs

4B1. Understands and accommodates diverse student and community needs
4B2. Capitalizes on diversity
4B3. Collaborates with community programs

Element 4C: Community Resources:

4C1. Collaborates with community agencies, businesses, and other organizations
4C2. Develops relationships with community agencies, businesses, and other organizations

Performance Expectation 5: Ethics and Integrity

Element 5A: Ethical and Legal Standards of the Profession

5A1. Professional responsibility
5A2. Ethics and integrity
5A3. Equity and social justice
5A4. Rights and confidentiality

Element 5B: Personal Values and Beliefs

5B1. Respects the dignity and worth of each individual
5B2. Models respect for diversity and equitable practices
5B3. Advocates for mission, vision and goals
5B4. Ensures a positive learning environment

Element 5C: High Standards for Self and Others

5C1. Lifelong learning

5C2. Support of professional learning

5C3. Allocates resources equitably

5C4. Promotes appropriate use of technology

Performance Expectation 6: The Education System

Element 6A: Professional Influence

6A1. Promotes discussion within the school community to improve public understanding about current educational laws, policies and regulations

6A2. Builds relationships with stakeholders and policymakers

6A3. Advocates for equity, access and adequacy of student resources in the community

Element 6B: The Educational Policy Environment

6B1. Accurately communicate educational performance

6B2. Uphold laws and influences educational policies and regulations

Element 6C: Policy Engagement

6C1. Advocates for public policies to support the present and future educational needs of students

6C2. Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources

6C3. Collaborates with leaders to inform planning, policies and programs

Manchester Public Schools

LEADER EVALUATION RUBRIC

Performance Expectation 1: Vision, Mission and Goals

Education leader ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.

Element 1A: High Expectations for All and Shared Commitments to Implement and Sustain the Vision, Mission and Goal

Leaders ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff.
Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
1A1. Uses information and analysis to shape vision, mission and goals	Uses a wide-range of data including local, state, national data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.	Uses varied relevant sources of information district data and analyzes data about current practices and outcomes to shape a vision, mission and goals.	Uses some district data to set goals for students Supports a vision and mission based on basic data and analysis.	Relies on their own knowledge and assumptions to support school-wide vision, mission and goals.
1A2. Aligns vision, mission, and goals to policies	Builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.	Aligns the vision, mission and goals of the school to district, state and federal policies.	Establishes school vision, mission and goals that are partially aligned to district and state priorities.	Does not align the school's vision, mission and goals to district, state or federal policies.

Indicator	Exemplary	Proficient	Developing	Ineffective
1A3. Diverse perspectives, collaboration and effective learning	Actively advocates for high expectations with all stakeholders and builds staff capacity to implement a shared vision for high student achievement.	Incorporates diverse perspectives and collaborates with all stakeholders to develop a shared vision, mission and goals so that all students have equitable and effective learning opportunities.	Offers staff and other stakeholders some opportunities to participate in the development of the vision, mission and goals. Develops a vision, mission and goals that set high expectations for most students.	Provides limited opportunities for stakeholder involvement in developing and implementing, the school's vision, mission and goals. Creates a vision, mission and goals that set low expectations for students.
1A4 . Promotes shared understandings of vision, mission, and goals to guide decisions & evaluation of outcomes	Engages and empower staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals.	Develops shared understandings, commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.	Develops understanding of the vision, mission and goals with staff and stakeholders. Provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.	Tells selected staff and stakeholders about decision making processes related to implementing and sustaining the vision, mission and goals.

Element 1B: Continuous Improvement toward the Vision, Mission and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
1B1. Analyzes data to identify needs and gaps between outcomes and goals	Collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals. Works with faculty to collectively identify specific areas for improvement at the school, classroom and student level.	Uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.	Uses data to identify gaps between current outcomes and goals for some areas of school improvement.	Is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.
1B2. Uses data and collaborates to design, assess and change programs	Collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices. Engages all stakeholders in building and leading a school-wide continuous improvement cycle through the School Improvement Plan.	Uses data, research and best practice to shape programs and activities and regularly assesses their effects. Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities through the School Improvement Plan.	Uses some systems and processes for planning, prioritizing and managing change and inquires about the use of research and best practices to design programs to achieve the school's vision, mission and goals.	Is unaware of the need to use data, research or best practice to inform and shape programs and activities.
1B3. Identifies and addresses barriers to achieving goals	Focuses conversations, initiatives and plans to address barriers to improving student achievement and is unwavering in urging staff to maintain and improve their focus on student outcomes. Uses challenges or barriers as opportunities to learn or develop staff.	Identifies and addresses barriers to achieving the vision, mission and goals.	Identifies barriers to the achievement of the school's vision, mission and goals on a situational level.	Does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.

Indicator	Exemplary	Proficient	Developing	Ineffective
1B4. Seeks and aligns resources	Prioritizes the allocation of resources to be consistent with the school's vision, mission and goals.	Seeks and aligns resources to achieve the vision, mission and goals as articulated in the School Improvement Plan	Aligns resources to some initiatives related to the school's vision, mission and goals.	Is unaware of the need to seek or align resources necessary to sustain the school's vision, mission and goals.

