

**MANCHESTER BOARD OF EDUCATION**  
**REGULAR MEETING**  
**MONDAY, JUNE 10, 2013**

**7:00 P.M.**  
**Lincoln Center**

**A. OPENING**

- 1) Call to order
- 2) Pledge of Allegiance
- 3) Board of Education Special Mtg. Minutes – May 28, 2013 A – 3
- 4) Board of Education Minutes – May 29, 2013 A – 4

**B. SUPERINTENDENT'S REPORT – PART I**

- 1) 2013-2014 Budget Book Artwork Awards – Waddell School
- 2) Update on S.A.A.M Program – Ms. Linda Cavanaugh

**C. CONSENT CALENDAR**

- 1) Personnel Actions C – 1
- 2) Transfer of Funds C – 2

**D. PUBLIC COMMENTS (any item before the Board)**

**E. SUPERINTENDENT'S REPORT – PART II**

- 1) Teacher Evaluation Program E – 1
- 2) Administrator Evaluation Program E – 2
- 3) MHS Elevator Project

**F. UNFINISHED BUSINESS**

**G. NEW BUSINESS**

- 1) Cheney/Bennet 5<sup>th</sup>/6<sup>th</sup> Grade Academy G – 1
  - a. Authorize the ED049 Grant Application for the Cheney/Bennet 5<sup>th</sup>/6<sup>th</sup> Grade Academy
  - b. Approve the Educational Specifications for the new Cheney/Bennet 5<sup>th</sup>/6<sup>th</sup> Grade Academy
  - c. Recommend the proposed Cheney/Bennet 5<sup>th</sup>/6<sup>th</sup> Grade Academy project to the Board of Directors for referendum.

**H. COMMUNICATIONS**

**I. COMMITTEE REPORT**

**J. PUBLIC COMMENTS (comments limited to items on tonight's agenda)**

**K. ITEMS FOR FUTURE AGENDAS**

**L. ADJOURNMENT**

***Welcome to the Manchester Board of Education meeting. Observers are always welcome. The following instructions are to assist those who wish to speak during Public Comment session(s):***

- 1) Print your name and address on the sign-in sheet at the podium for accurate record keeping.***
- 2) State your name and address for the record. Students state name only.***
- 3) First session: Three minute time limit for any item that may come before the Board. Listen for the bell.***
- 4) Second session: Comments must be limited to items on the Board's agenda for this meeting. The Board Chair has the discretion to limit comment time.***
- 5) Written statements may be submitted for Board members if time runs out for speaker.***
- 6) Immediate replies to questions/concerns should not be expected (Board Chair/Superintendent's discretion).***
- 7) Inappropriate topics: Confidential information, personal issues and legal concerns. Please avoid derogatory and profane language. Board of Education Policy #1220.***

**PERSONNEL ACTION**

**RESIGNATIONS**

Dr. Troy Monroe, Director of Teaching, Learning and Equity, has submitted a letter of resignation for retirement purposes effective June 30, 2013. Dr. Monroe has been with Manchester Public Schools since July 31, 2006. It is recommended that his request be approved.

**APPOINTMENTS**

Denay Young to be a Race Relations teacher at Manchester High School. Ms. Young received a Master of Arts in Education degree at University of Bridgeport. Ms. Young resides in Stamford. It is recommended that her appointment be approved effective August 26, 2013 (MA/Step 1 \$46,228).

**June 10, 2013**

**Town of Manchester  
Board of Education**

**To:** Manchester Board of Education  
**From:** Dr. Richard W. Kisiel, Interim Superintendent of Schools  
**Subject:** Transfer of Funds  
**Date:** May 20, 2013

**Background:** In accordance with Board of Education Policy 3160, Transfer of Funds between Categories, I am requesting the Board approve the following transfers in the FY 2012-2013 Budget.

**Discussion/Analysis:** Transfer from Martin Elementary School Administrator Computer Supplies/Materials to Martin Elementary School Administrator Repair accounts. A transfer of \$400.00 is being requested.

**Financial Impact:** None

**Other Board/Commission Action:** None

**Recommendations:** The Superintendent of Schools recommends that the Board of Education approve these transfers in the FY 2012-2013 Budget.



Dr. Richard W. Kisiel  
Interim Superintendent of Schools  
Manchester, Connecticut  
June 10, 2013

Manchester Public Schools  
Manchester, Connecticut

OK  
D. Corral  
5/28

To: Accounting Department

School: Martin

Date: 5/20/13

MANCHESTER PUBLIC SCHOOLS  
2013 MAY 29 PM 2:04

Principal's Sign: [Signature]

Date of Approval: 5/23/13

JUSTIFICATION ~~(Required)~~:

Funds needed to Repair building laminator.

SUBJECT: TRANSFER BUDGET MONIES FROM ONE LINE ACCOUNT TO ANOTHER:

DECREASE In whole dollars only:

\$ <u>400.<sup>00</sup></u>	Account # <u>423-16-100-5612</u>	Description: <u>Comp. Supplies</u>
\$ _____	Account # _____	Description: _____
\$ _____	Account # _____	Description: _____

\$ 400.<sup>00</sup> TOTAL DECREASE

INCREASE In whole dollars only:

\$ <u>400.<sup>00</sup></u>	Account # <u>423-16-100-5435</u>	Description: <u>Admin. Equip. Repair</u>
\$ _____	Account # _____	Description: _____
\$ _____	Account # _____	Description: _____

\$ 400.<sup>00</sup> TOTAL INCREASE (Must match total decrease)

Accounting Department Only

Board Approval Needed: Yes  No

Date of Board Approval: \_\_\_\_\_

Date Transfer Completed \_\_\_\_\_ Name: \_\_\_\_\_



# **Teacher Effectiveness and Performance Evaluation Handbook**

**Manchester Public Schools  
Manchester, CT**

**April 22, 2013  
Revised: June 5, 2013**

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# *Acknowledgements*

## **I. Acknowledgements**

### **Manchester Public Schools Board of Education**

*Christopher Pattacini, Chair*

*Michael Crockett*

*Maria W. Cruz*

*Deborah Hagenow*

*Neal Leon*

*Kelly Luxenberg*

*Jason P. Scappaticci*

*Sarah Walton*

*Ron Atwater*

### **Superintendent**

*Dr. Richard Kiesel, Interim Superintendent of Schools*

# Manchester Public Schools Teacher Effectiveness and Performance Evaluation Committee

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*Janice Jones*

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*Julie Martin-Beaulieu*

*Cathy Mazzotta*

*Mike Meneffee*

*Dr. Troy A. Monroe*

*Tom Nicholas*

*Diane Ozmun*

*Linda Parsons*

*Katey Reynolds*

This document is based primarily on the Connecticut System for Educator Evaluation and Development (SEED) document, the Common Core of Teaching, the Common Core of Learning and the Professional Code of Conduct.

## *Introduction*

## II. Introduction

We believe the teacher evaluation system is designed to inspire teachers toward continued growth and development. A professional, collaborative environment will support quality learning for both teachers and students. As a result, students will be prepared to be life-long learners and contributing members of society.

This will be accomplished through:

- ongoing support from administrators/mentors
- data collection and analysis for improved instructional practices
- identification of strengths
- community feedback to improve school effectiveness
- valuing relationships and building positive partnerships

Through this system, Manchester Public Schools anticipates growth and success for all.

## *Evaluation System Overview*

### III. Evaluation System Overview

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

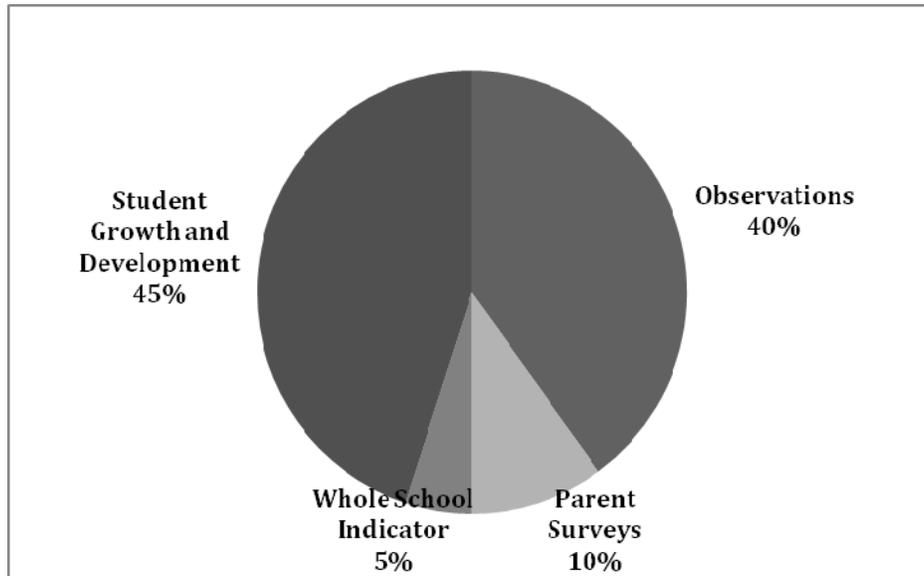


Figure 1

1. Teacher Practice Related Indicators (50%) – An evaluation of the core instructional practices and skills that positively affect student learning is comprised of two categories:
  - a. Observation of teacher performance and practice (40%) as defined in the Manchester Professional Educator Performance and Practice Continuum, which articulates sixteen indicators of teacher practice across four domains and has been aligned to the Connecticut Common Core of Teaching.
  - b. Parent feedback (10%) based on the growth of parent satisfaction as indicated on parent surveys.
2. Student Outcomes Related Indicators – An evaluation of a teacher’s contribution to student academic progress, at the school and classroom level is comprised of two categories:
  - a. Student growth and development (45%) as determined by the teacher’s Student Learning Objectives (SLO’s) as measured by Indicators of Academic Growth and Development (IAGD’s).

- b. Whole School Indicators (5%) as measured by the School Performance Indicators.

Scores from each of the four categories will be combined to produce a summative performance rating defined as:

**Highly Effective** – Substantially exceeding indicators of performance

**Effective** – Meeting most indicators of performance

**Marginally Effective** – Meeting some indicators of performance but not others

**Ineffective** – Not meeting indicators of performance.

These district ratings will be translated to the Connecticut State Department of Education ratings as shown below:

<b>Manchester Rating</b>	<b>Connecticut Rating</b>
Highly Effective	Highly Effective
Effective	Proficient
Marginally Effective	Developing
Ineffective	Below Standard

***Summative Teacher Rating***

The summative teacher evaluation rating will be based on the four components of performance, grouped in two major categories. Every teacher will receive one of four performance ratings: Exemplary, Effective, Developing, or Below Standard based on the total number of points accumulated in the four categories.

<b>Manchester Rating</b>	<b>Connecticut Rating</b>
326-400	Exemplary (Highly Effective)
251 – 325	Effective (Proficient)
176 – 250	Developing
100-175	Below Standard

The rating will be determined using the following steps:

1. Calculate a Teacher-Practice Rating by combining the Observation of Teacher Performance and practice Score and the Parent Feedback score.
2. Calculate a Student Related Indicators score by combining the Student Growth and Development score and the Whole School Learning score.
3. Use chart above to determine teacher evaluation rating.

Examples of calculations can be found in the appendix.

***Adjustment of Summative Rating***

Summative ratings must be completed for all teachers by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher’s summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments will inform goal setting in the new school year.

## a. Teacher Evaluation Process

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



Figure 2

### ***Goal-Setting and Planning***

1. Orientation on Process – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives (SLO's) and they will commit to set time aside for the types of collaboration required by the evaluation process. The goal for completing the orientation on the evaluation process is September 15<sup>th</sup> for all teachers.
2. Teacher Reflection and Goal-Setting – The teacher examines student data, prior year evaluations and survey results, and drafts a proposed performance and practice goal, a parent feedback focus, and student learning objectives, for the school year. The teacher may collaborate in grade-level or subject matter teams to support the goal-setting process, being mindful that the goal is tied to individual practice.
3. Goal-Setting Conference – The evaluator and teacher meet to discuss the teachers' proposed goals and objectives in order to arrive at mutual agreement regarding them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet

approved criteria. If consensus cannot be met, the MEA President and a neutral administrator will help establish an agreed upon goal. The goal for completing all goal setting conferences is November 30<sup>th</sup>.

### ***Mid Year Check In***

Reflection and preparation -The teacher and evaluator collect and reflect on evidence to-date about the teacher's practice and student learning in preparation for the check-in.

1. Mid-Year Conference-The Evaluator and teacher complete at least one mid-year check-in conference during which they review progress on the teacher practice goal, parent feedback target, and student learning objectives (SLO's) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLO's to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas. The goal for completing all mid-year conferences is January 30<sup>th</sup>.

### ***End of Year Summative Review***

1. Teacher Self-Assessment - The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment will focus specifically on the areas for development established in the goal-setting conference.
2. Scoring - The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. Summative ratings must be completed by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teachers' summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.
3. End-of-year Conference – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the

evaluator assigns a summative rating and generates a summary report of the evaluation by June 30th.

## **b. Primary and Complementary Evaluators**

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. The district may also decide to use complementary evaluators to assist the primary evaluators. Complementary evaluators are required to have certification and must be fully trained as evaluators in order to be authorized to serve in this role.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives (SLO's), and providing additional feedback. A complementary evaluator will share his or her feedback with the primary evaluator. Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

## **c. Evaluator Training, Monitoring and Auditing**

All evaluators will be required to complete extensive training on the evaluation model. This multi-session training program will begin with a session designed to familiarize administrators with the Manchester Professional Educator Performance and Practice Continuum and to identify evidence aligned with each Domain.

Sessions two and three are devoted to identifying administrator growth needs in the area of supervision and evaluation and coaching teachers.

Sessions four and five are focused on calibration activities where district administrators engage in activities to view instruction, dissect the observed teacher behaviors and align them to the district framework. Through reviews of evidence collected on sample lessons, an understanding of the inter-rater agreement that currently exists among administrators is established and targeted growth needs are recommended.

In sessions six and seven, administrators will refine the coaching approaches they take with teachers to ensure improved instruction.

On a quarterly basis, district will provide calibration practice and assessments for all evaluators to ensure inter-rater reliability and coherence from school to school within the district. On a yearly basis, the district will audit the teacher evaluation summative ratings.

#### d. Phases and Timelines of the Process

The Teacher Professional Growth and Evaluation process will begin in the 2013-2014 school year. Figure 3, below, represents an outline of the overall process on a yearly basis:



**Figure 3**

The following timeline highlights the major events associated with the Teacher Evaluation process.

#### ***Teacher Evaluation Process***

Type of Observation	Forms to Be Used
Formal Observation	
Preconference	Teacher has the option to complete Form A
Observation	Evaluator to complete Form B
Post Conference	Teacher to complete Form C
Review of Practice	Evaluator to complete Form D
Mid-Year	Teacher to complete Teacher Self Assessment Form G
End of Year	Teacher to complete Teacher Self Assessment Form L Evaluator to complete Summative Rating Worksheet H-M

*Teacher Effectiveness and Evaluation Components*

## IV. Teacher Effectiveness and Evaluation Components

### a. Teacher Performance and Practice Rating

Results on observation will constitute 40% of a teacher's performance rating. Parent feedback will constitute 10% of a teacher's overall performance rating. These two indicators equal the 50% of a teacher's "Practice Rating."

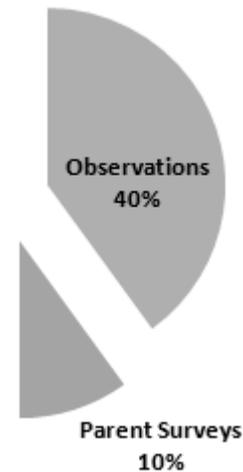


Figure 4: Practice Rating

#### i. Category 1: Teacher Practice (40%)

Forty Percent (40%) of a teacher's evaluation shall be based on a minimum of one formal observation and a minimum of two reviews of practice as articulated in the ***Manchester Professional Educator Performance and Practice Continuum***. Additional reviews of practice can include, but are not limited to, non-scheduled observations, artifacts including student work, planning documents, assessments, evidences of student development, team/committee meetings or observations of coaching or mentoring other teachers. Reviews of practice will be used to inform an evaluator of a teacher's performance with feedback provided.

The Manchester Professional Educator Performance and Practice Continuum is the core document within the evaluation system and is used to help provide the context upon which a teacher's performance will be directly measured.

#### ***Self-Assessment and Evidence Collection for the 40%***

Evaluators will use the ***Manchester Professional Educator Performance and Practice Continuum*** to focus the evidence collection based on the timeline provided. Feedback should generate deep professional discussions relative to performance levels being observed. At the end of the year, evaluators will complete a collective review to determine a score for each indicator and an overall rating of teacher performance and practice across all domains of the *Continuum*. These ratings will be applied to a summative score that will be determined based on the weighting described in the chart below.

<b>Domain</b>	<b>Weighting</b>
<i>Domain 1: Planning and Preparation</i>	25%
<i>Domain 2: Instruction</i>	25%
<i>Domain 3: Classroom Environment</i>	25%
<i>Domain 4: Professionalism</i>	25%

The Manchester Professional Educator Performance and Practice Continuum was developed by a committee of educators and administrators from the schools of the Manchester Public Schools District. The process included an opportunity for all district teachers to review and provide feedback on the content of the Continuum.

The following chart captures the four domains and 16 indicators within each of those domains. The entire continuum can be found in the appendix of this document.