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LEADER EVALUATION RUBRIC

Performance Expectation 2: Teaching and Learning

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

Element 2A: Strong Professional Culture

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
2A1. Works to create a professional culture to close the achievement gap	Regularly shares ongoing data on achievement gap and works with faculty to identify and implement solutions. Establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels.	Develops shared understanding and commitment to close achievement gaps so that all students achieve at their highest levels.	Uses student outcome data formulate an understanding of the achievement gap. Is developing a professional commitment to improvement for all students.	Is unaware what is required to close the achievement gap. Is working toward improvement for only some students.
2A2. Supports and evaluates professional development	Works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs of staff and students. Collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes and the school and district improvement plans.	Provides supports and evaluates the effectiveness of professional development to broaden faculty teaching skills to meet the needs of all students.	Provides professional development that addresses some but not all faculty and student needs for improvement.	Provides professional development that is misaligned with faculty and student needs.

Indicator	Exemplary	Proficient	Developing	Ineffective
2A3. Fosters inquiry and collaboration for improvement	Develops processes for continuous inquiry with all staff that inspires others to seek opportunities for personal and professional growth. Builds a culture of candor, openness to new ideas and collaboration to improve instruction with all staff.	Promotes staff opportunities for personal and professional growth through continuous inquiry. Cultivates respect for diverse ideas and inspires others to collaborate to improve teaching and learning.	Models opportunities for self growth. Encourages staff collaboration and growth to improve teaching and learning.	Establishes most strategies and directions without staff collaboration and is rarely open to new ideas and strategies. Is seldom involved in faculty conversations to resolve student learning challenges.
2A4. Supports teacher reflection and leadership	Provides time and resources for teacher collaboration and builds the capacity of teachers to lead meetings focused on improving instruction. Builds a strong instructional leadership team, builds the leadership capacity of promising staff and distributes leadership opportunities among staff.	Provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.	Recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.	Provides insufficient time and resources for teachers to work together on instructional improvement. Provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.
2A5. Provides feedback to improve instruction	Creates a culture of candid feedback and opportunities for staff to review each other's data and instructional practice and provide feedback to each other.	Provides timely, accurate, specific and ongoing feedback and monitoring using data, assessments and evaluation methods that improve teaching and learning.	Provides sporadic feedback based on data, assessments, or evaluations. Monitors some teachers' practice for improvements based on feedback.	Ineffectively uses data, assessments, or evaluation methods to support feedback. Does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.

Element 2B: Curriculum and Instruction

Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
2B1. Aligns curriculum, instruction and assessment to standards built into the curriculum	Builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meets or exceeds state and national standards. Monitors and evaluates the alignment of all instructional processes.	Promotes a shared understanding of curriculum, the alignment of curriculum, assessment, and instruction. Ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.	Possesses an understanding of state and national standards. Promotes instruction and assessment methods that are loosely aligned to standards.	Is unaware of how to align curriculum standards with instruction and assessments.
2B2. Improves instruction for the diverse needs of all students	Builds the capacity of staff to collaboratively identify differentiated learning needs for student groups. Works with staff to continuously adjust instructional practices and strategies to meet the needs of every student.	Advocates evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations through data team practices.	Promotes evidence-based instructional practices that address the learning needs of some but not all student populations.	Ignores instructional strategies that do not meet the diverse learning needs of students. Is unaware how to analyze student progress using student data and work.
2B3. Provides resources and opportunities for extended learning for students beyond the classroom	Builds strong faculty commitment to extending learning beyond the classroom. Collaborates with faculty to attain necessary resources and provide students with ongoing support for extended learning beyond the classroom.	Provides students with access to instructional resources and support to extend their learning beyond the classroom.	Provides inconsistent support and resources for extending learning opportunities beyond the classroom.	Identifies only limited resources and supports for extending learning beyond the classroom.

Indicator	Exemplary	Proficient	Developing	Ineffective
2B4. Supports the success of faculty and students as global citizens	Establishes structures for staff to continuously discuss the skill, knowledge and dispositions necessary for success as global citizens. Faculty and students have multiple opportunities to develop global knowledge, skills and dispositions.	Assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.	Supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.	Focuses only on established academic standards as goals for student and staff skills. Provides limited support or development for staff or students associated with the dispositions for a global citizen.
2B5. Promotes the use of technology to enhance and support student learning	Promotes the use of technological and digital resources, encouraging staff to embed resources into daily instruction that engage students in problem-solving and critical thinking activities. Provides on- going support to staff to help students analyze, interpret and communicate information in order to demonstrate and apply learning.	Provides guidance for teachers to access information through a variety of media formats in order to engage students in learning through the use of technology.	Acknowledges the importance of information through a variety of media formats.	Recognizes that technology can be used as a teacher tool to create worksheets, record student grades, allow for visual presentation of content.

Element 2C: Assessment and Accountability

Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
2C1. Uses multiple sources of information to improve instruction	Builds the capacity and accountability of staff to monitor multiple sources of information and a range of assessments for each student. Empowers staff members to continuously use multiple sources of information to adjust instructional strategies and improve teaching and learning.	Uses district and state assessments and multiple sources of information to analyze student performance, advance instructional accountability and improve teaching and learning.	Develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction. Is learning to use multiple sources of information to identify areas for improvement.	Monitors limited sources of student information and staff evaluation data. Does not connect information to school goals and/or instruction.
2C2. Staff evaluation	Provides additional evaluation activity, feedback, and support to promote the ongoing professional growth of the staff. Develops and supports individual staff learning plans and school improvement goals based on evaluations.	Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement and accurately differentiates ratings.	Completes evaluations for all staff according to stated requirements. Uses some evaluation results to inform professional development.	Conducts occasional classroom observations for some staff. Does not connect evaluation results to professional development or school improvement goals.
2C3. Communicates progress	Builds the capacity of all staff to share ongoing progress updates with families and other staff members. Consistently connects results to the vision, mission and goals of the school and frequently updates staff and families around progress and needs for improvement.	Interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders.	Provides updates on student progress to faculty and families.	Provides limited information about student progress to faculty and families.

Manchester Public Schools

LEADER EVALUATION RUBRIC

Performance Expectation 3: Organizational Systems and Safety

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high performing learning environment.

Element 3A: Welfare and Safety of Students, Faculty and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
3A1. Safety and security plan	Continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan.	Develops, implements, and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.	Develops a safety and security plan and monitors its implementation. Creates minimal engagement with the community around safety plan.	Insufficiently plans for school safety and security.
3A2. Positive school climate for learning	Actively engages the staff and community to review and strengthen a positive school climate that supports and sustains learning, social/emotional safety and success for every member of the school community.	Advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning, and the social and emotional well-being, and safety of the school community.	Seeks input and discussion from school community members to build an understanding of school climate. Plans to develop a school climate focused on learning and social/ emotional safety.	Is unaware of the link between school climate and student learning. Acts alone in addressing school climate issues.
3A3. Community behavior standards for learning	Builds ownership for all staff, community and students to develop and monitor community standards for accountable student behavior. Students, staff and parents all hold themselves and each other accountable for following the established standards of behavior.	Involves families and the community in developing, implementing and monitoring community standards for accountable behavior to ensure student learning.	Develops and informs staff about community standards for accountable behavior. Monitors for implementation of established standards.	Uses own judgment to develop standard for behavior. Does not consistently implement or monitor norms for accountable behavior.

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Element 3B: Operational Systems

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
3B1. Evaluate and improve school operational systems and procedures	Plans ahead for learning needs and proactively creates improved school operational systems to support new instructional strategies.	Uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise the operational systems.	Reviews existing school operations and systems processes and plans for their improvement to operational systems.	Ineffectively monitors school operational processes systems. Makes minimal improvements to the operational system.
3B2. Safe physical plant	Develops systems to maintain and improve the physical plant and rapidly resolve any identified safety issues.	Ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.	Maintains minimum safety requirements and has no plan to evaluate the physical plant to ensure that its legal requirements for safety.	Maintains a physical plant that does not meet guidelines and legal requirements for safety.
3B3.Data systems to inform practice	Routinely gathers regular input from faculty on new communications or data systems that could improve practice.	Facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform instructional practice and school operations.	Uses communication and data systems to provide support to instructional practice and the operations of the school.	Uses existing data systems that provide inadequate information to inform instructional practice and the operations of the school.
3B4.Equipment and technology for learning	Develops capacity among the school community to acquire, maintain and ensure security of equipment and technology and to use technology to improve the teaching and learning environment.	Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.	Maintains existing technology and identifies new technology that supports learning.	Uses existing equipment and technology that ineffectively supports the teaching and learning environment.

Element 3C: Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
3C1. Aligns resources to goals	Works with community to secure necessary funds to support school goals. Aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning.	Develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations. Seeks, secures and aligns resources to achieve vision, mission and goals to strengthen professional practice and improve student learning.	Develops and operates a budget within fiscal guidelines. Aligns resources to school goals and to strengthening professional practice.	Operates a budget that does not align with district or state guidelines. Allocates resources that are not aligned to school goals.
3C2. Recruits and retains staff	Involves all stakeholders in processes to recruit, select and support exemplary staff. Implements strategies and practices that successfully retain and develop effective staff in the school and district.	Implements practices to recruit support and retain highly qualified staff.	Reviews and improves processes for recruiting and selecting staff. Provides support to early career teachers but has limited strategies to develop and retain effective teachers.	Uses hiring processes that involve few recruiting sources. Provides limited support for early career teachers and has few strategies to retain teachers.