### **Overview of Manchester Professional Educator Performance and Practice Continuum**

<b>Domain 1: Planning &amp; Preparation</b>	<ul style="list-style-type: none"> <li>• Develops differentiated lessons</li> <li>• Plans for monitoring and assessing student learning</li> <li>• Plans for student engagement and rigor</li> <li>• Structures lessons to facilitate student learning</li> </ul>
<b>Domain 2: Instruction</b>	<ul style="list-style-type: none"> <li>• Promotes discourse</li> <li>• Communicates for learning</li> <li>• Implements structured lessons</li> <li>• Integrates 21st century skills and opportunities</li> </ul>
<b>Domain 3: Classroom Environment</b>	<ul style="list-style-type: none"> <li>• Creates an environment of mutual respect for all</li> <li>• Fosters appropriate standards of behavior</li> <li>• Creates a safe, supportive, and orderly environment</li> </ul>
<b>Domain 4: Professionalism</b>	<ul style="list-style-type: none"> <li>• Engages in continuous professional growth</li> <li>• Engages in professional collaboration with colleagues</li> <li>• Cultivates family engagement in school</li> <li>• Demonstrates professionalism</li> </ul>

**The Observation Process**

Manchester Public Schools Observation Model:

- Each teacher will be observed at least three times per year through both formal observations and reviews of practice as defined below.
  - Formal Observation: scheduled in-class observations of practice that last at least thirty minutes and are followed by a post-observation conference, which includes both written and oral feedback.
  - Reviews of Practice: examples include non-scheduled observations of in-class practice, team/committee meetings, or coaching or mentoring other teachers, any of which last at least ten minutes. Review of artifacts including student work, planning documents, assessments, evidences of student development. All reviews of practice are followed by written feedback.
- All formal observations and reviews of practice will be followed by written feedback, according to the observation timeline.
- In the 2013-2014 school year, all non-tenured teachers will engage in a minimum of three formal observations, two with a pre-conference. Tenured teachers will engage in a minimum of one formal observation with a pre-conference. In addition to the formal observations, all tenured and non-tenured teachers will also receive two reviews of practice.

Teacher Group	Observations and Reviews
Non-Tenured	3 Formal In-Class Observations Two with Pre-Conference Minimum of two reviews of practice
Tenured Teachers	Minimum of 1 Formal In-Class Observation with pre-conference Minimum of two reviews of practice

- In subsequent years, teachers will be assigned the number of observations aligned with their teacher group outlined in the table below.

Teacher Group		Observations and Reviews
1	First and Second Year Teachers and teachers who are in their first year in the district	3 Formal In-Class Observations 2 with Pre-Conference Minimum of 2 Reviews of Practice
2	Ineffective Marginally Effective	3 Formal In-Class Observations 2 with Pre-Conference Minimum of 2 Reviews of Practice
3	Effective Highly Effective	1 Formal In-Class Observation with Pre-Conference Minimum of 2 Reviews of Practice

### ***Pre-conferences and Post-conferences***

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

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

- Begins with an opportunity for the teacher to share his or her self-assessment of the lesson observed;
- Allows the administrator to cite objective evidence from the observation. It includes a discussion on teacher's successes, reflection on improvements to be made, and support for future observations;
- Involves written and verbal feedback from the evaluator and teacher; and
- Occurs within the parameters defined herein.

Classroom observations provide the most evidence for Domains 2 and 3 (Instruction and Classroom Environment) of the Continuum, but both pre- and post-conferences provide the opportunity for discussion of all four domains, including practice outside of

classroom instruction (lesson plans, reflections on teaching, evidence of student learning, etc.).

### ***Reviews of Practice***

Because the new evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four Domains of the Continuum, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to: non-scheduled observations, artifacts including student work, planning documents, assessments, evidences of student development, team/committee meetings, or observations of coaching or mentoring other teachers.

### ***Feedback***

The goal of feedback is to help teachers grow as educators and become more effective. Feedback on any formal observation or review of practice will be shared with the teacher within 10 school days. Evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and ratings, where appropriate, on observed components of the Continuum;
- Prioritized commendations and recommendations for development actions;
- Next steps and supports the teacher can pursue to improve his/her practice; and
- A timeframe for follow-up.

## ***ii. Category 2: Parent Feedback (10%)***

Research has clearly established that family involvement in school improves student outcomes. Students with involved families are more likely to attend school regularly, have higher academic outcomes, show improved behavior and social skills, be promoted, and eventually graduate from high school.<sup>1</sup> When teachers and families collaborate, teachers are better able to create a positive learning environment in support of student achievement. Regular communication between teachers and families supports efforts to promote learning at home and strengthens the home/school connection.

In recognition of the importance of positive family/school relationships, feedback from parents will be used to help determine 10% of Teacher Performance and Practice portion of the evaluation system.

The process described below focuses on:

- Conducting a district-wide parent survey
- Determining school-level parent goals based on the spring survey
- Measuring progress on growth targets in spring survey
- Determining a teacher's summative rating based on the results of the spring parent survey.

### ***Administration of a Whole-School Parent Survey***

Parent 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. In year one (2013-2014) the survey will be administered in the fall to allow for baseline data. In subsequent years, parent surveys will be administered every spring and trends will be analyzed from year-to-year. The district will ensure the survey will demonstrate fairness, reliability, validity, and usefulness by creating a district-level committee to create the survey based on examples of parent surveys used nationally.

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<sup>1</sup> Harvard Family Research Project, "Family Involvement in Elementary School Children's Education" (Winter 2006/2007) and "Family Involvement in Middle and School Students' Education" (Spring 2007), both available at: <http://www.hrfp.org/family-involvement/publications-resources?topic=12>; Colorado State Council for Educator Effectiveness Technical Advisory Group on Parent/Guardian Involvement, Report and Recommendations (December 2012), available at [http://www.cde.state.co.us/EducatorEffectiveness/downloads/report%20&%20appendices/SCEE\\_Report\\_Appendix\\_8i\\_TAG\\_ParentGuardian\\_Involvement\\_Work\\_Grop.pdf](http://www.cde.state.co.us/EducatorEffectiveness/downloads/report%20&%20appendices/SCEE_Report_Appendix_8i_TAG_ParentGuardian_Involvement_Work_Grop.pdf).

### ***Determining School-Level Parent-Feedback Goals***

Principals and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set parent engagement goals based on the survey results. If a School Governance Council exists, it is recommended that they work with teachers and the principal to identify the whole school parent engagement goals. This goal-setting process should occur between the principal and teachers (for example, during faculty meetings, or building based professional development) no later than October 31<sup>st</sup>, so agreement could be reached on a minimum of two improvement goals for the school. Teachers use Form E to submit their Parent Feedback Goal.

### ***Arriving at a Parent Feedback Rating***

The Parent Feedback rating should be based on the degree to which the school reaches their improvement goals.

<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Marginally Effective (2)</b>	<b>Ineffective(1)</b>
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

## b. Student Outcomes Related Indicators



### ***Outcomes Rating***

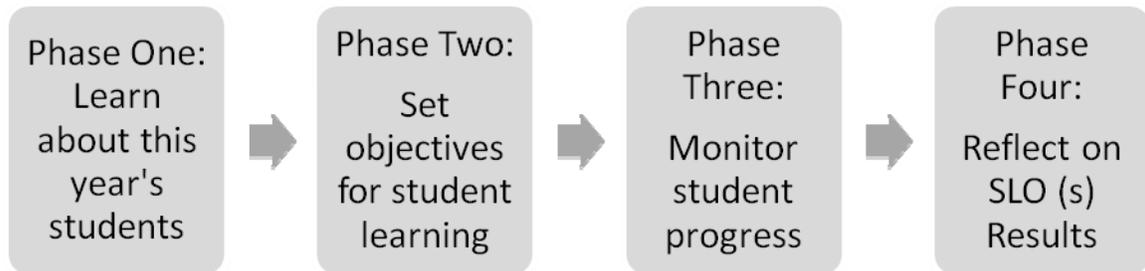
The “Outcomes Rating” will be measured based on results associated with student achievement as measured by a combination of state and local assessments and whole school learning indicators. These two categories, Student Growth and Development and Whole School Indicator (WSI) will constitute 50% of a teacher’s overall rating.

Figure 5: Outcomes Rating

### ***i. Category 3 - Student Growth and Development 45%***

Every teacher’s students, individually and as a group, are different from every other teacher’s students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher’s assignment, student’s profiles, and context into account. Connecticut, like many other localities around the nation, has selected a goal-setting process called Student Learning Objectives (SLO’s) as the approach for measuring student growth throughout the school year.

Teachers in Manchester Public Schools will use the planning cycle described below to set objectives for student learning, monitor student progress, and assess student outcomes.



### **SLO Phase 1: Learn about this year's students**

Once teachers know their roster, teachers will gather available data, allowing them to establish a baseline of student skills and abilities. Teachers may review prior year testing data, early fall diagnostic assessments, examples of student work, Individual Education Plans, and other indicators of student learning.

### **SLO Phase 2: Set Student Learning Objectives**

Each teacher will write a minimum of one Student Learning Objective and two Indicators of Academic Growth and Development. One half (22.5%) of the indicators of academic growth and developed shall be based on the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. Each teacher will choose one of the following options:

1. Option One: One SLO with two indicators, at least one of these indicators will be a standardized assessment if available.
2. Option Two: Two SLO's with one indicator each. At least one of these indicators will be a standardized assessment if available.



**Option 1**

To create SLO's teachers will

**Option 2**

follow these four steps:

Step One: Teachers decide on SLO's

Step Two: Teachers select Indicators of Academic Growth and Development (IAGD's)

Step Three: Teacher's provide evidence that supports the SLO.

Step Four: Teacher submit SLO to evaluator for approval

***Step One: Decide on Student Learning Objectives***

The objective(s) will:

- Be broad
- Address a central purpose of the teacher's assignment
- Pertain to a large proportion of students
- Reflect rigorous expectations
- Demonstrate student growth over time
- Align to relevant, national (e.g. Common Core) or district standards
- Aim for content mastery or skill development

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

The following are **examples** of Student Learning Objectives based on Student Data:

Teacher Category	Student Learning Objective
Fourth Grade Reading	My students will demonstrate mastery of reading comprehension.
Eighth Grade Science	My students will master critical concepts of science inquiry
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.

***Step Two: Select Indicator of Academic Growth and Development (IAGD's) aligned to SLO***

An IAGD is the specific evidence that will demonstrate whether the SLO was met. Each indicator should make clear:

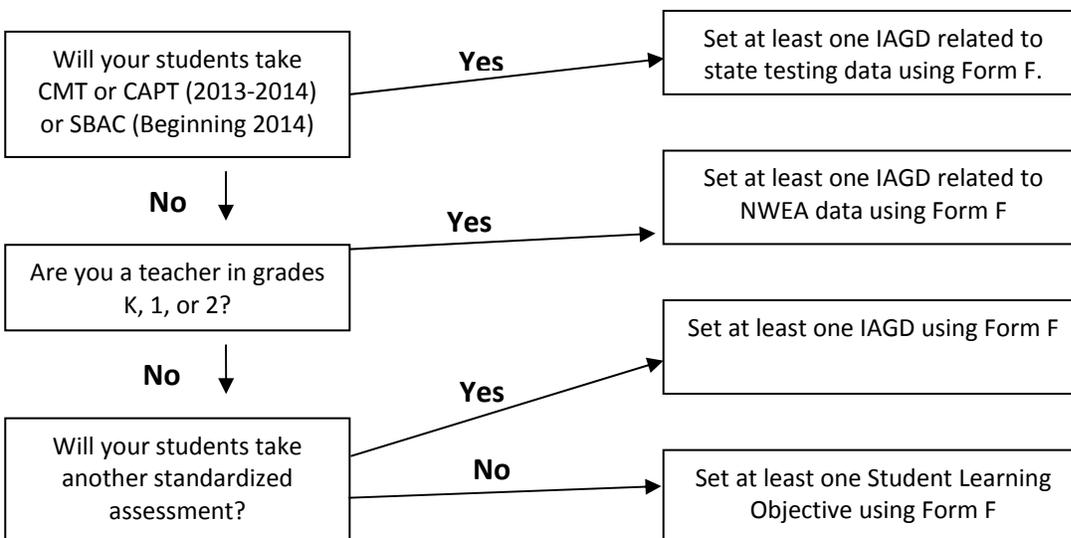
1. Evidence to be examined
2. Level of performance targeted
3. Proportion of students projected to achieve the targeted performance level

Indicators can also address student subgroups, such as high- or low-performing students or ELL students. Teachers with similar assignments may use the same evidence for their indicators; however they will set individual targets

The table below provides examples of indicators that might be applied to the previous SLO example

Rationale for Objective	Student Learning Objective	Indicators of Academic Growth and Development	
		Standardized IAGD	Non-Standardized IAGD
As a fourth grade teacher, I am responsible for writing at least one IAGD that addresses the CMT. I am also an inclusion teacher so I am writing my other SLO to address the growth of my students with IEP's.	SLO: My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013.	1. The 17 of the 22 students (77%) assessed on the standard CMT will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4th grade CMT reading in March 2013. 2. The 5 of the 22 students (23%) assessed on the MAS for Reading CMT will achieve at the proficient or goal level on 4 <sup>th</sup> grade CMT Reading MAS in March 2013.	
As a science teacher, I do not have a CMT, however I am using the CMT to measure student growth for one IAGD.	SLO: My students will master critical concepts of science inquiry.	1. 78% of my students will attain at least a 4 on the CMT section concerning science inquiry.	2. 85% of my students will score in the proficient range of the Unit 4 assessment on Science Inquiry.
As an art teacher, I have created two SLO's, each with their own IAGD to measure to components of my program.	SLO 1: My students will demonstrate proficiency in applying the five principles of drawing.		1. 85% of students will attain a 3 or 4 in all 5 categories on the principles of drawing rubric designed by visual arts teachers in our district.
	SLO 2: My students will apply their writing and analysis skills to write an analysis of a piece of art work.		2. 85% of my students will attain a 4 in at least 4 of the five descriptors on the writing rubric.

The flow chart below will help teachers to determine how to create their IAGD's.



A Standardized Assessment is characterized by the following attributes:

- Administered and scored in a consistent or “standard” manner
- Aligned to a set of academic or performance standards
- Broadly administered (e.g. nation-or state-, wide)
- Commercially produced
- Administered two or three times per
- Examples may include but are not limited to:
  - DRA
  - SBAC
  - NWEA
  - AP Exams
  - DRP
  - Gates &
  - CMT
  - MacGinnitie
  - CAPT
  - DIBELS

Non-Standardized Assessments are usually developed by a teacher or group of teachers as opposed to an outside group. They are designed to assess student learning over a period of time or after a particular unit of study.

Examples may include but are not limited to:

- Rubrics

- Common Formative Assessment (CFA)

**Step Three: Provide Evidence to Support the SLO**

During the goal-setting process, teachers using available data, will document the following:

- The rationale for the objective, including relevant standards
- Timeline/scoring plans for the indicators
- The baseline data that was used to set the IAGD
- Interim assessments the teacher plans to use to gauge students’ progress toward the SLO(s) (optional)
- Any training or support needed to help the teacher meet the SLO(s)

**Step Four: Submit SLO to Evaluator for Approval**

After collaboration with the teacher, the evaluator must formally approve all SLO proposals. The evaluator discusses his/her feedback with the teacher during the fall goal-setting conference. SLO’s that are not approved must be revised and resubmitted to the evaluator within ten days. If consensus cannot be met, the MEA President or designee and a neutral administrator will help establish agreed upon SLO(s).

**SLO Approval Criteria**

Priority of Content	Quality of Indicators	Rigor of Indicators
Objective is relevant to the teacher’s assignment.	Indicators provide specific, measurable evidence, over an established period of time.	Objective and indicators are ambitious yet attainable and represent appropriate student growth over an established period of time.

### **SLO Phase 3: Monitor Student Progress**

Once SLO(s) are approved, teachers will monitor student progress toward the IAGD's.

For example, teachers may choose to:

- Examine student work products
- Administer interim assessments
- Track student accomplishments and challenges
- Share interim findings with colleagues

Keep evaluator apprised of progress

If necessary the SLO(s) can be adjusted during the mid-year conference between the evaluator and the teacher.

### **SLO Phase 4: Reflect on Results of IAGD's**

Evidence pertinent to the IAGD will be submitted at the time of the summative conference. Additionally, teachers will submit a self-assessment, which reflects on the SLO outcomes by responding to the following four statements:

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

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

<b>Rating</b>	<b>Description</b>
Exceeded (4)	> 100% of Target
Met (3)	85% – 100% of Target
Partially Met (2)	70% - 84% of Target
Did Not Meet (1)	<69% of Target

**ii. Category 4 - Whole School Indicator (5%):**

Manchester Public Schools has elected to use the Whole School Indicator for Category 4 of Component 3: Student Growth and Development. On the teacher’s evaluation, a teacher’s indicator rating is equal to the aggregate rating for multiple student learning indicators established for the administrator’s evaluation rating

<b>Rating</b>	<b>Description</b>
Exemplary (4)	>100% of the Target
Effective (3)	85% - 100% of the Target
Developing (2)	70% - 84% of the Target
Below Standard (1)	< 69% of the Target

*Summative Teacher Evaluation Rating*

## V. Summative Teacher Evaluation Rating

The summative teacher evaluation rating will be based on the four components of performance, grouped in two major categories. Every teacher will receive one of four performance ratings: Highly Effective, Effective, Marginally Effective, or Ineffective based on the total number of points accumulated in the four categories.

Teacher Practice/Student Growth Indicator Points	Teacher Evaluation Rating
326-400	Highly Effective
251 – 325	Effective
176 – 250	Marginally Effective
100-175	Ineffective

The rating will be determined using the following steps:

1. Calculate a Teacher-Practice Rating by combining the Observation of Teacher Performance and Practice Score and the Parent Feedback score.
2. Calculate a Student Related Indicators score by combining the Student Growth and Development score and the Whole School Learning score.
3. Use chart above to determine teacher evaluation rating.

### ***Adjustment of Summative Rating***

Summative ratings must be completed for all teachers by June 30 of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher’s summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments will inform goal setting in the new school year.

### ***Definition of Effectiveness and Ineffectiveness***

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *below standard* rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of *developing* in year two and two sequential *proficient* ratings in years three and four. Superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

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

*On-Going Professional Development*

## **VI. On-Going Professional Development and Professional Learning Plans**

Manchester School District's Professional Development Plan is based on an on-going (e.g. quarterly, yearly) analysis of the needs at a district, school, subgroup (i.e. Department, grade level, special area), and classroom level. Evidence and feedback collected about teacher performance and practice, student learning measures, and through client feedback will be organized through use of the district's Talent Management System. The results of this analysis will be shared with the district's Professional Development Committee and identified needs will be addressed through on-going Professional Development. This system will provide the district with the ability to disaggregate the data and determine what district professional development should be made available as well as what types of differentiated professional development will support subgroups and teachers in their professional learning throughout the year.

### **Career Development and Growth**

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

It is the intent of the Manchester School District to provide opportunities for ongoing development and growth for teachers identified with highly effective practice. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

*Teacher Assistance Program*

## VII. Teacher Assistance Program (TAP)

The Manchester Teacher Effectiveness and Performance Evaluation Handbook supports the state department of education's premise that teachers are on a continuum in their career. It recognizes the need to provide specialized support for new teachers aligned with the Teacher Education and Mentoring Program (TEAM).

After being notified of being placed on a Teacher Assistance Plan, a copy of the notification will be given to the teacher, superintendent and the president of MEA and placed in the teacher's personnel file within five (5) school days. On or before June 30, the evaluatee and evaluator will develop a Teacher Assistance Plan to be implemented for the following school year. A teacher may ask for union assistance at any point through this process.

A Teacher Assistance Plan will be implemented in the following cases:

- TEAM teachers who have received an ineffective rating at a mid-year conference
- Teachers who have received a summative ineffective rating.
- Teachers whose performance is developing or below standard.

A teacher who is placed on a Teacher Assistance Plan will follow the procedure below:

Action/Support	Timeline	Additional Information
Develop a Teacher Assistance Plan	By June 30 <sup>th</sup> or at mid-year conference for TEAM teacher	Created in collaboration with evaluator and teacher and his or her bargaining representative
Two Formal Observations	1 <sup>st</sup> : Within the first 45 school days 2 <sup>nd</sup> : Within the first 90 school days	At the conclusion of 90 days, if sufficient growth has not been demonstrated, a recommendation will be made to the superintendent for non-renewal.
Third Formal Observation	By April 15 <sup>th</sup>	A third observation will be conducted by April 15 <sup>th</sup> if growth has been demonstrated during the first 90 days of school.

A Teacher Assistance Plan exists to:

- Identify resources, support and other strategies to address documented deficiencies,
- Indicate a timeline for implementing such resources, support, and other strategies, in the course of the same school year as the plan is issued, and
- Include indicators of success as outlined in the Professional Performance and Practice Continuum

For the 2013-2014 school year, any returning teacher who ended the 2012-13 academic year on an active assistance plan will begin the 2013-14 academic year on an assistance plan.

Summative ratings must be completed by June 1st of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator will recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

## *Evaluation Appeal Process*

## **VIII. Evaluation Appeal Process**

### ***Dispute-Resolution Process***

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

In the event a staff member disagrees his/her summative evaluation, the following appeal procedure will be followed in order to resolve the problem in the most professional and collegial manner possible.

An evaluatee will submit the Evaluatee Appeal Process Form to the Assistant to the Superintendent, Finance and Management, Evaluator and MEA President. The appeal must be submitted no later than five (5) school days from the date the staff member receives their written evaluation form.

The Assistant to the Superintendent, Finance and Management, will arrange an appeal conference with the evaluatee within five (5) school days of the receipt of the Evaluatee Appeal Process Form. At this conference, the evaluatee may request an additional evaluator from within the Manchester Public Schools to become a co-evaluator with the evaluator in order to provide a supplemental evaluation. The additional evaluator will be chosen by the evaluatee from the District's pool of trained evaluators. The co-evaluator's responsibility will be to perform an observation(s) of the teacher according to the EPPC document. All data provided by the co-evaluator will be shared with the evaluatee, principal and the Assistant to the Superintendent, Finance and Management within five (5) school days. Said data will be taken into consideration in the appeal process.

The Assistant to the Superintendent, Finance and Management will arrange a formal meeting with the co-evaluators and the evaluatee within seven (7) school days of the receipt of the additional data from the co-evaluator. The staff member has the option to include his/her bargaining representative.

The Assistant to the Superintendent, Finance and Management will respond to the appeal in writing with a decision regarding the status of the appeal no later than twenty (20) school days after the conclusion of the formal meeting. The decision rendered by the Assistant to the Superintendent, Finance and Management is final.

*Appendix*

# Manchester Public Schools

## Professional Educator Performance and Practice Continuum



## **Planning and Preparation**

- Develops differentiated lessons
- Plans for monitoring and assessing student learning
- Plans for student engagement and rigor
- Structures lessons to facilitate student learning

## **Instruction**

- Promotes discourse
- Communicates for learning
- Implements structured lessons
- Integrates 21st century skills and opportunities

## **Classroom Environment**

- Creates an environment of mutual respect for all
- Fosters appropriate standards of behavior
- Creates a safe, supportive, and orderly environment

## **Professionalism**

- Engages in continuous professional growth
- Engages in professional collaboration with colleagues
- Cultivates family engagement in school
- Demonstrates professionalism

<b>Domain: Planning &amp; Preparation</b>				
<b>Essential Attributes</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Marginally Effective</b>	<b>Ineffective</b>
Develops differentiated lessons	<ul style="list-style-type: none"> <li>Utilizes previous data, background knowledge, individual needs and student interests within the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes previous data, background knowledge, individual needs and/or student interests within the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>Considers the students general learning needs throughout the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>Does not utilize previous data, background knowledge, individual needs or student interests within the planning process.</li> </ul>
	<ul style="list-style-type: none"> <li>Uses data to plan multiple strategies that challenge all levels and styles of learners.</li> </ul>	<ul style="list-style-type: none"> <li>Uses data to plan multiple strategies that appropriately challenge students.</li> </ul>	<ul style="list-style-type: none"> <li>Plans few strategies that appropriately challenge students.</li> </ul>	<ul style="list-style-type: none"> <li>Does not plan strategies that appropriately challenge students.</li> </ul>
	<ul style="list-style-type: none"> <li>Plans targeted levels of assignments to meet individual student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Plans targeted levels of assignments to meet group needs.</li> </ul>		
	<ul style="list-style-type: none"> <li>Reflects on professional collaboration to meet the individual needs of students.</li> </ul>			

<b>Domain: Planning &amp; Preparation (continued)</b>				
<b>Essential Attributes</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Marginally Effective</b>	<b>Ineffective</b>
Plans for monitoring and assessing student learning	<ul style="list-style-type: none"> <li>• Designs various, ongoing assessments to measure the learning objectives of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Designs ongoing assessments to measure the learning objectives of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to design assessments that measure some of the learning objectives of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not design assessments that measure the learning objectives of the lesson. OR Relies solely on district assessments.</li> </ul>
	<ul style="list-style-type: none"> <li>• Plans opportunities for student reflection during the learning process.</li> </ul>			
Plans for student engagement and rigor	<ul style="list-style-type: none"> <li>• Incorporates relevant resources and strategies to promote creativity, critical thinking and problem-solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates relevant resources and strategies to promote creativity, critical thinking and/or problem-solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates relevant resources and/or strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates limited resources and/or strategies.</li> </ul>
	<ul style="list-style-type: none"> <li>• Considers student strengths to incorporate a student-centered approach that promotes higher order thinking and discourse for further inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates some opportunities for student-centered activities that promote high order thinking and discourse.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporates opportunities for student-centered activities that do not support high order thinking or discourse.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans for limited opportunities for student engagement and active learning.</li> </ul>

<b>Domain: Planning &amp; Preparation (continued)</b>				
<b>Essential Attributes</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Marginally Effective</b>	<b>Ineffective</b>
Plans for student engagement and rigor (Continued)	<ul style="list-style-type: none"> <li>• Designs lessons that align with district curriculum goals and objectives and District Improvement Plan in order to improve student performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Designs lessons that align with district curriculum goals and objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Designs lessons that partially align with district curriculum goals and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Designs lessons that do not align with district curriculum goals and objectives.</li> </ul>
Structures lessons for global connections	<ul style="list-style-type: none"> <li>• Plans to include multiple resources that support students' learning and helps make connections within and among content areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans to include multiple resources that support students' learning and helps make connections within other content areas and to the real world.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans to provide opportunities for connections to other content areas or to the real world.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not plan to provide opportunities for connections to other content areas or to the real world.</li> </ul>
	<ul style="list-style-type: none"> <li>• Plans to promote student inquiry of how the content relates to the real world.</li> </ul>			

<b>Domain: Instruction</b>				
<b>Essential Attributes</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Marginally Effective</b>	<b>Ineffective</b>
Promotes discourse	<ul style="list-style-type: none"> <li>Poses questions and prompts to promote high-order thinking, scaffold learning, and engage all students in active discourse.</li> </ul>	<ul style="list-style-type: none"> <li>Poses questions and prompts to scaffold learning and provide opportunities for engagement of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Poses questions that may lead to student learning and does not provide opportunities for engagement of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Poses questions that require a passive response and fail to scaffold student learning.</li> </ul>
	<ul style="list-style-type: none"> <li>Uses techniques to ensure that all students actively participate in discourse and are continuously engaged.</li> </ul>	<ul style="list-style-type: none"> <li>Uses techniques to engage most students in discourse throughout lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Uses techniques to promote engagement in discourse which are not consistently observed.</li> </ul>	<ul style="list-style-type: none"> <li>Use of techniques that do not allow opportunities for student discourse.</li> </ul>
Communicates for learning	<ul style="list-style-type: none"> <li>Uses multiple methods of communication to provide specific feedback that is constructive and enhances student performance.</li> </ul>	<ul style="list-style-type: none"> <li>Provides feedback that is both constructive and enhances student performance.</li> </ul>	<ul style="list-style-type: none"> <li>Provides general feedback that is not constructive.</li> </ul>	<ul style="list-style-type: none"> <li>Provides little or no feedback for work or performance.</li> </ul>
	<ul style="list-style-type: none"> <li>Communication provides opportunities for reflective learning and self-monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>Communication encourages reflective learning.</li> </ul>	<ul style="list-style-type: none"> <li>Communication does not encourage reflective learning.</li> </ul>	<ul style="list-style-type: none"> <li>Communication causes students to disengage.</li> </ul>

<b>Domain: Instruction (continued)</b>				
<b>Essential Attributes</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Marginally Effective</b>	<b>Ineffective</b>
Implements structured lessons	<ul style="list-style-type: none"> <li>Communicates and references goals and objectives to students throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates goals and objectives to students.</li> </ul>	<ul style="list-style-type: none"> <li>Goals and objectives are unclear to students.</li> </ul>	<ul style="list-style-type: none"> <li>Does not communicate goals and objectives to students</li> </ul>
	<ul style="list-style-type: none"> <li>Uses instructional strategies to differentiate which includes the use of flexible grouping, targeted levels of assignments, and/or modified content and materials.</li> </ul>	<ul style="list-style-type: none"> <li>Uses instructional strategies to differentiate.</li> </ul>	<ul style="list-style-type: none"> <li>Uses instructional strategies for differentiation that are inconsistent or lack specificity.</li> </ul>	<ul style="list-style-type: none"> <li>Does not use strategies for differentiation.</li> </ul>
	<ul style="list-style-type: none"> <li>Uses assessment strategies to monitor and adjust instruction throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Uses assessment strategies to monitor and adjust instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to use assessments to adjust instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Does not use assessment to monitor and adjust instruction.</li> </ul>
	<ul style="list-style-type: none"> <li>Implements all essential components of a cohesive lesson from initiation through closure.</li> </ul>	<ul style="list-style-type: none"> <li>Implements some essential components of a cohesive lesson from initiation through closure.</li> </ul>	<ul style="list-style-type: none"> <li>Partially implements components of a cohesive lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Does not implement a cohesive lesson.</li> </ul>

<b>Domain: Classroom Climate</b>				
<b>Essential Attributes</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Marginally Effective</b>	<b>Ineffective</b>
Creates an environment of mutual respect for all	<ul style="list-style-type: none"> <li>Creates an environment in which sensitivity to cultures, interests and levels of development is consistently evident.</li> </ul>	<ul style="list-style-type: none"> <li>Creates an environment in which sensitivity to cultures and levels of development is evident.</li> </ul>	<ul style="list-style-type: none"> <li>Creates an environment in which sensitivity to cultures and levels of development is somewhat evident.</li> </ul>	<ul style="list-style-type: none"> <li>Does not create an environment that demonstrates sensitivity to cultures and levels of development.</li> </ul>
	<ul style="list-style-type: none"> <li>Supports students in becoming role models for treating others with respect.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes a community in which productivity, risk taking and learning are evident.</li> </ul>	<ul style="list-style-type: none"> <li>Establishes a community in which productivity, risk taking and learning are inconsistently evident.</li> </ul>	<ul style="list-style-type: none"> <li>Does not establish a community in which productivity, risk taking and learning are evident.</li> </ul>
	<ul style="list-style-type: none"> <li>Establishes a community in which student strengths are identified and fostered</li> </ul>			
	<ul style="list-style-type: none"> <li>Establishes a community in which productivity, risk taking and learning are consistently evident and ongoing.</li> </ul>			
	<ul style="list-style-type: none"> <li>Consistently facilitates peer social interactions and relationships</li> </ul>			

<b>Domain: Classroom Climate (continued)</b>				
<b>Essential Attributes</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Marginally Effective</b>	<b>Ineffective</b>
Fosters appropriate standards of behavior	<ul style="list-style-type: none"> <li>Consistently communicates, models and reinforces positive behavioral and high academic expectations for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates and reinforces behavioral and academic expectations for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently Communicates behavioral and academic expectations for students</li> </ul>	<ul style="list-style-type: none"> <li>Does not communicate behavioral and academic expectations.</li> </ul>
	<ul style="list-style-type: none"> <li>Redirects student behavior and enforces appropriate consequences consistently and effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Redirects student behavior and enforces appropriate consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Redirects student behavior and enforces appropriate consequences inconsistently.</li> </ul>	<ul style="list-style-type: none"> <li>Does not redirect student behavior or enforce appropriate consequences.</li> </ul>
	<ul style="list-style-type: none"> <li>Consistently and effectively promotes and supports positive behaviors aligned with schoolwide PBIS.</li> </ul>	<ul style="list-style-type: none"> <li>Promotes and supports positive behaviors aligned with schoolwide PBIS.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently promotes and supports positive behaviors aligned with schoolwide PBIS.</li> </ul>	<ul style="list-style-type: none"> <li>Does not promote or support positive behaviors aligned with schoolwide PBIS.</li> </ul>
Creates a safe, supportive, and orderly environment	<ul style="list-style-type: none"> <li>Consistently manages established routines and transitions to maximize instructional minutes based on student need.</li> </ul>	<ul style="list-style-type: none"> <li>Manages established routines and transitions to maximize instructional minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently manages established routines and transitions to maximize instructional minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Does not manage established routines and transitions to maximize instructional minutes.</li> </ul>

<b>Domain: Classroom Climate (continued)</b>				
<b>Essential Attributes</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Marginally Effective</b>	<b>Ineffective</b>
Creates a safe, supportive, and orderly environment (continued)	<ul style="list-style-type: none"> <li>Consistently and effectively facilitates student ownership of implementation of routines and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates student ownership of implementation of routines and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently facilitates student ownership of implementation of routines and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Does not facilitate student ownership of implementation of routines and procedures.</li> </ul>
	<ul style="list-style-type: none"> <li>Provides organized materials which are easily accessible to students.</li> </ul>	<ul style="list-style-type: none"> <li>Provides organized and accessible materials.</li> </ul>	<ul style="list-style-type: none"> <li>Provides materials but there are no established procedures for their access or use.</li> </ul>	<ul style="list-style-type: none"> <li>Does not make necessary materials readily available.</li> </ul>