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LEADER EVALUATION RUBRIC

Performance Expectation 4: Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

Element 4A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and stakeholders.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
4A1. Accesses and coordinates family and community resources	Consistently seeks and mobilizes family and community resources and support aligned to improving achievement for all students.	Coordinates the resources of schools, family members and the community to improve student achievement.	Reaches out to the broader community to access resources but are not consistently aligned to student learning.	Is unaware of how to accesses resources or support from families and the community.
4A2. Engages families in decisions	Engages families consistently in understanding and contributing to decisions about school-wide and student-specific learning needs.	Welcomes and engages all families in decision making to support their children's education.	Welcomes family involvement in some school decisions and events that support their children's education.	Provides limited opportunities for families to engage in educational decisions. Does not ensure that families feel welcome in the school environment.
4A3. Communicates effectively with families and community	Uses a variety of strategies and builds the capacity of all staff to facilitate open and regular communication between the school and families and community members.	Uses a variety of strategies to engage in open communication with staff and families and community members.	Provides opportunities for families and community members to share input and concerns with the school.	Limits opportunities for families and community members to share input or concerns with the school.

Element 4B: Community Interests and Needs

Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
4B1. Understands and accommodates diverse student and community needs	Collaborates with staff to meet the diverse needs of students and the community.	Understands and addresses the diverse needs of student and community needs and dynamics.	Collects information to understand diverse student and community needs. Provides some accommodations for diverse student and community needs.	Uses limited resources to understand diverse student needs. Demonstrates limited knowledge of community needs and dynamics.
4B2. Capitalizes on diversity	Integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.	Capitalizes on the diversity of the community as an asset to strengthen education.	Values community diversity. Develops some connections between community diversity and educational programs.	Demonstrates limited awareness of community diversity as an educational asset.
4B3. Collaborates with community programs	Builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.	Collaborates with community programs serving students with diverse needs.	Collaborates with community programs to meet some student learning needs.	Establishes limited collaboration with community programs that address few student learning needs.

Element 4C: Community Resources

Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that pro- vide critical resources for children and families.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
4C1. Collaborates with community agencies, businesses, and other organizations	Proactively collaborates and empowers staff to identify and prioritize essential resources and services for children and families. Collaborates with community agencies to provide prioritized services and consistently evaluates service quality.	Collaborates with community agencies for health, social and other services that provide essential resources and services to children and families.	Collaborates with some community agencies for health, social, or other services. Provides some access to resources and services to children and families.	Provides limited or no access to community resources and services to children and families.
4C2. Develops relationships with community agencies, businesses, and other organizations	Collaborates with staff to assess and develop ongoing relationships with community agencies aligned to school needs.	Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.	Develops relationships with community organizations and agencies.	Develops limited relationships with community agencies. Inconsistently meets the needs of the school community.

Manchester Public Schools

LEADER EVALUATION RUBRIC

Performance Expectation 5: Ethics and Integrity

Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.

Element 5A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
5A1. Professional responsibility	Exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators and continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.	Exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.	Does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.	Does not exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.
5A2. Ethics and integrity	Builds shared personal and professional ethical practices and integrity.	Models personal and professional ethics and integrity while encouraging others to the same standards.	Does not consistently demonstrate personal and professional ethical practices and integrity	Does not demonstrate personal and professional ethical practices and integrity.
5A3. Equity and social justice	Actively promotes and uses professional influence to ensure that all students have access to educational opportunities.	Uses professional influence to foster and sustain educational equity and social justice for all students and staff.	Earns respect and is building professional influence to foster educational equity and social justice for all students and staff.	Does not consistently promote educational equity and social justice for all students and staff.
5A4. Rights and confidentiality	Builds a shared commitment to protecting the rights of all students and stakeholders. Maintains confidentiality, as appropriate.	Protects the rights of students, families and staff and maintains confidentiality.	Does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.	Does not protect the rights of students, families and staff and/or maintain appropriate confidentiality.

Element 5B: Personal Values and Beliefs

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
5B1. Respects the dignity and worth of each individual	Promotes and demonstrates respect for the inherent dignity and worth of everyone.	Consistently demonstrates respect for the inherent dignity and worth of each individual.	Does not consistently treat everyone with respect.	Does not treat everyone with respect.
5B2. Models respect for diversity and equitable practices	Builds a shared commitment to and respect for diversity and equitable practices for all stakeholders.	Consistently demonstrates respect for diversity and equitable practices for all stakeholders.	Does not consistently demonstrate respect for diversity and equitable practices for all stakeholders	Does not demonstrate respect for diversity and equitable practices for all stakeholders.
5B3. Advocates for mission, vision and goals	Continuously engages the participation and support of all stakeholders towards the commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.	Demonstrates commitment stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.	Advocates for the commitments stated in the school's vision, mission and goals.	Does not advocate for or act on commitments stated in the mission, vision and goals.
5B4. Ensures a positive learning environment	Anticipates and overcomes challenges and collaborates with others to ensure a positive learning environment.	Overcomes challenges and leads others to contribute to a positive learning environment.	Addresses some challenges or engages others to contribute to a positive learning environment.	Does not address challenges or contribute to a positive learning environment.