<b>Domain: Professionalism</b>				
<b>Essential Attributes</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Marginally Effective</b>	<b>Ineffective</b>
Engages in continuous professional growth	<ul style="list-style-type: none"> <li>Consistently reflects on teaching practices as prompted by overall student performance and/or evaluator's suggestion.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on teaching practices as prompted by overall student performance and/or evaluator's suggestion.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently reflects on teaching practices as prompted by overall student performance and/or evaluator's suggestion.</li> </ul>	<ul style="list-style-type: none"> <li>No evidence of reflection on teaching practices.</li> </ul>
	<ul style="list-style-type: none"> <li>Takes active role in the evaluation for instructional improvement and continued professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>Takes active role in the evaluation process for instructional improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Takes a passive role in the evaluation process and is minimally responsive to evaluator feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Takes a passive role in the evaluation process and is non-responsive to evaluator feedback.</li> </ul>
	<ul style="list-style-type: none"> <li>Consistently takes an active role in professional growth, both in learning and sharing with colleagues, to impact instruction and meet the needs of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Takes an active role in professional growth, both in learning and sharing with colleagues to impact instruction and meet the needs of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely takes an active role in professional growth, both in learning and sharing with colleagues to impact instruction and meet the needs of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Does not take an active role in professional growth.</li> </ul>

<b>Domain: Professionalism (continued)</b>				
<b>Essential Attributes</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Marginally Effective</b>	<b>Ineffective</b>
Engages in professional collaboration with colleagues	<ul style="list-style-type: none"> <li>Actively works with colleagues to develop and sustain both grade level/course level improvements as well as contributes to broader school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Actively works with colleagues to develop and sustain both grade level/course level improvements.</li> </ul>	<ul style="list-style-type: none"> <li>Minimal effort is made to work with colleagues to develop and sustain improvement.</li> </ul>	<ul style="list-style-type: none"> <li>No effort is made to work with colleagues to develop and sustain improvement.</li> </ul>
	<ul style="list-style-type: none"> <li>Actively promotes and engages in collaboration to meet student needs and contribute to a positive school climate.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with colleagues to meet student needs and contribute to a positive school climate.</li> </ul>	<ul style="list-style-type: none"> <li>Participates with colleagues and contributes to school climate as required</li> </ul>	<ul style="list-style-type: none"> <li>Does not collaborate with colleagues to meet student needs.</li> </ul>
Fosters family engagement in school	<ul style="list-style-type: none"> <li>Ongoing communication occurs with families about the instructional program and individual student progress in a culturally appropriate and respectful manner.</li> </ul>	<ul style="list-style-type: none"> <li>Communication occurs with families about the instructional program and individual student progress in a culturally appropriate and respectful manner.</li> </ul>	<ul style="list-style-type: none"> <li>Minimal communication occurs with families about the instructional program and individual student progress in a culturally appropriate and respectful manner.</li> </ul>	<ul style="list-style-type: none"> <li>No communication occurs with families.</li> </ul>
Demonstrates professionalism	<ul style="list-style-type: none"> <li>Demonstrates and consistently models professional conduct in compliance with the CT Code of Professional Responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates consistent compliance with the CT Code of Professional Responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates minimal compliance with the CT Code of Professional Responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Does not comply with the CT Code of Professional Responsibility.</li> </ul>

Appendix B: Crosswalk of Manchester Professional Educator Performance and Practice Continuum to Connecticut’s Common Core of Teaching

<b>CCT Domain</b>	<b>Teacher Performance Standard</b>	<b>MPS Domain</b>	<b>MPS Attribute</b>
<b>Domain 1</b>	1. Demonstrating proficiency in reading, writing, and mathematics skills		
<b>Domain 1</b>	2. Demonstrating discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards		
<b>Domain 1</b>	3. Using developmentally appropriate verbal, non-verbal and technological communications	<b>1</b>	<b>1, 4</b>
<b>Domain 1</b>	4. Using technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community	<b>1</b>	<b>4</b>
<b>Domain 1</b>	5. Demonstrating understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting	<b>1</b>	<b>1, 3</b>
<b>Domain 1</b>	6. Demonstrating understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations	<b>1</b>	<b>3</b>
<b>Domain 2</b>	1. Creating a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels	<b>3</b>	<b>1</b>
		<b>1</b>	<b>2</b>
<b>Domain 2</b>	2. Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries	<b>3</b>	<b>1</b>
		<b>2</b>	<b>1</b>
<b>Domain 2</b>	3. Providing explicit instruction about social skills to develop students’ social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs	<b>3</b>	<b>2</b>
<b>Domain 2</b>	4. Fostering appropriate standards of behavior that support a productive learning environment for all students	<b>3</b>	<b>2</b>
<b>Domain 2</b>	5. Maximizing the amount of time spent on learning by effectively managing routines and transitions	<b>3</b>	<b>3</b>

<b>CCT Domain</b>	<b>Teacher Performance Standard</b>	<b>MPS Domain</b>	<b>MPS Attribute</b>
<b>Domain 3</b>	1. Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their learning needs	1	1
		2	3
<b>Domain 3</b>	2. Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline	1	1, 2, 3
<b>Domain 3</b>	3. Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions	1	1
		3	3
<b>Domain 3</b>	4. Selecting appropriate assessment strategies to monitor ongoing student progress	1	2
		2	1, 3
<b>Domain 3</b>	5. Selecting or designing instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems	1	1, 3
		2	3
<b>Domain 3</b>	6. Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible	1	4
		2	4
<b>Domain 3</b>	7. Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone	1	1, 2
		2	3
<b>Domain 3</b>	8. Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning	1	1, 3
		2	1, 2
<b>Domain 3</b>	9. Including strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills	1	3

<b>CCT Domain</b>	<b>Teacher Performance Standard</b>	<b>MPS Domain</b>	<b>MPS Attribute</b>
<b>Domain 4</b>	1. Using a variety of evidence-based strategies to enable students to apply and construct new learning	2	
<b>Domain 4</b>	2. Using technological and digital resources strategically to promote learning	2	4
<b>Domain 4</b>	3. Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning	2	1
<b>Domain 4</b>	4. Varying the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students	2	1, 2, 3
<b>Domain 4</b>	5. Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents	2	3
<b>Domain 4</b>	6. Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks	2	1, 3
<b>Domain 4</b>	7. Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance	2	1, 2

<b>CCT Domain</b>	<b>Teacher Performance Standard</b>	<b>MPS Domain</b>	<b>MPS Attribute</b>
<b>Domain 5</b>	1. Understanding the different purposes and types of assessment that capture the complexity of student learning across the hierarchy of cognitive skills	2	3
<b>Domain 5</b>	2. Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn	2	2, 3
<b>Domain 5</b>	3. Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time		
<b>Domain 5</b>	4. Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress	4	2
<b>Domain 5</b>	5. Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning	2	2, 3
<b>Domain 5</b>	6. Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators	2	2, 3
<b>Domain 5</b>	7. Understanding the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences	2	2
<b>Domain 5</b>	8. Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities.	2	3

<b>CCT Domain</b>	<b>Teacher Performance Standard</b>	<b>MPS Domain</b>	<b>MPS Attribute</b>
<b>Domain 6</b>	1. Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning	2	1
<b>Domain 6</b>	2. Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of all students	2	1
<b>Domain 6</b>	3. Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate	2	2
<b>Domain 6</b>	4. Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous school and district improvement	2	2
<b>Domain 6</b>	5. Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions		
<b>Domain 6</b>	6. Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning	2	3
<b>Domain 6</b>	7. Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process	2	4
<b>Domain 6</b>	8. Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues		
<b>Domain 6</b>	9. Using communication technology in a professional and ethical manner	2	4
<b>Domain 6</b>	10. Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post secondary and career exploration, and/or capstone projects	2	3
<b>Domain 6</b>	11. Conducting themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators	2	4

### **Appendix C: State Law Guiding Educator Evaluation**

The *MPS Teacher Professional Growth and Evaluation Plan* was developed in accordance with CT SB 458 and based upon the guidelines set forth by the Connecticut Performance Evaluation Advisory Council (PEAC).

- Connecticut SB 458 can be accessed at the following website:  
[www.cga.ct.gov/2012/TOB/S/2012SB-00458-R00-SB.htm](http://www.cga.ct.gov/2012/TOB/S/2012SB-00458-R00-SB.htm)
- The State guidelines can be accessed at the following website:  
[http://www.connecticutseed.org/?page\\_id=475](http://www.connecticutseed.org/?page_id=475)

The *Manchester Teacher Professional Growth and Evaluation Plan* is also aligned to the Connecticut Common Core of Teaching (CCT).

- The CCT can be accessed at the following website:  
<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320862>

*Appendix D: Evaluation Forms*

## Form A: Guiding Questions for the Pre-Conference

*The observing administrator will meet with you prior to the observation. Please come to that pre-conference with this planning sheet completed.*

### **Planning and Instruction:**

1. What are the curriculum goals and lesson objective(s) and how will you communicate the lesson objective(s) to your students?
2. What resources and strategies will you use to promote student engagement and rigor?
3. What resources were used and instructional strategies developed to provide for differentiation in your lesson?
4. How will you monitor and assess student learning within the lesson?
5. How will you provide opportunities for students to make global connections?
6. What 21<sup>st</sup> Century skills will be evident in your instruction?

Evaluatee Name: \_\_\_\_\_

Pre-conference Date: \_\_\_\_\_

### Form B: Formal Observation Report

Evaluatee:		Date of Observation:	
Date of Pre-conference:	Grade Level:	Subject/Content Area:	
Date of Post-conference:	No. of Students:	Total Time of Observation:	
Evaluator:		School:	

---

#### Planning and Preparation

Rating				Indicator	Evidence
4	3	2	1		
				Develops differentiated lessons	
				Plans for monitoring and assessing student learning	
				Plans for student engagement and rigor	
				Structures lessons to facilitate student learning	

#### Instruction

Rating				Indicator	Evidence
4	3	2	1		
				Promotes discourse	
				Communicates for learning	
				Implements structured lessons	
				Integrates 21 <sup>st</sup> Century skills and opportunities	

### Classroom Environment

Rating				Indicator	Evidence
4	3	2	1		
				Creates an environment of mutual respect for all	
				Fosters appropriate standards of behavior	
				Creates a safe, supportive and orderly environment	

### Professionalism

Rating				Indicator	Evidence
4	3	2	1		
				Engages in continuous professional growth	
				Engages in professional collaboration with	
				Cultivates family engagement in school	
				Demonstrates professionalism	

### Commendations/Recommendations:

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

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

Evaluatee's Signature\*: \_\_\_\_\_

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

*\* The evaluatee's signature on the "Formal Observation Form" does not necessarily reflect approval, but only that the evaluatee has seen the document. An evaluatee's reply may be included as part of this report. This report will become part of the employee's record.*

### **Form C: Guiding Questions for the Post-Conference**

*After a formal observation, the administrator will meet with you to discuss the lesson observed. Please come to the post-conference prepared to discuss the lesson and your written reflections. Use the questions below to guide your reflection. You should also take to the post-conference samples of student work that will illustrate your reflections.*

#### *Lesson Outcomes*

1. What were the highlights of your lesson? (i.e.: What went well? What did you enjoy?)
  
  
  
  
  
  
  
  
  
  
2. Did you meet all of your lesson objectives? How do you know?
  
  
  
  
  
  
  
  
  
  
3. How did you adapt your teaching based on student learning/performance during the lesson?
  
  
  
  
  
  
  
  
  
  
4. What did you learn from this lesson about your students as learners and about yourself as a teacher?

### Form D: Review of Practice Feedback

Evaluatee:	Date of Review:
School:	Practice Reviewed:
Evaluator:	School:

#### Planning and Preparation

Rating				Indicator	Evidence
4	3	2	1		
				Develops differentiated lessons	
				Plans for monitoring and assessing student learning	
				Plans for student engagement and rigor	
				Structures lessons to facilitate student learning	

#### Instruction

Rating				Indicator	Evidence
4	3	2	1		
				Promotes discourse	
				Communicates for learning	
				Implements structured lessons	
				Integrates 21 <sup>st</sup> Century skills and opportunities	

**Classroom Environment**

Rating				Indicator	Evidence
4	3	2	1		
				Creates an environment of mutual respect for all	
				Fosters appropriate standards of behavior	
				Creates a safe, supportive and orderly environment	

**Professionalism**

Rating				Indicator	Evidence
4	3	2	1		
				Engages in continuous professional growth	
				Engages in professional collaboration with	
				Cultivates family engagement in school	
				Demonstrates professionalism	

**Commendations/Recommendations:**

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

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

Evaluatee's Signature\*: \_\_\_\_\_

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

*\* The evaluatee's signature on the "Review of Practice Form" does not necessarily reflect approval, but only that the evaluatee has seen the document. An evaluatee's reply may be included as part of this report. This report will become part of the employee's record.*

**Form E: Teacher Goal Setting  
Parent Feedback (10%)**

<b>Teacher Name:</b>		<b>Date:</b>
<b>School:</b>		
<b>Grade:</b>	<b>Subject:</b>	<b>School Year:</b>

<b>Parent Engagement Focus:</b> <i>(Selected by school based on Parent Survey results)</i>
<b>Growth/Improvement Objectives:</b> <i>(Selected by teacher based on Parent Engagement focus. How will they help the school meet the goal?)</i>

<b>Evaluator Approval</b>		
Focus is related to overall school improvement parent goal	Acceptable <input type="checkbox"/>	Unacceptable <input type="checkbox"/>
The improvement objectives are ambitious but achievable.	Acceptable <input type="checkbox"/>	Unacceptable <input type="checkbox"/>

**Signatures (To be completed after discussion of goals)**

Revisions Required

Resubmit By: \_\_\_\_\_

Approved

\_\_\_\_\_  
**Teacher:**

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

\_\_\_\_\_  
**Evaluator:**

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

**Form F: Student Outcomes Related Indicators  
Category 3: Student Learning Measures (45%)**

<b>Teacher Name:</b>			<b>Date:</b>
<b>School:</b>			
<b>Grade:</b>	<b>Subject:</b>	<b>School Year:</b>	<b># of Students</b>

Step One: Select Student Learning Objective(s)			
<b>Student Learning Objective(s)</b>			
Step Two: Create IAGD's			
<b>IAGD #1</b>	<input type="checkbox"/> Standardized  <input type="checkbox"/> Non-Standardized	<b>IAGD #2</b>	<input type="checkbox"/> Standardized  <input type="checkbox"/> Non-Standardized
Step Three: Provide Evidence to Support IAGD			
<b>Rationale:</b>	<b>Baseline Data:</b>	<b>Timeline:</b>	
<b>Progress Monitoring:</b>	<b>Professional Support/Training:</b>	<b>Data Collection</b>	

**Form F: Student Outcomes Related Indicators  
Category 3: Student Learning Measures (45%) Page 2**

<p><b><u>Priority of Content</u></b> Objective is deeply relevant to teachers' assignment and addresses a large proportion of his or her students. <i>Comments:</i></p>	<p align="center">Acceptable  <input type="checkbox"/></p>	<p align="center">Unacceptable  <input type="checkbox"/></p>
<p><b><u>Quality of Indicators</u></b> Indicators provide specific, measurable evidence and allow judgment about students' progress over the school year or semester. <i>Comments:</i></p>	<p align="center">Acceptable  <input type="checkbox"/></p>	<p align="center">Unacceptable  <input type="checkbox"/></p>
<p><b><u>Rigor of Objective</u></b> Objective is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction) <i>Comments:</i></p>	<p align="center">Acceptable  <input type="checkbox"/></p>	<p align="center">Unacceptable  <input type="checkbox"/></p>

Signatures (to be completed after discussion of SLO)	
<input type="checkbox"/> Revisions Required	Resubmit By:
<input type="checkbox"/> Approved	
<b>Teacher:</b> _____	<b>Date:</b> _____
<b>Evaluator:</b> _____	<b>Date:</b> _____

### Form G: Mid-Year Teacher Self-Assessment

**Teacher:** This form is provided to assist you in conducting the mid-year conference and to be a vehicle for discussion of progress towards goals.

<b>Teacher Name:</b>		<b>Date:</b>
<b>School:</b>		
<b>Grade:</b>	<b>Subject:</b>	<b>School Year:</b>

#### Teacher Self-Assessment and Reflection

*Describe the results to date and provide evidence:*

*A. Provide your overall assessment of progress toward the objective to date*

*B. Describe what you have done so far that produced these results*

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

*D. What professional learning and/or other type of support would help you to achieve your goals*

*E. Describe any revisions to strategies and/or adjustments of student learning goals*

#### Student Growth

*Student Growth & Development (45%)*

*Whole School Learning Indicators (5%)*

**Teacher Self-Assessment and Reflection**

*Describe the results to date and provide evidence:*

*A. Provide your overall assessment of progress toward the objective to date*

*B. Describe what you have done so far that produced these results*

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

*D. What professional learning and/or other type of support would help you to achieve your goals*

*E. Describe any revisions to strategies and/or adjustments of student learning goals*

**Teacher Practice**

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

*Parent Feedback Objectives (10%)*

**Signatures**

\_\_\_\_\_  
**Teacher:**

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

\_\_\_\_\_  
**Evaluator:**

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

**Evaluator:** Describe progress to date and indicate any revisions or adjustments to student learning goals.

<b>Teacher Name:</b>		<b>Date:</b>
<b>School:</b>		
<b>Grade:</b>	<b>Subject:</b>	<b>School Year:</b>

<b>Student Growth</b>
<i>Student Growth &amp; Development (45%)</i>
<i>Whole School Learning Indicators (5%)</i>
<i>Target areas for growth:</i>

<b>Teacher Practice</b>
<i>Observation of Teacher Practice and Performance (40%)</i>
<i>Parent Feedback Objectives (10%)</i>
<i>Target areas for growth:</i>

**Signatures**

<b>Teacher:</b>	<b>Date:</b>
<b>Evaluator:</b>	<b>Date:</b>

**Form H: Observation of Teacher Performance and Practice  
Summative Rating**

<b>Teacher Name:</b>		<b>Date:</b>
<b>School:</b>		
<b>Grade:</b>	<b>Subject:</b>	<b>School Year:</b>

<b>Domain 1: Planning &amp; Preparation</b>	<b>Evaluator's Rating</b>
1a. Develops differentiated lessons	
1b. Plans for monitoring and assessing student learning	
1c. Plans for student engagement and rigor	
1d. Structures lessons to facilitate student learning	
<b>Average Domain Rating:</b>	

<b>Domain 2: Instruction</b>	<b>Evaluator's Rating</b>
2a. Promotes discourse	
2b. Communicates for learning	
2c. Implements structured lessons	
2d. Integrates 21st century skills and opportunities	
<b>Average Domain Rating:</b>	

<b>Domain 3: Classroom Environment</b>	<b>Evaluator's Score</b>
3a. Creates an environment of mutual respect for all	
3b. Fosters appropriate standards of behavior	
3c. Creates a safe, supportive, and orderly environment	
<b>Average Domain Rating:</b>	

<b>Domain 4: Professionalism</b>	<b>Evaluator's Score</b>
4a. Engages in continuous professional growth	
4b. Engages in professional collaboration with colleagues	
4c. Cultivates family engagement in school	
4d. Demonstrates professionalism	
<b>Average Domain Rating:</b>	

**Summative Rating for Observation**

<b>Domain</b>	<b>Rating (Avg)</b>	<b>Weighting</b>	<b>Weighted Score</b>
<b>1: Planning &amp; Preparation</b>		<b>25</b>	
<b>2: Instruction</b>		<b>25</b>	
<b>3: Classroom Environment</b>		<b>25</b>	
<b>4: Professionalism</b>		<b>25</b>	

**Rating Table**

<b>Total Rating</b>	<b>Teacher Evaluation Rating</b>
326-400	Highly Effective
251 – 325	Effective
176 – 250	Marginally Effective
100-175	Ineffective

**Form I: Student Growth and Development Rating Worksheet (45%)**

<b>Teacher Name:</b>		<b>Date:</b>
<b>School:</b>		
<b>Grade:</b>	<b>Subject:</b>	<b>School Year:</b>

**Indicator of Academic Growth & Development #1:**

*Evaluator: Check the box that best indicates the attainment of this IAGD.*

Rating			
<input type="checkbox"/> Highly Effective (4) > 100% of Target	<input type="checkbox"/> Effective (3) 85% – 100% of Target	<input type="checkbox"/> Marginally Effective (2) 70% - 84% of Target	<input type="checkbox"/> Ineffective (1) <69% of Target

**Indicator of Academic Growth & Development #2:**

*Evaluator: Check the box that best indicates the attainment of this IAGD.*

Rating			
<input type="checkbox"/> Highly Effective (4) > 100% of Target	<input type="checkbox"/> Effective (3) 85% – 100% of Target	<input type="checkbox"/> Marginally Effective (2) 70% - 84% of Target	<input type="checkbox"/> Ineffective (1) <69% of Target

*Final SLO Rating*

Rating			
<input type="checkbox"/> Highly Effective (4) > 100% of Target	<input type="checkbox"/> Effective (3) 85% – 100% of Target	<input type="checkbox"/> Marginally Effective (2) 70% - 84% of Target	<input type="checkbox"/> Ineffective (1) <69% of Target

**Form J: Parent Feedback Rating Worksheet (10%)**

<b>Teacher Name:</b>		<b>Date:</b>
<b>School:</b>		
<b>Grade:</b>	<b>Subject:</b>	<b>School Year:</b>

<b>Parent Engagement Focus:</b>
<b>Parent Engagement Objective:</b>
<i>Teacher Comments:</i>

*Evaluator: Check the box that best indicates the attainment of this IAGD.*

<b>Rating</b>			
<input type="checkbox"/> Highly Effective (4) Exceeded the objective	<input type="checkbox"/> Effective (3) Met the objective	<input type="checkbox"/> Marginally Effective (2) Partially met the objective	<input type="checkbox"/> Ineffective (1) Did not meet the objective

<i>Evaluator Comments:</i>
----------------------------

**Form K: Whole School Student Learning Rating (5%)**

<b>Teacher Name:</b>		<b>Date:</b>
<b>School:</b>		
<b>Grade:</b>	<b>Subject:</b>	<b>School Year:</b>

<b>Whole School Learning Indicator:</b>
-----------------------------------------

*Evaluator: Check the box that best indicates the attainment of the Whole School Learning Indicator*

<b>Rating</b>			
<input type="checkbox"/> Highly Effective (4) > 100% of Target	<input type="checkbox"/> Effective (3) 85% – 100% of Target	<input type="checkbox"/> Marginally Effective (2) 70% - 84% of Target	<input type="checkbox"/> Ineffective (1) <69% of Target

**Form L: End-of-Year Summative Teacher Self-Assessment**

<b>Teacher Name:</b>		<b>Date:</b>
<b>School:</b>		
<b>Grade:</b>	<b>Subject:</b>	<b>School Year:</b>

<p><b>Teacher Self-Assessment and Reflection</b></p> <p><i>Describe the results and provide evidence:</i></p> <p><i>A. Provide your overall assessment of progress toward the objective to date</i></p> <p><i>B. Describe what you have done so far that produced these results</i></p> <p><i>C. Describe what you have learned and how you will use it going forward</i></p> <p><i>D. What professional learning and/or other type of support would help you to achieve your goals</i></p> <p><i>E. Describe any revisions to strategies and/or adjustments of student learning goals</i></p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Student Growth</b>			
<i>Student Growth &amp; Development (45%)</i>			
<input type="checkbox"/> Highly Effective (4)	<input type="checkbox"/> Effective (3)	<input type="checkbox"/> Marginally Effective (2)	<input type="checkbox"/> Ineffective (1)
<i>Whole School Student Learning Indicator (5%)</i>			
<input type="checkbox"/> Highly Effective (4)	<input type="checkbox"/> Effective (3)	<input type="checkbox"/> Marginally Effective (2)	<input type="checkbox"/> Ineffective (1)

### Teacher Self-Assessment and Reflection

*Describe the results and provide evidence:*

*A. Provide your overall assessment of progress toward the objective to date*

*B: Describe what you have done so far that produced these results*

*C: Describe what you have learned and how you will use it going forward*

*D: What professional learning and/or other type of support would help you to achieve your goals*

*E: Describe any revisions to strategies and/or adjustments of student learning goals*

### Teacher Practice

*Observation of Teacher Practice & Performance (40%)*

Highly Effective (4)

Effective (3)

Marginally  
Effective (2)

Ineffective (1)

*Parent Feedback (10%)*

Highly Effective (4)

Effective (3)

Marginally  
Effective (2)

Ineffective (1)

**Signature**

\_\_\_\_\_  
**Teacher:**

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

**Form M: End-of-Year Summative Teacher Evaluation Scoring**

<b>Teacher Name:</b>		<b>Date:</b>
<b>School:</b>		
<b>Grade:</b>	<b>Subject:</b>	<b>School Year:</b>

**Teacher Practice Rating: (50%)**

Component	Score	Percentage	Points
Observation of Teacher Performance & Practice		<b>40</b>	
Parent Feedback		<b>10</b>	
<b>Total Teacher Practice Indicator Points</b>			

**Student Growth Outcome Rating: (50%)**

Component	Score	Percentage	Points
Student Growth and Development (IAGD's)		<b>45</b>	
Whole School Learning Indicator		<b>5</b>	
<b>Total Student Related Indicator Points</b>			

**Summative Rating Table**

Teacher Practice/Student Growth Indicator Points	Teacher Evaluation Rating
326-400	Highly Effective
251 – 325	Effective (Proficient)
176 – 250	Marginally Effective
100-175	Ineffective

**Final Summative Rating: Use the Summative Rating Table to determine the final summative rating.**

<input type="checkbox"/> Highly Effective (4)	<input type="checkbox"/> Effective (3)	<input type="checkbox"/> Marginally Effective (2)	<input type="checkbox"/> Ineffective (1)
-----------------------------------------------	----------------------------------------	---------------------------------------------------	------------------------------------------

<b>Comments:</b>
<b>Target areas for Professional Growth:</b>

**Signatures**

\_\_\_\_\_  
**Teacher:**

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

\_\_\_\_\_  
**Evaluator:**

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

*Teacher Assistance Forms*

**Form N: Teacher Assistance Plan**

<b>Teacher Name:</b>	<b>Date:</b>
<b>School:</b>	
<b>Assignment:</b>	<b>School Year:</b>

*Identification of Concern: you will need to improve your performance on the standards listed. These standards are selected from the Teacher Effectiveness and Performance Evaluation Handbook, based on performance data gathered during observations, reviews of practices, and other professional contexts.*

<b>Targeted Areas for Growth (Identify Domain)</b>	<b>Indicators of Success</b>	<b>Strategies to Implement/Resources Needed</b>	<b>Dates for Monitoring Progress</b>

Date of First Review (within the first 45 days of school): \_\_\_\_\_

Summary of results and discussion

\_\_\_ Recommendation made to continue TAP \_\_\_ Recommendation made to discontinue TAP

Date of Second Review (within the first 90 days of school): \_\_\_\_\_

Summary of results and discussion

\_\_\_\_ Recommendation made to continue TAP    \_\_\_\_ Recommendation made to discontinue TAP

\_\_\_\_ Recommendation made for non-renewal

**Signatures**

\_\_\_\_\_  
**Teacher:**

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

\_\_\_\_\_  
**Evaluator:**

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

**Form O: Evaluation Appeals Form**

**Must be submitted within five (5) days of receiving written evaluation.**

<b>Teacher Name:</b>		<b>Date:</b>
<b>School:</b>		
<b>Grade:</b>	<b>Subject:</b>	<b>School Year:</b>
<b>Signature:</b>		

Date of Appeals Conference: \_\_\_\_\_

Resolution of Appeals Conference:

\_\_\_\_\_ Evaluation stands as is

\_\_\_\_\_ Evaluation amended

\_\_\_\_\_ Co-Evaluator chosen \_\_\_\_\_

Due Date of Co-Evaluator's data: \_\_\_\_\_

Date of Post Appeals Formal Meeting between Co-Evaluators and Evaluatees: \_\_\_\_\_

**The Assistant to the Superintendent, Finance and Management's decision will be made no later than twenty (20) days after formal meeting.**



# **Manchester Administrator Effectiveness, Professional Learning, and Performance Evaluation Handbook**

**Manchester Public Schools  
Manchester, CT**

**FINAL DRAFT April 28, 2013  
Revised: June 5, 2013**

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**MANCHESTER PUBLIC SCHOOLS**

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

**Manchester Public Schools Board of Education**

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## **Overview of Administrator Evaluation Process**

### **Introduction**

A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness. The Manchester Public Schools administrator evaluation system defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); (3) and the perceptions of the administrator's leadership among key stakeholders in their community.

Annual summative evaluations provide each administrator with a summative rating aligned to one of four performance levels:

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

### **Beliefs and Core Values**

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.

### **Mission of the Manchester Public Schools**

***"Pride in Excellence"***

The mission of the Manchester Public Schools is to engage all students in the highest quality 21<sup>st</sup> century education. Through an active partnership with students, school personnel, families,

and community, the Manchester Public school will create safe and inclusive schools where equity is the norm and excellence is the goal.

## **Five-Year Student Achievement Goals**

### **2012-2016**

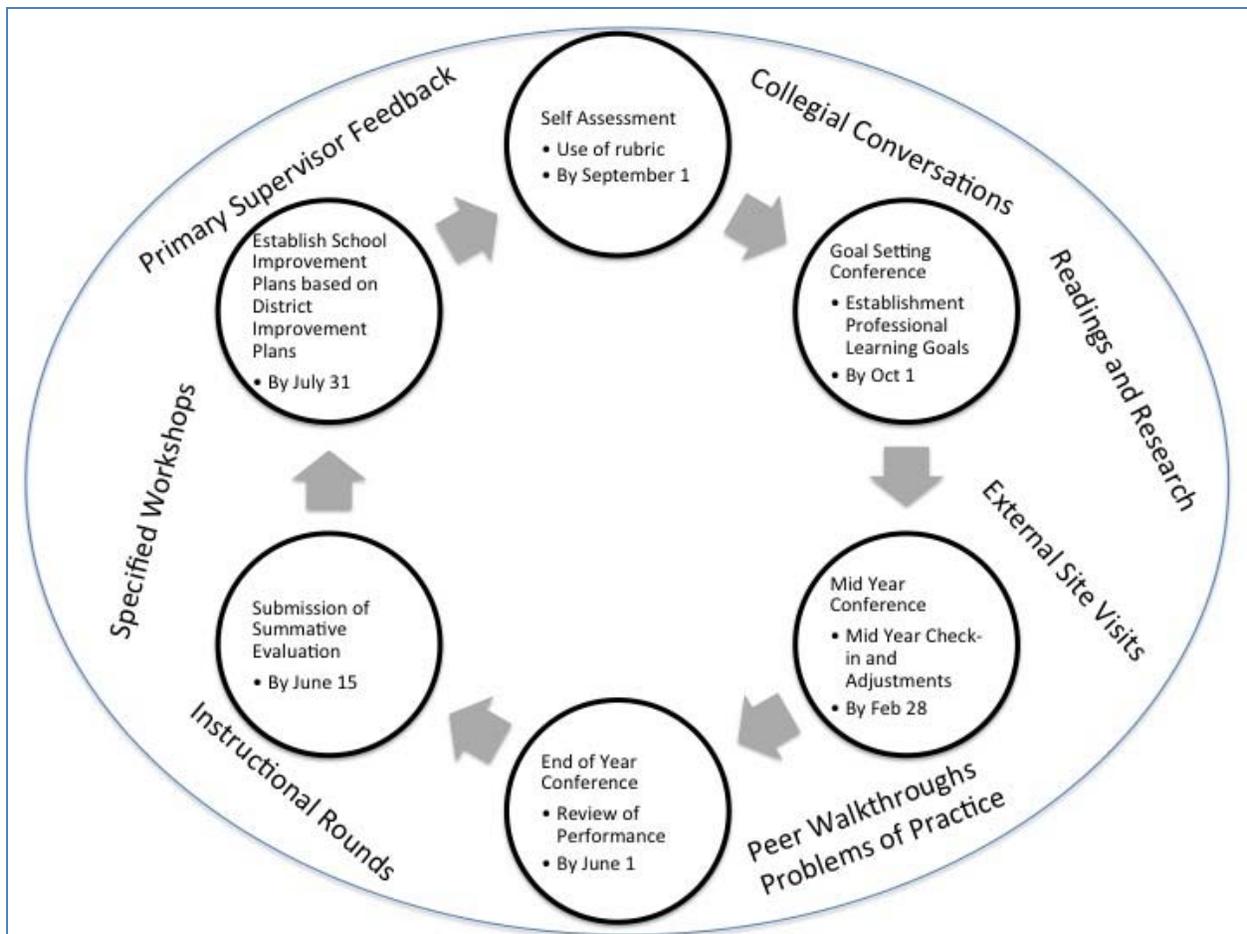
All students will:

1. Achieve mastery in literacy and numeracy as articulated in the Common Core.
2. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
3. Master and demonstrate the skills and competencies required for success in learn and work beyond school.

## Four Categories of Administrator Evaluation Overview of Process

Administrators and supervisors interact throughout the process in support of a thorough analysis of professional performance. A strong combination of self reflection and interaction with a supervisor provides the necessary review of practice to support administrator growth and development. **Figure 1** graphically represents the on-going cycle of professional review and development for Manchester Public Schools administrators.

**Figure 1**



Essential to the process is the establishment of School Improvement Plans based on the district improvement plans. Review of this and other fundamental school planning documents along with a self-assessment provides the context for administrators to set goals in support of student performance as well as their own professional learning. Stakeholder feedback is also made available to support goals setting and year-long growth planning. These growth goals

become the focus of collegial discussion during a midyear Conference to ensure administrators are tracking towards their anticipated performance and achievement outcomes (**see Form A in Appendix**).