Manchester Public Schools

Element 5C: High Standards for Self and Others

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
5C1. Lifelong learning	Models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.	Models, reflects on and builds capacity for lifelong learning through understanding of research and best practices.	Recognizes the importance of personal learning needs of self and others. Uses some research and best practices for professional growth for self and others.	Does not engage in or seek personal professional learning opportunities for self and others.
5C2. Support of professional learning	Supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction based on an analysis of assessed and observed data.	Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction, and assessment.	Supports professional development that is primarily related to curriculum and instructional needs.	Does not consistently support and use professional development to strengthen curriculum, instruction and assessment.
5C3. Allocates resources equitably	Actively seeks and allocates resources to equitably build, sustain and strengthen a high level of school performance.	Allocates resources equitably to sustain and strengthen a high level of school performance.	Allocates resources to sustain and strengthen some school performance.	Does not equitably use resources to sustain and strengthen school performance.
5C4. Promotes appropriate use of technology	Is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.	Promotes the legal, social and ethical use of technology among all members of the school community.	Demonstrates a limited understanding of the legal, social and ethical implications for its use.	Does not demonstrate an understanding of the legal, social and ethical implications for its use.

Manchester Public Schools

LEADER EVALUATION RUBRIC

Performance Expectation 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their student, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.

Element 6A: Professional Influence

Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
6A1. Promotes discussion within the school community to improve public understanding about current educational laws, policies and regulations	Actively communicates and engages the school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school.	Promotes discussion and communicates effectively within the school community about federal, state and local laws, policies and regulations affecting education.	Follows current education legislation and policies, and promotes some opportunities to share information with the school community.	Does not keep current on federal, state and local education laws, polices and regulations and has limited conversations about how they impact education.
6A2. Builds relationships with stakeholders and policymakers	Actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.	Develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to and influence issues that affect education.	Maintains a professional but limited relationship with stakeholders and policymakers.	Takes few opportunities to build relationships with stakeholders in the community and policymakers.
6A3. Advocates for equity, access and adequacy of student resources in the community	Actively engages the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.	Advocates for equity, access and adequacy in providing for student needs using a variety of strategies to meet the goals of the school.	Is learning how to locate, acquire and access programs, services, or resources to promote equity and achieve school goals.	Possesses limited understanding and/ or ineffectively uses resources.

Element 6B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

The Leader…

Indicator	Exemplary	Proficient	Developing	Ineffective
6B1. Accurately communicate educational performance	Engages the school community and stakeholders in analysis of school and student data that leads to identifying important indicators of school progress, greater understandings and implications for growth and refinements to the school or district's mission, vision and goals.	Collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way to gain support for policies that impact excellence and equity in education.	Reviews school growth measures and student data. Conducts basic data analyses and communicates data about educational performance.	Ineffectively communicates with members of the school and the community. Does not fully understand growth, trends and implications for improvement.
6B2. Uphold laws and influences educational policies and regulations	Works with district, state and/or national leaders to advocate for policies that support excellence and equity in education.	Upholds federal, state and local laws and promote policies and regulations in support of excellence and equity in education.	Upholds federal, state and local laws and seeks to engage in public discourse about policies and regulations to support education.	Does not consistently uphold laws, regulations and does not contribute to policies to support excellence and equity in education.

Element 6C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The leader

Indicator	Exemplary	Proficient	Developing	Ineffective
6C1. Advocates for public policies to support the present and future educational needs of students	Is actively engaged in work that promotes equitable and appropriate policies to ensure that all children have an equal opportunity to learn.	Advocates for public policies and administrative procedures that provide for present and future needs of children to improve equity and excellence in education.	Communicates with the community about policies supports equity and excellence in education.	Does not advocate for policies and procedures to meet the needs of all students.
6C2. Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources	Is actively engaged with local, state and national professional organizations that promote public policy and advocate for appropriate, adequate and equitable resources to ensure quality educational opportunities that are equal and fair for all students.	Promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.	Supports fiscal policies and guidelines that align resources to meet school goals and student needs. Equitably allocates within the school resources among faculty, staff and students.	Is unaware of policies that result in equitable resources to meets the needs of all students. Does not allocate resources appropriately, adequately, or equitably.
6C3. Collaborates with leaders to inform planning, policies and programs	Actively engages all stakeholders to proactively change local, district, state decisions affecting the improvement of teaching and learning. Is actively involved with local, state and national professional organizations in order to influence and advocate for legislation, policies and programs that improve education.	Collaborates with community leaders to collect and analyze data on economic, social and other emerging issues to inform district and school planning, policies and programs.	Is learning to collect analyze and share data with others to raise awareness of its impact on decisions affecting student learning on local, district, state and national levels.	Demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.