## **Goal Setting and Review**

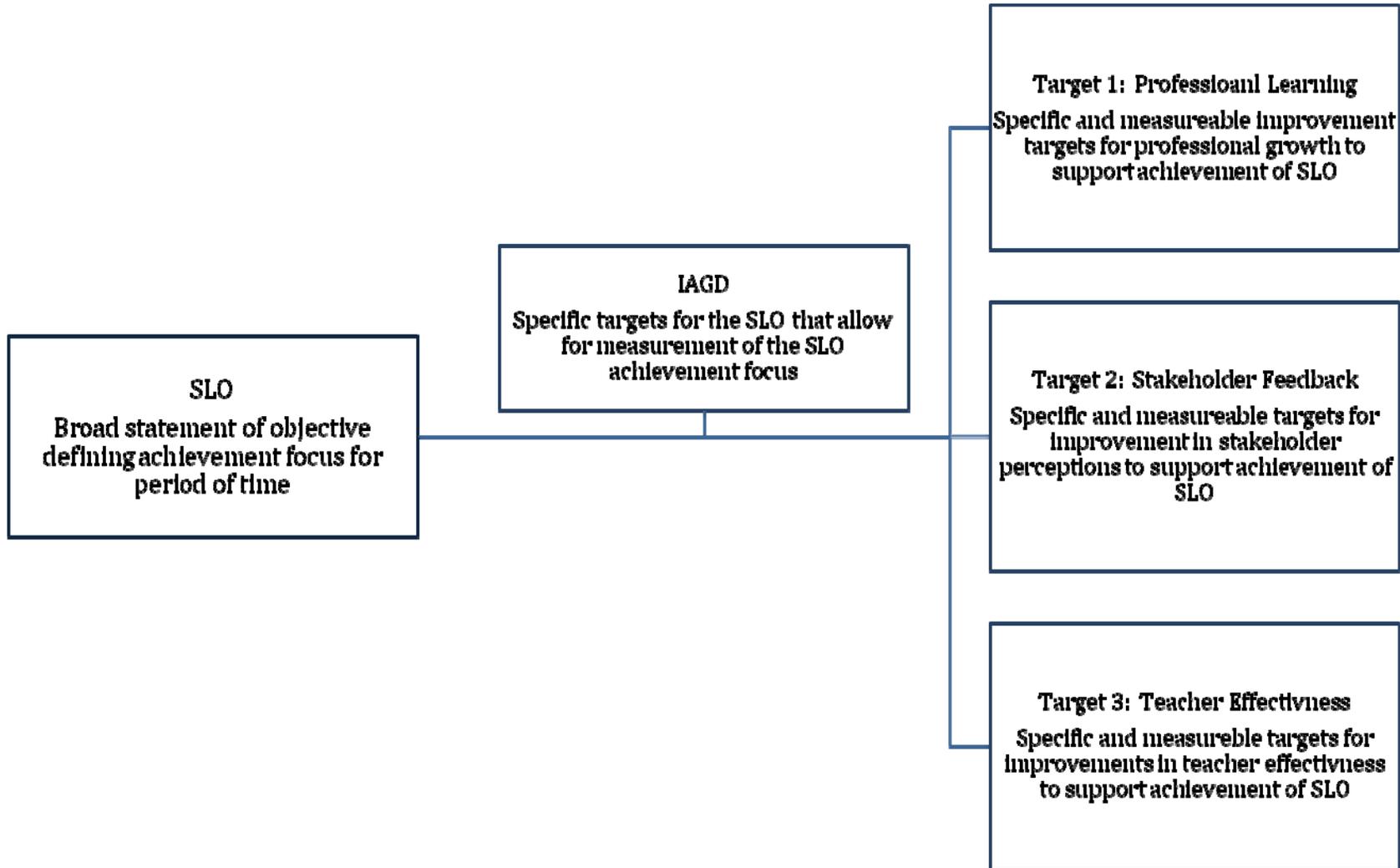
The goal setting process is predicated on the collection of various sets of data that will allow an administrator's to truly reflect upon their practice and the outcomes of their previous year. Form A outlines the structure for this process.

Administrators begin with the self-reflection using the Manchester CT Common Core of Leading. Administrators will review each section of the rubric analyzing their own practice and determining areas of strength and areas of weakness. In conjunction with this review of professional practice, administrators should consider their schools performance and the district and school improvement plans to establish two Student Learning Objectives, coupled with Indicators of Academic Growth and Development that will focus review of their student outcomes at the end of the evaluative cycle. These goals are outlined in more detail in the Student Learning Measures section of this document beginning on page 17. Additional data, if not already taken into consideration during the district and school improvement planning process, should also be considered.

Administrators are encouraged to review stakeholder feedback data and teacher effectiveness needs and make connections between their Student Learning Objectives and targets they are setting for their professional growth, improvements related to the perceptions of key stakeholders including parents, teachers and student, and the targets they set for influencing and improving teacher effectiveness. If an administrator cannot establish a clear through line with all of these data points, additional goals may be established that allow the administrator to focus their attention on each of these important areas of growth and development.

The general structure for an administrator's goal setting for the year is outlined in **Figure 2**.

**Figure 2 :** Details to assist an administrator in design of each Student Learning Objective and corresponding targets are outlined in sections that follow.



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

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

Forty percent (40%) of an administrator’s evaluation shall be based on observation and evidence collection related to leadership practice and performance as articulated in *the Manchester Common Core of Leading*. Additional, review of artifacts including professional development plans, teacher feedback, administrator reflections as well as planning documents, school improvement plans, and evidences of teacher development and evidences of professional relationships will also be considered in measuring administrator performance and practice. **Table 1** provides an overview of the core actions to be taken by administrators and their supervisor throughout the year.

**Table 1**

Action	Person	Documents	Timeline
Use the Manchester Common Core of Leading to complete a self-assessment	Supervisor/ Administrator	Manchester CCL and Form A: Administrator Goal Setting, Self-Reflection and Conference Form	By September 1
Review of existing stakeholder data including but not limited to: Leadership Surveys Parent/Student Surveys School Climate Surveys	Supervisor/ Administrator	School Climate Survey Leadership Survey Parent and School wide Survey	Days 1-45

Action	Person	Documents	Timeline
Review of School Improvement Plan	Supervisor/ Administrator	School Improvement Plan	Days 1-45
<p><b>Goals Setting Conference</b> related to administrator’s goal (Student Learning Outcomes), Theory of Action, School Improvement Plan, professional learning, stakeholder feedback, and teacher growth expectations</p>	Supervisor/ Administrator	Form A: Administrator Goal Setting, Self-Reflection and Conference Form	Days 1- 45
<p>Establish a system of <b>Informal Observations</b> including but not limited to: brief observations of leadership practice e.g. staff meetings, Professional Development, parent or student interaction (PTA-SGC); school-based instructional rounds; classroom visitations; Board of Ed meetings; Community Outreach; PPT meetings; school wide functions Written feedback provided</p>	Supervisor/ Administrator/ and/or Supervisor Designee including but not limited to: content experts, specialists,	Form B: Observation Protocols	Days 30 - 160
<p><b>Two (2) Planned, Formal Observations (four (4) for administrators who have received summative rating of Developing and Below Standard or administrators new to the district)</b> Written feedback on consistent standard-based observation forms/rubric, broken down by admin role/ expectations; supporting documents from administrator. Written and Oral Feedback provided</p>	Supervisor/ Administrator	Form B: Observation Protocols	Visit 1 Days 1- 45 Visit 2 Days 90-180

Action	Person	Documents	Timeline
<b>Establish a systems of Classroom Walkthroughs</b> with supervisor and designees	Supervisor/ Administrator/ and/or Supervisor Designee including but not limited to: content experts, specialists,	Walkthrough data; problem of practice; background of Theory of Action; observation of instructional observation skills	Visit 1 – Days 1-90 Visit 2 – Days 91-160
<b>Mid-Year Conference</b> related to administrator’s goal (Student Learning Outcomes), Theory of Action, School Improvement Plan, professional learning, stakeholder feedback, and teacher growth expectations	Supervisor/ Administrator	From A: Goal Setting and Conference Form	Days 80 - 100
<b>End-of- Year Conference</b> related to administrator’s goal (Student Learning Outcomes), Theory of Action, School Improvement Plan, professional learning, stakeholder feedback, and teacher growth expectations	Supervisor/ Administrator	From A: Goal Setting and Conference Form	Days 160 - 180

For Assistant Principals and Central Office Staff, each of the above described processes will address specific job functions.

## Documentation Review

All administrators will have the opportunity to collect information relative to their practice that can be shared with an evaluator in support of their overall evaluation and across all domains of the *Manchester Common Core of Leading*. Artifacts are submitted as evidence of administrator effectiveness in terms of the leadership standards. For each document uploaded, administrators will be able to indicate which Domain(s)/Indicator(s) the artifact supports. **Table 2** shows how these artifacts will be organized to help evaluators and teachers engage in meaningful discussions about teacher performance and practice.

**Table 2**

	Current Practice by Indicator as of September:	Artifacts Presented as Evidence of Growth:
I. Professional Learning Goal  Artifacts are provided for any indicator that is directly connected to the administrator's professional growth plan.	(DROP DOWN MENU TO IDENTIFY DOMAIN/INDICATOR)	
II. Artifacts are provided for any indicator in which there is a discrepancy between administrator's self-assessment and supervisor's assessment.	(DROP DOWN MENU TO IDENTIFY DOMAIN/INDICATOR)	

**Table 3** provides a list of documents and processes that can be used to support meaningful dialogue relative to evidence and artifacts.

**Table 3**

Action	Person	Documents
Review of School Improvement Plan	Supervisor/ Admin	School Improvement Plan
Identification of key documents that support teaching and learning	Supervisor/ Admin	Faculty Meeting Agendas and PD plans
Review of school wide achievement data	Supervisor/ Admin	Achievement Results
Review of teacher summative observations/evaluations	Supervisor/ Admin	Summative Teacher Evaluation documents
Review of school climate data	Supervisor/ Admin	School Climate Survey
Review of Instructional Problem of Practice	Supervisor/ Admin	Problem of Practice – Results of School-Based Walkthrough

### Leadership Performance Rubric

Manchester Public Schools has, through a committee process including input from all administrative level staff in the district, reviewed and analyzed various leadership rubrics to determine the best leadership framework for analysis of administrative performance and practice. The committee has selected *the Manchester Common Core of Leading*. Some modifications were made to language within the indicators and performance level descriptions; however, the overall integrity of the leadership rubric has not been compromised.

Appendix B shows the full rubric to be used for all procedures associated with the 40% administrator performance and practice.

Manchester Public Schools will use the following structure to weigh the six (6) Performance Expectations of the Manchester Common Core of Leading.

<b>Performance Expectations</b>	<b>Score</b>	<b>Weight</b>	<b>Points (Score x Weight)</b>
Vision, Mission, and Goals		20%	
Teaching and Learning		45%	
Organizational Systems and Safety		10%	
Families and Stakeholders		15%	
Ethics and Integrity		5%	
The Education System		5%	
<b>Total</b>			

e.g.

<b>Performance Expectations</b>	<b>Score</b>	<b>Weight</b>	<b>Points (Score x Weight)</b>
Vision, Mission, and Goals	2	20%	.40
Teaching and Learning	2	45%	.90
Organizational Systems and Safety	4	10%	.4
Families and Stakeholders	2	15%	.3
Ethics and Integrity	3	5%	.15
The Education System	4	5%	.20
<b>Total</b>			2.35

For district administrators, weighting are modified to address specific job functions.

e.g.

- Special Education Supervisors
- Directors Teaching and Learning
- Director of Guidance

For these district administrators, Manchester Public Schools will use the following structure to weigh the six (6) Performance Expectations of the Manchester Common Core of Leading.

Performance Expectations	Score	Weight	Points (Score x Weight)
Vision, Mission, and Goals		10%	
Teaching and Learning		50%	
Organizational Systems and Safety		5%	
Families and Stakeholders		25%	
Ethics and Integrity		5%	
The Education System		5%	
<b>Total</b>			

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

**Arriving at a Leadership Practice Summative Rating**

Summative ratings are based on the preponderance of evidence for each performance expectation in the Manchester Common Core of Leading Leadership Rubric. Evaluators collect written evidence about and observe the administrator’s leadership practice across the six performance expectations described in the rubric and as specified in the preceding tables. Specific attention is paid to leadership performance areas identified as needing development.

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

e.g.

**Performance and Practice Rating:**

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

## **Category 2: 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. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (other staff, community members, students, etc.). More than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time. To ensure a proper baseline has been established prior to assessing improvement over time, Manchester will begin to apply an analysis of administrator improvement to assessment of performance relative to Stakeholder Feedback in year 2 which will allow for a clear understanding of growth. Manchester will set both common targets of improvement and performance for all administrators as well as, where necessary, set specific targets for individual administrators.

Manchester Public Schools has selected to use School Climate Data. Climate Surveys will be used by the district to cull important leadership goals and establish targets for improvement in which district and school leadership can apply in practice and which evaluators can assess leadership performance.

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

### **Requirements:**

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

### **Protocols/Procedures:**

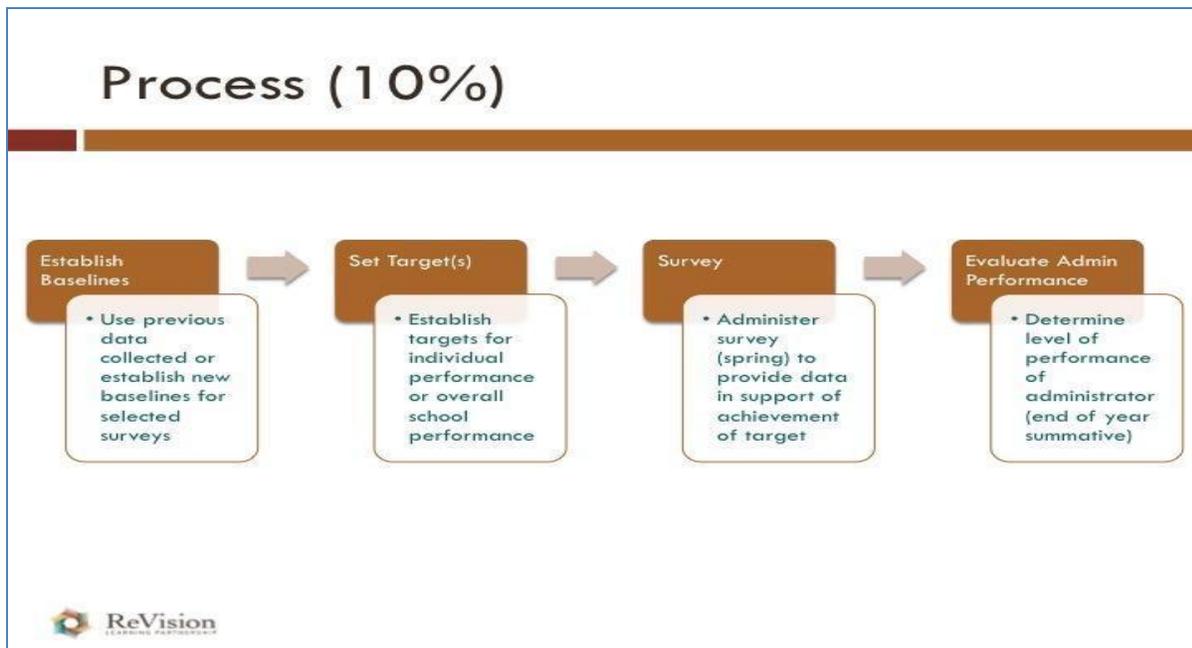
- All surveys must be administered electronically;
- For the secondary level, it is recommended that the survey be e-blasted to parents during this time period. Multiple reminders may be required to ensure a higher response rate;

For any student response that may be collected:

- All student surveys must be administered during the school day;
- Any Primary level Student Feedback survey should be read to students to ensure understanding, and
- Allow 15 minutes for surveys to be completed.

In the 2013-2014 school year, the surveys will be administered twice to a small, random sample to ensure reliability. The survey will be administered to everyone district-wide in the spring of 2014.

Appendix D provides examples of survey questions from the selected Manchester Public School survey



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

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

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

**e.g.**

**Example:** Target is to increase *positive* response to Parent Communication questions on Survey from 45% rating at effective to 55% rating at effective.  
50% rating at effective showing a 5% change, which would constitute a *Developing* rating based on the rating scale.

**For purposes of this example, it suggests that the target was met at 55% responding at “effective” on the survey question(s) which would designate the final rating on this category to be “Proficient”**

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

### **Category 3: Student Learning Measures (45%)**

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

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

Sample Local Measures in Manchester include:

- NWEA/MAP
- DAW
- Performance Tasks (SBAC)
- Behavioral Data
- Attendance Data

For administrators in high schools, selected indicators must include:

- The cohort graduation rate and the extended graduation rate

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

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

Additional district administrators are allowed to write 2 SLO's based on locally developed measures and that focus on a subset of staff, grade level, or content consistent with the job responsibilities.

**Form A: Administrator Goal Setting, Self-Reflection and Conference Form** is used to support the articulation of Student Learning Goals and associated targets.

### SLO Scoring

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

Score	Exceeds Target (4)	Meets Target (3)	Approaches Target (2)	Does Not meet Target (1)
<b>SPI Progress</b>	>125% of target progress	100-125% of target progress	50-99% of target progress	<50% of target progress
<b>Subgroup SPI Progress</b>	Meets performance targets for all subgroups that have SPI <88 OR all subgroups have SPI > 88	Meets performance targets for majority* of subgroups that have SPI <88	Meets performance targets for at least one subgroup that has SPI <88	Does not meet performance target for any subgroup that has SPI <88
	<b>OR</b> The school does not have any subgroups of sufficient size			
<b>SPI Rating</b>	89-100	77-88	64-76	<64
<b>SPI Rating for Subgroups</b>	The gap between the "all students" group and each subgroup is <10 SPI points or all subgroups have SPI > 88 <b>OR</b> The school has no subgroups	The gap between the "all students" group and the majority of subgroups is <10 SPI points	The gap between the "all students" group and at least one subgroup is >10 SPI points.	The gap between the "all students" group and all subgroups is >10 SPI points.

Scoring for SLO's: SLO2 and 3 (where applicable) will receive 2 scores

- 1 Score for Whole Student Performance
- 1 Score for Subgroup Performance

### Whole Group Performance

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

### Sub Group Performance

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

The two scores for SLO 2 are averaged together

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

### **Example Student Learning Objectives**

**SLO1** has to be based on state-administered assessments.

The state's target is an SPI of 88 so if your school is at 88, the goal would be to maintain. If you're below that, your goal is the state's target.

Goal for achievement gap is less than 10.