Appendix C – Forms

Manchester Public Schools

Pride in Excellence

Form A: Administrator Goals (page 1 of 2)
To be completed by November 15

Administrator:	**Evaluator:**
Assignment:	**Date:**

School/District Improvement Plan referenced

Review pages 15-17 for the required characteristics of SLOs and IAGDs

Student Learning Objective #1 (22.5%)
Student Learning Objective #1
IAGD #1 **Students Population Assessed** **Assessment Title or Description** **Target level of performance** **Goal for % of students to achieve target level of performance**
Student Learning Objective #2 (22.5%)
Student Learning Objective #2
IAGD #2 **Students Population Assessed** **Assessment Title or Description** **Target level of performance** **Goal for % of students to achieve target level of performance**

Manchester Public Schools

Pride in Excellence

Form A: Administrator Goals (page 1 of 2)

Teacher Effectiveness Measure (5%)	
Group of teachers to be basis of teacher effectiveness measurement	**Number of teachers in group**

Administrator's Stakeholder Feedback Objective (10%)
Population(s) to provide stakeholder feedback **Stakeholder feedback goal**
School Parent Feedback Objective **(Principals only from school improvement plan– basis of teacher evaluation)**
Parent feedback goal

Administrator Performance and Practice focus area (if any) :

Evaluator's Signature:_____ Date:_____

Evaluatee's Signature:_____ Date:_____

Manchester Public Schools

Form B: Mid-Year Conference
To be completed by February 28

Administrator:	**Evaluator:**
Assignment:	**Date:**

Evidence of progress toward student learning objectives

Review of Performance and Practice observations

Any changes in conditions since the goals conference that may influence accomplishment of outcome goals or indicate a mid-year adjustment in goals.

Evaluator's Signature:_____ Date:_____

Evaluatee's Signature:_____ Date:_____

Manchester Public Schools

Form C: Observation of Administrator Practice (Page 1 of 2)

Administrator:	**Evaluator:**
Assignment:	**Date:**

Manchester Common Core of Leading Expectations and Elements:

Performance Expectation 1 -Vision Mission and Goals					4	3	2	1
1A: High Expectations for All and Shared Commitment								
1B: Continuous Improvement toward Vision, Mission, Goals								
Wt Principals& APs :	20%	Wt Other Admin:	10%	Average Rating for Element:				
Evidence for areas of strength and development:								

Performance Expectation 2: Teaching and Learning					4	3	2	1
2A: Strong Professional Culture								
2B: Curriculum and Instruction								
2C: Assessment and Accountability								
Wt Principals& APs :	45%	Wt Other Admin:	50%	Average Rating for Element:				
Evidence for areas of strength and development:								

Performance Expectation 3: Organizational Systems and Safety					4	3	2	1
3A: Welfare and Safety of Students, Faculty and Staff								
3B: Operational Systems								
3C: Fiscal and Human Resources								
Wt Principals& APs :	10%	Wt Other Admin:	5%	Average Rating for Element:				
Evidence for areas of strength and development:								

Manchester Public Schools

Form C: Observation of Administrator Practice (Page 2 of 2)

Performance Expectation 4: Families and Stakeholders					4	3	2	1
4A: Collaboration with Families and Community								
4B: Community Interests and Needs								
4C: Community Resources								
Wt Principals& APs :	15%	Wt Other Admin:	25%	Average Rating for Element:				
Evidence for areas of strength and development:								

Performance Expectation 5: Ethics and Integrity					4	3	2	1
5A: Ethical and Legal Standards of the Profession								
5B: Personal Values and Beliefs								
5C: High Standards for Self and Others								
Wt Principals& APs :	5%	Wt Other Admin:	5%	Average Rating for Element:				
Evidence for areas of strength and development:								

Performance Expectation 6: The Education System					4	3	2	1
6A: Professional Influence								
6B: The Educational Policy Environment								
6C: Policy Engagement								
Wt Principals& APs :	5%	Wt Other Admin:	5%	Average Rating for Element:				
Evidence for areas of strength and development:								

Commendations/Recommendations:

Evaluator's Signature:_____ Date:_____

Evaluatee's Signature:_____ Date:_____

Manchester Public Schools

Form D: Administrator Performance Self Evaluation and Documentation (Page 1 of 4)
Student Learning and Parent Feedback

Administrator:	**Evaluator:**
Assignment:	**Date:**

School Level Parent Feedback Rating
(10% of summative evaluation for the school's teachers)

School-Level Parent-Feedback goal:			
School-Level Parent-Feedback results:			
Rating for the School's Teachers			
Highly Effective (4.00) Exceeded the objective	Effective (3.00) Met the objective	Developing (2.00) Partially met the objective	Ineffective (1.00) Did not meet the objective

School Level Stakeholder (Faculty and Parents) Feedback Rating
(10% of Summative Evaluation for the School's Principal)

Administrator's Stakeholder-Feedback Goal(s):			
Administrator's Stakeholder-Feedback results:			
Rating			
Exceeded Goal	**Met Goal**	**Partial Improvement**	**No Improvement**
Exemplary Practice (4)	**Proficient Practice (3)**	**Developing Practice (2)**	**Ineffective Practice (1)**

Manchester Public Schools

Form D: Administrator Performance Self Evaluation and Documentation (Page 2 of 4

Whole school Student Learning Objective Rating: (22.5% of Summative Evaluation)

Indicator of Academic Growth & Development #1
Student population assessed
Assessment Title or Description
Target level of performance
Goal for % Students to achieve target level of performance
Actual % of students achieving target level of performance.
Rating percentage (Actual %/Goal %)

Rating			
Exemplary 4	**Proficient 3**	**Developing 2**	**Ineffective 1**
At least 90% of projected number of students met the IAGD target.	At least 70% of projected number of students met the IAGD target.	At least 60% of projected number of students met the IAGD target.	Less than 60% of project-ed number of students met the IAGD target.