The State Department of Education has established a school classification system to support schools is the analysis and design of performance targets related to the SPI. Schools should determine their classification and refer to resources provided by CSDE as they develop their Indicators of Academic Growth and Development around their SPI. The classifications are as follows:

- Excelling
- Progressing
- Transitioning
- Turnaround

Information on the CSDE classification system can be found in Appendix

Below is an example of SLO's and IAGD's.

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

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

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

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

**IAGD1:** 85% of students in grade 2 will meet goal on DIBELS spring assessment.

**IAGD2:** 50% of 5th grade African American boys will maintain proficiency or increase a minimum of one performance band on CMT reading assessment.

**High School Example:**

**SLO1:** Make progress towards state's 2018 4-year graduation rate of 94%

**IAGD1:** Increase percentage of subgroup students who meet 4-year graduation expectations from 45% to 65%

**IAGD2:** Increase percentage of subgroup students who meet extended graduation rate from 73% to 87%

**SLO2:** Improve student performance on AP exams.

**IAGD1:** Increase percentage of students scoring a 3 or better on all math AP assessments from the 2012-2013 rate of 32% to 45%

**IAGD2:** Increase percentage of students scoring a 3 or better on all reading AP assessments from 2012-2013 rate of 45% to 60%.

**e.g.**

Using the scoring structure provided on page 18, below is a sample score

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

## Category 4: Teacher Effectiveness (5%)

Five percent (5%) of an administrator’s summative rating shall be based on teacher effectiveness outcomes.

- Improving the percentage (or meeting a target of a high percentage) of teachers who meet the Student Learning Objectives (SLOs) outlined in their performance evaluations.
- Improvement of overall teacher effectiveness scores (after a baseline has been established).
- Number of teachers participating in Career Development programs offered by the District.

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

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

### In Year One

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

### Year 2 and Beyond

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

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

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

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

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

Specific structures for review of performance on these important Year Two Teacher Effectiveness components will be reviewed throughout the 2013-2014 school year in order to

establish fair and appropriate system of analysis of administrator performance. In Year One, only SLO performance will constitute the 5% for Teacher Effectiveness

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

e.g.

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

## Aggregate and Summative Scoring

The process for determining summative evaluation ratings has three steps:

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

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

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

**Step 1: PRACTICE RATING: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%**

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

**Step 2: OUTCOMES RATING: Student Learning (45%) + Teacher Effectiveness (5%) = 50%**

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

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

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

<b>Summative Rating Matrix</b>		<b>Practice Related Indicators Rating</b>			
		Exemplary	Proficient	Developing	Below Standard
<b>Outcomes Related Indicators Rating</b>	Exemplary	Exemplary	Exemplary	Proficient	<i>Gather further information</i>
	Proficient	Proficient	Proficient	Proficient	<i>Gather further information</i>
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

## Sample Summative Rating Form (see Form C)

### Performance and Practice Rating:

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

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<b>Total</b>		<b>2.35</b>	
<b>Rating Scale</b>		<b>Developing</b>	

### Stakeholder Feedback Rating:

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

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<b>Total</b>		<b>3</b>	
<b>Rating Scale</b>		<b>Proficient</b>	

### Student Learning Measure

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

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<b>Total SLO 1</b>		<b>2.5</b>	
<b>Total SLO 2</b>		<b>2.5</b>	
<b>TOTAL SLO SCORE</b>		<b>2.5</b>	
<b>Rating Scale</b>		<b>Developing</b>	

### Teacher Effectiveness

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

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
		2	
<b>Total</b>		<b>2</b>	
<b>Rating Scale</b>		<b>Developing</b>	

**Total Overall Rating**

**Practice Rating = Proficient**

**Outcomes Rating = Developing**

**Overall Summative Rating = Developing**

## Evaluation-Based Professional Learning

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

## 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 Below Standard***. 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.

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

## Administrator Support Plan Procedures

1. If the summative performance of an administrator is rated ineffective, the evaluator will provide the administrator with written notification that a conference is required. The Evaluator will set a date and time for this conference, which should take place within three weeks after the Ineffective rating is determined (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 will be notified simultaneously.
4. Once the administrator receives this notification, he/she will have ten (10) working days to respond in writing to the Evaluator. However, a response is not required.
5. At any time after notification of being placed on an Administrator Support Plan, the administrator has the option of requesting a support team. This two-person team will consist of one staff member (Central Office or School-Based) or principal/administrator selected by the administrator and one selected by the Evaluator. The 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.

## **Career Development and Professional Growth**

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

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

## **Career Development and Growth Options**

Manchester Public Schools has established a system upon which its highest performing administrators (those administrators who consistently demonstrate Exemplary summative ratings) are provided opportunities for professional learning that replaces the standard protocols for professional learning outlined in the Manchester Public Schools Administrator evaluation program. Through their Professional Growth Planning, administrators can control 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.

## **Orientation and Training Programs**

During the spring of 2013, Manchester will provide a series of half-day sessions for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timelines for their evaluation. Special attention will be given to Manchester's Common Core of Leading and the Leadership Performance Rubric, so that all administrators fully understand performance expectations and the requirement for being an "effective" administrator. Additional sessions will be provided throughout the academic year that will provide Manchester administrators with access to resources and to connect with colleagues to deepen their understanding of the Evaluation Program.

By July 30, Manchester will provide all evaluators of administrators with training focused on the administrator evaluation system. Training will include an in-depth overview and orientation of the 4 domains that are part of the plan, the process and timeline for plan implementation, and the process for arriving at a summative evaluation. One full day of training will be provided on using the Leadership Practice Rubric, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency. An additional full day of training will be provided to all evaluators in conducting effective observations and providing high-quality feedback. Two additional days of training will be provided on the other components in the plan.

## **Appendix**

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

### **Appendix B - Manchester Review of Common Core of Leading**

*Leadership Evaluation Rubric*

### **Appendix C - Forms**

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

*Form B: Observation Protocols*

*Form C: Summative Rating Form*

*Form D: Administrator Support Plan Form*

### **Appendix D – Sample Surveys**

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

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

### **Manchester Public Schools Supervision and Evaluation of Administrative Personnel**

Superintendent of Schools evaluates the following administrative personnel:

- Assistant Superintendent of Curriculum and Instruction
- Assistant Superintendent for Pupil Services
- High School Principal
- Middle School Principal
- Bennet Academy Principal
- Four (3) Elementary School Principals
- Assistant to the Superintendent for Finance and HR (Non Certified Position)

Assistant Superintendent for Curriculum and Instruction evaluates the following administrative personnel:

- Five (6) Elementary School Principals
- Director of Teaching and Learning
- Director of Technology

Assistant Superintendent for Pupil Services evaluates the following administrative personnel:

- Four (4) Special Education Supervisors
- Principal of Manchester Regional Academy
- Director of the Pre-school Center

High School Principal evaluates the following administrative personnel:

- Five (5) Assistant Principals
- Director of Guidance

Middle School Principal evaluates the following administrative personnel:

- Two (2) Assistant Principals

Bennet Academy Principal evaluates the following administrative personnel:

- One (1) Assistant Principal

## **Appendix B - Manchester Review of Common Core of Leading**

In the winter of 2013, Manchester Public Schools completed a committee-based review of the CSDE Common Core of Leading. Through this committee process, the district isolated key elements and indicators from the framework and organized the revised document that appears on the pages that follows. This framework will be the basis for all summative evaluations as described in the ***Manchester Administrator Effectiveness, Professional Learning, and Performance Evaluation Manual***.

## LEADER EVALUATION RUBRIC

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

*Education leader<sup>1</sup> 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 A: 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	Ineffective	Developing	Effective	Highly Effective
1. Uses information & analysis to shape support vision, mission and goals	Relies on their own knowledge and assumptions to shape support school-wide vision, mission and goals.	Uses some district data to set goals for students  Shapes Supports a vision and mission based on basic data and analysis.	Uses varied relevant sources of information district data and analyzes data about current practices and outcomes to shape a 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.
2. Aligns vision, mission, and goals to policies	Does not align the school's vision, mission and goals to district, state or federal policies.	Establishes school vision, mission and goals that are partially aligned to district and State priorities.	Aligns the vision, mission and goals of the school to district, state and federal policies.	Builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.

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

**Element B: 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	Ineffective	Developing	Effective	Highly Effective
1. Analyzes data to identify needs and gaps between outcomes and goals	Is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.	Uses data to identify gaps between current outcomes and goals for some areas of school improvement.	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.	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.
2. Uses data and collaborates to design, assess and change programs	Is unaware of the need to use data, research or best practice to inform and shape programs and activities.	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.	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	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

Indicator	Ineffective	Developing	Effective	Highly Effective
3. Identifies and addresses barriers to achieving goals	Does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.	Identifies barriers to the achievement of the school's vision, mission and goals on a situational level.	Identifies and addresses barriers to achieving the vision, mission and goals	<p>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.</p> <p>Uses challenges or barriers as opportunities to learn and to develop staff.</p>
4. Seeks and aligns resources	Is unaware of the need to seek or align resources necessary to sustain the school's vision, mission and goals.	Aligns resources to some initiatives related to 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	Prioritizes the allocation of resources to be consistent with the school's vision, mission and goals.

## 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 A: Strong Professional Culture

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

#### The Leader...

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

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

## Element B: Curriculum and Instruction

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

### The Leader...

Indicator	Ineffective	Developing	Effective	Highly Effective
1, Aligns Curriculum, Instruction and Assessment to Standards Built Into the Curriculum	Is unaware of how to align curriculum standards with instruction and assessments.	<p>Possesses an understanding of state and national standards.</p> <p>Promotes instruction and assessment methods that are loosely aligned to standards.</p>	<p>Promotes a shared understanding of curriculum, the alignment of curriculum, assessment, and instruction.</p> <p>Ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.</p>	<p>Builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meets or exceeds state and national standards.</p> <p>Monitors and evaluates the alignment of all instructional processes.</p>
2. Improves Instruction for the Diverse Needs of All Students	<p>Ignores instructional strategies that do not meet the diverse learning needs of students.</p> <p>Is unaware how to analyze student progress using student data and work</p>	Promotes evidence-based instructional practices that address the learning needs of some but not all student populations.	Advocates evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations through data team practices	<p>Builds the capacity of staff to collaboratively identify differentiated learning needs for student groups.</p> <p>Works with staff to continuously adjust instructional practices and strategies to meet the needs of every student.</p>

Indicator	Ineffective	Developing	Effective	Highly Effective
3. Provides Resources and Opportunities for Extended Learning for Students Beyond the Classroom	Identifies only limited resources and supports for extending learning beyond the classroom.	Provides inconsistent support and resources for extending learning opportunities beyond the classroom.	Provides students with access to instructional resources and support to extend their learning 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.
4. Supports the Success of Faculty and Students as Global Citizens <sup>1</sup>	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.	Supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.	Assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed 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.
5. Promotes the use of technology to enhance and support student learning	Recognizes that technology can be used as a teacher tool to create worksheets, record student grades, allow for visual presentation of content	Acknowledges the importance of information through a variety of media formats	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	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

### Element C: Assessment and Accountability

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

#### The Leader...

Indicator	Ineffective	Developing	Effective	Highly Effective
1. Uses Multiple Sources of Information to Improve Instruction	Monitors limited sources of student information and staff evaluation data.  Does not connect information to school goals and/or instruction.	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.	Uses district and state assessments and multiple sources of information to analyze student performance, advance instructional accountability and improve teaching and learning.	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.
2. Staff Evaluation	Conducts occasional classroom observations for some staff.  Does not connect evaluation results to professional development or school improvement goals.	Completes evaluations for all staff according to stated requirements.  Uses some evaluation results to inform professional development.	Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement and accurately differentiates ratings	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.
3. Communicates Progress	Provides limited information about student progress to faculty and families.	Provides updates on student progress to faculty and families.	Interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders.	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.

## 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 A: Welfare and Safety of Students, Faculty and Staff

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

#### The Leader...

Indicator	Ineffective	Developing	Effective	Highly Effective
1. Safety and security plan	Insufficiently plans for school safety and security.	Develops a safety and security plan and monitors its implementation. Creates minimal engagement with the community around safety plan.	Develops, implements, and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.	Continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan.
2. Positive school climate for learning	Is unaware of the link between school climate and student learning. Acts alone in addressing school climate issues.	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.	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.	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.
3. Community Behavior Standards for learning	Uses own judgment to develop standard for behavior. Does not consistently implement or monitor norms for accountable behavior.	Develops and informs staff about community standards for accountable behavior. Monitors for implementation of established standards.	Involves families and the community in developing, implementing and monitoring community standards for accountable behavior to ensure student 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.

## Element B: Operational Systems

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

### The Leader...

Indicator	Ineffective	Developing	Effective	Highly Effective
1. Evaluate and Improve School Operational Systems and Procedures	Ineffectively monitors school operational processes systems. Makes minimal improvements to the operational system.	Reviews existing school operations and systems processes and plans for their improvement to operational systems.	Uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise the operational systems.	Plans ahead for learning needs and proactively creates improved school operational systems to support new instructional strategies.
2. Safe Physical Plant	Maintains a physical plant that does not meet 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.	Ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.	Develops systems to maintain and improve the physical plant and rapidly resolve any identified safety issues.
3.Data Systems to Inform Practice	Uses existing data systems that provide inadequate information to inform instructional practice and the operations of the school.	Uses communication and data systems to provide support to instructional practice and the operations of the school.	Facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform instructional practice and school operations.	Routinely gathers regular input from faculty on new communications or data systems that could improve practice.
4.Equipment and Technology for Learning	Uses existing equipment and technology that ineffectively supports the teaching and learning environment.	Maintains existing technology and identifies new technology that supports learning.	Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.	Develops capacity among the school community to acquire, maintain and ensure security of equipment and technology and to use technology to improve the teaching and learning environment.

### Element C: Fiscal and Human Resources

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

#### The Leader...

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

## 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 A: Collaboration with Families and Community Members

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

#### The Leader...

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

**Element B: Community Interests and Needs:**

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

**The Leader...**

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

**Element C: Community Resources:**

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

**The Leader...**

Indicator	Ineffective	Developing	Effective	Highly Effective
1. Collaborates with community agencies, businesses, and other organizations	Provides limited or no access to community 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.	Collaborates with community agencies for health, social and other services that provide essential resources and services to children and families.	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.
2. Develops relationships with community agencies, businesses, and other organizations	Develops limited relationships with community agencies.  Inconsistently meets the needs of the school community.	Develops relationships with community organizations and agencies.	Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.	Collaborates with staff to assess and develop ongoing relationships with community agencies aligned to school needs.

## 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 A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

#### The Leader...

Indicator	Ineffective	Developing	Effective	Highly Effective
1. Professional Responsibility	Does not exhibit or promote professional responsibility in accordance with the Connecticut 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.	Exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.	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.
2. Ethics and Integrity	Does not demonstrate personal and professional ethical practices and integrity	Does not consistently demonstrate personal and professional ethical practices and integrity	Models personal and professional ethics and integrity while encouraging others to the same standards.	Builds shared personal and professional ethical practices and integrity.
3. Equity and Social Justice	Does not consistently promote 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.	Uses professional influence to foster and sustain educational equity and social justice for all students and staff.	Actively promotes and uses professional influence to ensure that all students have access to educational opportunities.
4. Rights and Confidentiality	Does not protect the rights of students, families and staff and/or maintain appropriate confidentiality.	Does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.	Protects the rights of students, families and staff and maintains confidentiality.	Builds a shared commitment to protecting the rights of all students and stakeholders.  Maintains confidentiality, as appropriate.

**Element B: Personal Values and Beliefs:**

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

**The Leader...**

Indicator	Ineffective	Developing	Effective	Highly Effective
1. Respects the Dignity and Worth of Each Individual	Does not treat everyone with respect.	Does not consistently treat everyone with respect.	Consistently demonstrates respect for the inherent dignity and worth of each individual.	Promotes and demonstrates respect for the inherent dignity and worth of everyone.
2. Models Respect for Diversity and Equitable Practices	Does not demonstrate respect for diversity and equitable practices for all stakeholders.	Does not consistently demonstrate respect for diversity and equitable practices for all stakeholders	Consistently demonstrates respect for diversity and equitable practices for all stakeholders.	Builds a shared commitment to and respect for diversity and equitable practices for all stakeholders.
3. Advocates for Mission, Vision and Goals	Does not advocate for or act on commitments stated in the mission, vision and goals.	Advocates for the commitments stated in the school’s vision, mission and goals.	Demonstrates commitment stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.	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.
4. Ensures a Positive Learning Environment	Does not address challenges or contribute to a positive learning environment.	Addresses some challenges or engages others to contribute to a positive learning environment.	Overcomes challenges and leads others to contribute to a positive learning environment.	Anticipates and overcomes challenges and collaborates with others to ensure a positive learning environment.

**Element C: High Standards for Self and Others.**

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

**The Leader...**

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

## 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 A: Professional Influence

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

#### The Leader...

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

**Element B: The Educational Policy Environment**

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

**The Leader...**

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

### Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

#### The leader

Indicator	Ineffective	Developing	Effective	Highly Effective
1. Advocates for public policies to support the present and future educational needs of students	Does not advocate for policies and procedures to meet the needs of all students.	Communicates with the community about policies supports equity and excellence in education	Advocates for public policies and administrative procedures that provide for present and future needs of children to improve equity and excellence in education.	Is actively engaged in work that promotes equitable and appropriate policies to ensure that all children have an equal opportunity to learn.
2. Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources	Is unaware of policies that result in equitable resources to meets the needs of all students.  Does not allocate resources appropriately, adequately, or equitably.	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.	Promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.	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.
3. Collaborates with leaders to inform planning, policies and programs	Demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.	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.	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.	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.