Whole school Student Learning Objective Rating: (22.5% of Summative Evaluation)

Indicator of Academic Growth & Development #2
Student population assessed
Assessment Title or Description
Target level of performance
% Students to achieve target level of performance
Actual % of students achieving target level of performance.
Rating percentage (Actual %/Target %)

Rating			
Exemplary 4	**Proficient 3**	**Developing 2**	**Ineffective 1**
At least 90% of projected number of students met the IAGD target.	At least 70% of projected number of students met the IAGD target.	At least 60% of projected number of students met the IAGD target.	Less than 60% of project-ed number of students met the IAGD target.

Manchester Public Schools

Form D: Administrator Performance Self Evaluation and Documentation (Page 3 of 4)

Manchester Common Core of Leading Expectations and Elements:

Performance Expectation 1 -Vision Mission and Goals					4	3	2	1
1A: High Expectations for All and Shared Commitment								
1B: Continuous Improvement toward Vision, Mission, Goals								
Wt Principals& APs :	20%	Wt Other Admin:	10%	Average Rating for Element:				
Documents: submitted			Evidence:					

Performance Expectation 2: Teaching and Learning					4	3	2	1
2A: Strong Professional Culture								
2B: Curriculum and Instruction								
2C: Assessment and Accountability								
Wt Principals& APs :	45%	Wt Other Admin:	50%	Average Rating for Element:				
Documents submitted:			Evidence:					

Performance Expectation 3: Organizational Systems and Safety					4	3	2	1
3A: Welfare and Safety of Students, Faculty and Staff								
3B: Operational Systems								
3C: Fiscal and Human Resources								
Wt Principals& APs :	10%	Wt Other Admin:	5%	Average Rating for Element:				
Documents submitted:			Evidence:					

Performance Expectation 4: Families and Stakeholders					4	3	2	1
4A: Collaboration with Families and Community								
4B: Community Interests and Needs								
4C: Community Resources								
Wt Principals& APs :	15%	Wt Other Admin:	25%	Average Rating for Element:				
Documents: submitted			Evidence:					

Manchester Public Schools

Form D: Administrator Performance Self Evaluation and Documentation (Page 4 of 4)

Performance Expectation 5: Ethics and Integrity					4	3	2	1
5A: Ethical and Legal Standards of the Profession								
5B: Personal Values and Beliefs								
5C: High Standards for Self and Others								
Wt Principals& APs :	5%	Wt Other Admin:	5%	Average Rating for Element:				
Documents: submitted			Evidence:					

Performance Expectation 6: The Education System					4	3	2	1
6A: Professional Influence								
6B: The Educational Policy Environment								
6C: Policy Engagement								
Wt Principals& APs :	5%	Wt Other Admin:	5%	Average Rating for Element:				
Documents: submitted			Evidence:					

Evaluatee Reflection

Evaluatee's Signature:_____ Date:_____

Evaluator's Signature:_____ Date:_____

Manchester Public Schools

Form E: Summative Evaluation (Page 1 of 4)

Due June 30

Administrator:	**Evaluator:**
Assignment:	**Date:**

Summative Performance and Practice Ratings

Performance Expectation 1 -Vision Mission and Goals					4	3	2	1
1A: High Expectations for All and Shared Commitment								
1B: Continuous Improvement toward Vision, Mission, Goals								
Wt Principals& APs :	20%	Wt Other Admin:	10%	Average Rating for Element:				
Evidence for areas of strength and development:								

Performance Expectation 2: Teaching and Learning					4	3	2	1
2A: Strong Professional Culture								
2B: Curriculum and Instruction								
2C: Assessment and Accountability								
Wt Principals& APs :	45%	Wt Other Admin:	50%	Average Rating for Element:				
Evidence for areas of strength and development:								

Performance Expectation 3: Organizational Systems and Safety					4	3	2	1
3A: Welfare and Safety of Students, Faculty and Staff								
3B: Operational Systems								
3C: Fiscal and Human Resources								
Wt Principals& APs :	10%	Wt Other Admin:	5%	Average Rating for Element:				
Evidence for areas of strength and development:								

Manchester Public Schools

Form E: Summative Evaluation (Page 2 of 4)

Performance Expectation 4: Families and Stakeholders					4	3	2	1
4A: Collaboration with Families and Community								
4B: Community Interests and Needs								
4C: Community Resources								
Wt Principals& APs :	15%	Wt Other Admin:	25%	Average Rating for Element:				
Evidence for areas of strength and development:								

Performance Expectation 5: Ethics and Integrity					4	3	2	1
5A: Ethical and Legal Standards of the Profession								
5B: Personal Values and Beliefs								
5C: High Standards for Self and Others								
Wt Principals& APs :	5%	Wt Other Admin:	5%	Average Rating for Element:				
Evidence for areas of strength and development:								

Performance Expectation 6: The Education System					4	3	2	1
6A: Professional Influence								
6B: The Educational Policy Environment								
6C: Policy Engagement								
Wt Principals& APs :	5%	Wt Other Admin:	5%	Average Rating for Element:				
Evidence for areas of strength and development:								

Form E: Summative Evaluation (Page 3 of 4)

Leadership Performance and Practice Rating (40%)

Elements	Rating	Weight Principals and APs	Principals and APs Subtotals	Weigh Other Admin.	Other Admin Subtotals
1 -Vision Mission and Goals		X 20%		X 10%	
2: Teaching and Learning		X 45%		X 50%	
3: Organizational Systems and Safety		X 10%		X 5%	
4: Families and Stakeholders		X 15%		X 25%	
5: Ethics and Integrity		X 5%		X 5%	
6: The Education System		X 5%		X 5%	
Leadership Totals		100%		100%	

Teacher Effectiveness Rating (5%)

Group of teachers upon which the administrator's teacher effectiveness rating is based.

teachers in the group ____ x 2 = _____ Total number of teacher IAGD Ratings

# IAGD ratings of 4			
# IAGD ratings of 3		Total # of ratings of 4 or 3	
# IAGD ratings of 2		% Rated 4 or 3	
# IAGD ratings of 1			
Total			

Exemplary (4)	Proficient (3)	Developing (2)	Ineffective (1)
81-100% of teacher IAGDs rated *highly effective (4) or effective (3)*	61-80% of teacher IAGDs rated *highly effective (4) or effective (3)*	41-60% of teacher IAGDs rated *highly effective (4) or effective (3)*	0-40% of teacher IAGDs rated *highly effective (4) or effective (3)*

Summative Leadership Practice Rating

Leadership Practice Rating from above (40%)				X 0.80 =	
Stakeholder Feedback Rating from Form D (10%)				X 0.20 =	
Leadership Rating Score					
Leadership Rating Category using rubric below					
Summative Score	3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49	
Final Rating	**Exemplary**	**Proficient**	**Developing**	**Below Standard**	

Manchester Public Schools

Form E: Summative Evaluation (Page 4 of 4)

Summative Student Outcomes Rating

IAGD #1 Rating from Form D (22.5%)			X 0.45 =	
IAGD #2 Rating from Form D (22.5%)			X 0.45 =	
Teacher Effectiveness Rating from this form (5%)			X 0.10 =	
Leadership Rating Score				
Leadership Rating Category using rubric below				
Summative Score	3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1- 1.49
Final Rating	**Exemplary**	**Proficient**	**Developing**	**Below Standard**

Overall Summative Rating (using matrix on Page 23)

Leadership Practice Rating	Student Outcomes Rating	Overall Rating

Evaluator's summary comments including commendations and recommendations:

Evaluatee's Signature:_____ Date:_____

Evaluator's Signature:_____ Date:_____

Manchester Public Schools

Form F: Administrator Support Plan

Principal/Administrator: _____

Superintendent/Evaluator: _____

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

_____	_____	_____
Superintendent/Evaluator	Administrator	Date
_____	_____	_____
Rep from Human Resources	Rep from Manchester School Administrators Association	Date

Copy to administrator, copy to evaluator's working file, original to Human Resources personnel file

Appendix C

Administrator Evaluation Process Timeline

By September 15

- Complete orientation and training program.
- Identify Whole-School Parent Feedback goal to inform the teacher evaluation process.

By November 15

- Principals create school improvement plans
- Complete goal setting conferences
- Identify whole school learning measures to inform the teacher evaluation process.
- **Form A: Administrator Goals** (administrator completes, evaluator signs)

During school year

- The administrator and the evaluator collect documents as evidence of the achievement of evaluation goals and/or effective practice.
- Formal observations (minimum of 2 for all administrators, 4 for all assistant principals and 4 for administrators new to the district, school, the profession, or who have received ratings of developing or below standard
  Form C: Observation of Administrator Practice (evaluator completes, administrator signs)
- Informal observations are encouraged
  Form C: Observation of Administrator Practice (evaluator completes, administrator signs)
- Evaluation based professional learning (professional learning opportunities provided to administrators clearly linked to the specific outcomes of the evaluation process.

By February 28

- Complete midyear formative review
  Form B: Mid-Year Conference (administrator completes prior to midyear conference, evaluator comments/signs)

By Last Day of May

- Rating determined for each school's parent feedback goal and whole school learning goals.

By June 1

- Administrators submit their completed self-evaluation and documents that provide evidence of the achievement of evaluation goals and/or effective performance and practice.
  Form D: Administrator Practice Self Evaluation and Documentation (administrator completes and submits to evaluator along with documents)

By June 30

- Complete the end-of-year summative review and the summative evaluation.
  Form E: Summative Evaluation (evaluator completes, administrator signs)