**Appendix C – Forms**

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

Name:

Date:

School:

Position:

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

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

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

Areas of Strength	Areas of Development

#2 - Teaching and Learning:

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

Areas of Strength	Areas of Development

#3- Organizational Systems and Safety:

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

Areas of Strength	Areas of Development

#4- Families and Stakeholders:

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

Areas of Strength	Areas of Development

#5-Ethics and Integrity:

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

Areas of Strength	Areas of Development

#6 - The Educational System:

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

Areas of Strength	Areas of Development

**Goal Setting Conference, to be completed by November 1 (see pp. 17 – 21 of Administrator Evaluation Manual)**

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

SLO Goal #1(SPI-based):

Target #1 related to professional learning (Measurable with evidence - observation, conversation or documents)

Target #2 related to stakeholder feedback (Measurable with evidence)

Target #3 – related to teacher effectiveness (Measurable with evidence)

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

Target #1 related to professional learning (Measurable with evidence)

Target #2 related to stakeholder feedback (Measurable with evidence)

Target #3 – related to teacher effectiveness (Measurable with evidence)

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

**Mid-Year Conference, completed by February 28:**

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

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

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

**End of Year Summative Conference, completed by June 15**

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

Rating:

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

Rating:

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

Superintendent:	Superintendent:
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Rating:

<b>Exemplary Practice</b>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
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## Form B Observation Protocols

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

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

- D. High Performance for All
- E. Shared Commitments to Implement the Vision, Mission and Goals
- F. Continuous Improvement toward the Vision, Mission and Goals

Areas of Strength	Areas of Development
Performance Expectation Rating	

#2 - Teaching and Learning:

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

Areas of Strength	Areas of Development
Performance Expectation Rating	

#3- Organizational Systems and Safety:

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

Areas of Strength	Areas of Development
Performance Expectation Rating	

#4- Families and Stakeholders:

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

F. Community Resources

Areas of Strength	Areas of Development
Performance Expectation Rating	

#5-Ethics and Integrity:

D. Ethical and Legal Standards of the Profession

E. Personal Values and Beliefs

F. High Standards for Self and Others:

Areas of Strength	Areas of Development
Performance Expectation Rating	

#6 - The Educational System:

D. Professional Influence

E. The Educational Policy Environment

F. Policy Engagement

Areas of Strength	Areas of Development
Performance Expectation Rating	

### Form C: Summative Rating Form

#### Performance and Practice Rating:

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

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<b>Total</b>			
<b>Rating Scale</b>			

#### Stakeholder Feedback Rating:

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

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<b>Total</b>			
<b>Rating Scale</b>			

### Student Learning Measure

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

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
Total SLO 1			
Total SLO 2			
TOTAL SLO SCORE			
Rating Scale			

### Student Learning Measure

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

Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
Total			
Rating Scale			

### Total Overall Rating

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

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

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

## Form D – Administrator Support Plan Form

Principal/Administrator: \_\_\_\_\_

Superintendent/Evaluator: \_\_\_\_\_

<p>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.</p>
<p>1. Area(s) of Concern or Performance Standard(s) Not Effectively Addressed:</p>
<p>2. Statement of Concern: (cite evidence from on-going evaluation of performance as appropriate)</p>
<p>3. Strategies/Activities to Be Implemented to Address the Concern:</p>
<p>4. System of Support to Promote the Administrator’s Success:</p>
<p>5. Timeline (length of plan in weeks, plus schedule for monitoring implementation/progress and the measurable outcomes expected):</p>

\_\_\_\_\_  
Superintendent/Evaluator

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Rep from Human Resources

\_\_\_\_\_  
Rep from Manchester  
Education Association

\_\_\_\_\_  
Date

Copy to administrator, copy to local school working file, original to Human Resources/personnel file

## Appendix D - Sample Surveys

Climate Surveys will be used by the district to cull important leadership goals and establish targets for improvement in which district and school leadership can apply in practice and which evaluators can assess leadership performance.

Below is a subset of questions from a sample Student Survey for Grades 3-5:

1. The school I go to is:

- Bennet
- Bowers
- Buckley
- Keeney
- Martin
- Nathan Hale
- Robertson
- Verplanck
- Waddell
- Washington

2. I am in the following grade:

- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade

3. I am a:

- Boy
- Girl

4. I feel the students in my school are friendly.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

5. I feel comfortable sharing my thoughts and ideas at my school.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Below is a subset of questions from a parent survey for Grades 3-5:

5. My child looks forward to coming to school.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

6. At my child's school, the staff respects the students.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

7. Teachers listen to my child when there is a problem.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

8. Teachers care about my child's success.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

9. Teachers are fair to my child.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

10. The principal is fair to the children at my child's school.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

11. Our school respects and celebrates other's differences (i.e. gender, race, culture, etc.).

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

12. Adults in our school treat students with respect.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

13. Adults in our school are typically constructive and refrain from denigrating students.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

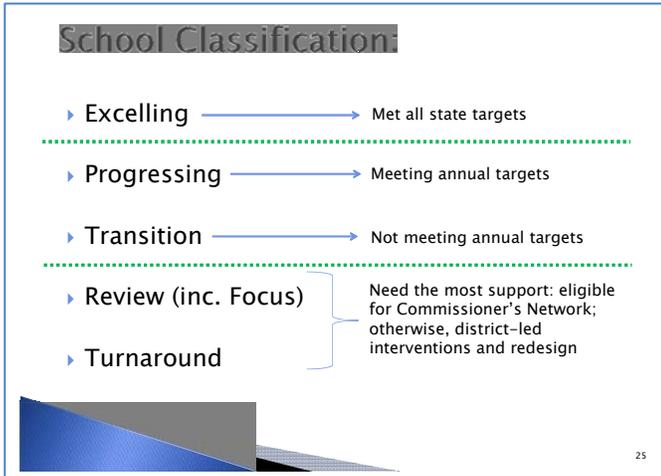
14. Adults in our building exhibit high levels of respect for one another.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

15. School events are well attended by staff.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

## Appendix E – CSDE SPI Classification and Performance Targets



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

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

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

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

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

# **EDUCATIONAL SPECIFICATIONS**

**BENNET / CHENEY ACADEMY SCHOOL  
SCHOOL STREET  
MANCHESTER, CT**

**June 10, 2013**

## **Manchester Public Schools**

### **Mission Statement**

The mission of the Manchester Public Schools is to engage all students in the highest quality 21<sup>st</sup> 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.

### **Instructional Mission Statement**

All students will be prepared to be life-long learners and contributing members of society.

### **Five-Year Student Achievement Goals 2012-2016**

1. Achieve mastery in literacy and numeracy as articulated in the Common Core
2. Value and demonstrate personal responsibility, character, cultural understanding and ethical behavior.
3. Master and demonstrate the skills and competencies required for success in learning and work beyond school

### **Theory of Action**

#### **If we...**

1. Provide a safe and respectful school climate.
2. Involve all students in rigorous and engaging learning experiences based on focused analysis and application of student performance data.
3. Build instructional and leadership capacity by attracting and retaining the highest quality staff through challenging professional learning, leadership opportunities and effective teacher and administrator evaluation processes.
4. Improve allocation of resources (such as additional time) to promote effective instruction.

*Then student achievement, and commitment to and engagement in learning will increase.*

### **Indicators of Success**

#### **Adult Action Indicators**

- On-going data collection and analysis for improved instructional practices in each five-year goal area.

- Alignment between the written and taught curriculum
- Professional learning to support the articulated theory of action

### **Common Assessments**

Measured student progress over time (preK-12) on skills and content

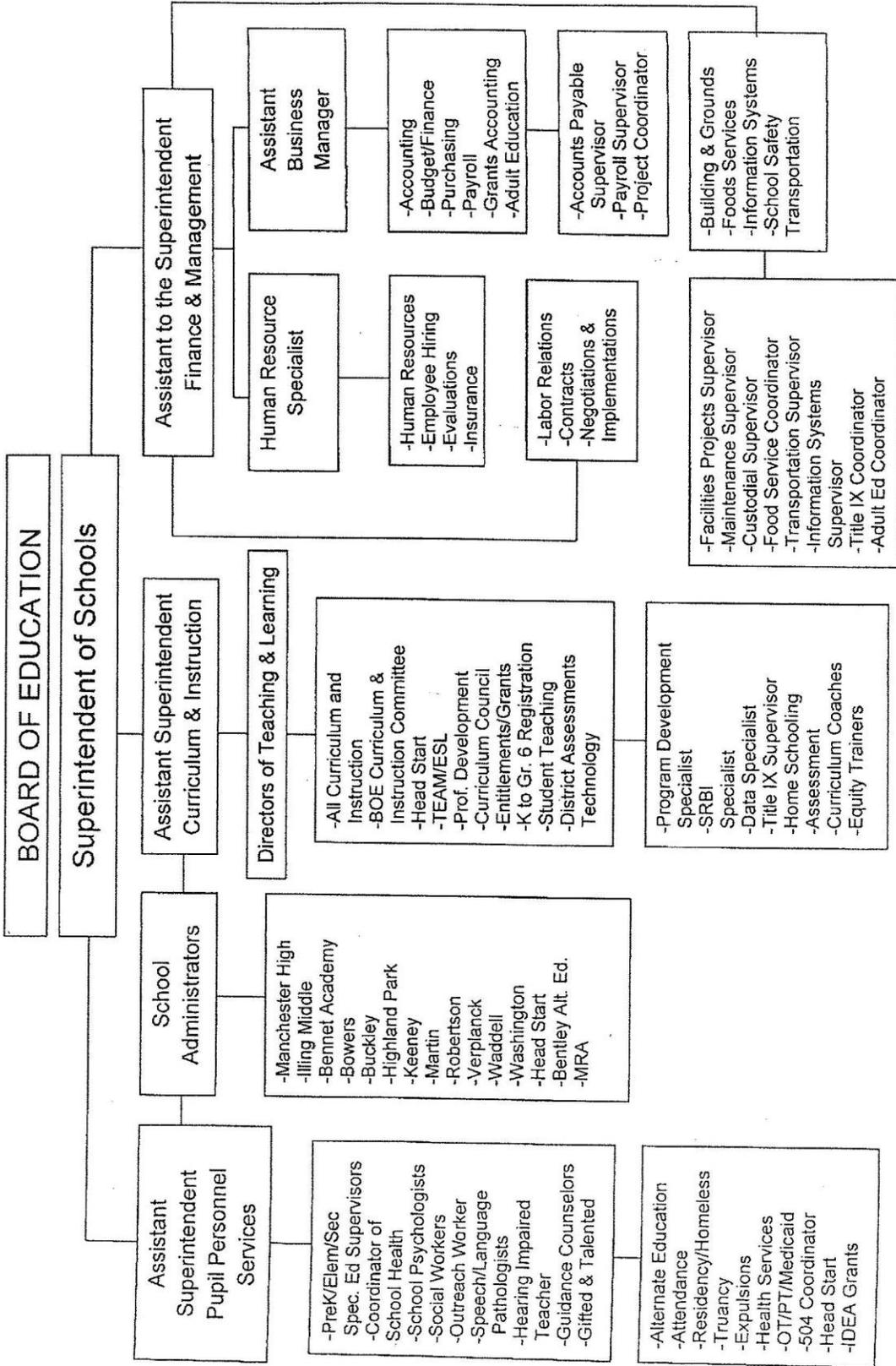
### **State and National Assessments**

Yearly and longitudinal data comparisons; DPI and SPI data

### **Social/Emotional Measures**

Reduced discipline referrals, improved attendance, student faculty survey data, graduation and suspension rates.

MANCHESTER PUBLIC SCHOOLS  
ORGANIZATIONAL CHART



## **SUMMARY**

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The intent is to move all 5<sup>th</sup> grade students in the district to the Bennet / Cheney Academy Site. This will result in an increase of approximately 500 5<sup>th</sup> students to the current population of approximately 420 6<sup>th</sup> grade students for a total population of approximately 920 students.

It is recognized that 5<sup>th</sup> and 6<sup>th</sup> grade students are at an important point in their development as they transition into adulthood. To assist the children in their development, an organizational structure that encourages more meaningful relationships between students and staff is desired. Fundamentally, this is accomplished by organizing the students and staff into ever more intimate groups. Beginning with the grades themselves, 5<sup>th</sup> and 6<sup>th</sup> grades should be located in separate areas of the building(s). Within those grades, students should be organized in teams of three classrooms, with one of the classrooms designated as a science room. Students will spend their entire day within their team except for lunch and "specials". Core spaces such as Music, Art, PE, Central Administration, Guidance, and the Cafeteria will be shared between the two grades. Special education classrooms should be distributed throughout the facility adjacent to the classrooms they serve.

Operationally, the school will be operated as one facility. Beginning with administration, the school will have one principal and two assistant principals. The assistant principals each serve one grade and should be located proximate to the grade they serve. They should have administrative support staff, a conference room and should be located near a school entrance. The entire school will be on the same master schedule with the three-classrooms teams all rotating through Music, Art and PE on a 6 day cycle. Lunch will be delivered for all students in three waves.

The following identifies the major elements to be incorporated into the Bennet / Cheney Academy Site to accommodate the 5<sup>th</sup> grade program.

### Systems:

1. Complete fire alarm and sprinkler system for all new spaces.
2. Integrated electronic communication system. A telephone/intercom and computer network connections in addition to capacity for streaming cable and satellite in each new office and classroom.
3. Air-conditioning in all new construction and in substantially renovated areas. Comply with Ct High Performance Schools requirements for energy efficiency.
4. Water fountains and lavatories throughout all new construction.
5. All new instructional spaces should have access to natural light and ventilation, including operable windows.

### General Classrooms (14 Required)

1. Adequate power to support current and future technology needs.
2. Computer drops and wireless capability.

### Special Education and ELL Classrooms (3 Special Ed, 1 ELL Required)

1. Adequate power to support current and future technology needs.
2. Computer drops and wireless capability.

### Science Classrooms (7 Required)

1. Two sinks, one of which should be in a teacher's demonstration table, and extra storage space for ongoing, hands on, science activities.

#### Art Classroom (1 Required)

1. Four sinks distributed around the perimeter of the room.
2. Ample storage for supplies.
3. Areas for display of both two and three dimensional art.
4. Separate kiln room with appropriate ventilation.

#### Music Classroom (1 Required)

1. Adequate power to support electronic keyboards.

#### Band/Orchestra/Chorus (Existing to be Modified)

1. Space adequate to house 140 musicians.
2. Adequate instrument storage for both band and orchestra instruments.
3. One sink.
4. Acoustically treated for instructional purposes.

#### Administration

1. Adjacent to the 5<sup>th</sup> grade area entrance.
2. Office for assistant principal.
3. Space for two clerical staff.
4. Work/copy/mail room.
5. Waiting area.
6. Acoustical isolation for office.

#### Guidance

1. Office for one guidance counselor.

#### Nurse

1. Adjacent to the 5<sup>th</sup> grade area entrance.
2. HC accessible toilet.
3. One sink.
4. Space for two cots.
5. Office with good visibility to student areas.
6. Waiting area.
7. Exam room.

#### Staff/Work Room

1. Work counter w/ sink.
2. Provisions for a large copy machine.
3. Room for a work table.

#### Custodial

- 1 Adequate custodial closets with service sinks throughout.

#### Cafeteria (Existing to be Expanded)

1. Capacity to accommodate all students in three lunch waves.

#### Library

1. Existing to remain.

#### Gymnasiums

1. Existing to remain.

#### Main Administration

1. Existing to remain.

#### Site Development

1. Separate traffic patterns for buses and cars.
2. Parking for 160 cars minimum.

#### Miscellaneous Considerations

1. Minimize travel distances between rooms.
2. Provide community access to the school with respect to walking/parking areas.
3. Security entry lobby to Cheney building with bullet proof glass.

## **SYSTEMS**

---

### **A. INTEGRATED ELECTRONIC COMMUNICATION SYSTEM**

1. Each normally occupied teaching space, office, staff lounge, administrative spaces, boiler room, kitchen, and receiving area shall be linked by telephone and speaker which provides public address, emergency, outside line access and internal communications.
2. All spaces shall receive emergency call announcements.
3. Ability to switch all calls to specific telephone after hours.
4. Ability to access intercom system from system from outside the school.
5. Ability to limit out of local area calls from specific phones.
6. High volume "night bells" for telephone system.
7. All offices and teaching spaces to be equipped with networked computers for staff members.
8. All classrooms to have networked computer communications.
9. Television reception in all classrooms and capacity for transmission.
10. Capacity for satellite reception and access to remote sources of information.
11. Data and telephone cabling to accommodate programmatic needs and district technology plan.
12. Security cameras inside and outside of the building.
13. All classrooms to have digital display capability.

### **B. CLOCK AND SPEAKER SYSTEM**

All normally occupied areas shall have a clock showing hours and minutes connected to a master clock. The master clock shall automatically correct and adjust to the correct time. Clock system may be integrated with the other communications systems. Clock system shall be state of the art equipment.

### **C. FIRE ALARM/SECURITY**

School shall be equipped with a fully code compliant fire detection, alarm and limited sprinkler system. All equipment shall be state of the art and shall be integrated into the presently installed system in the existing building. Components of the fire alarm system shall be such that one factory authorized service provider can service both the existing and new system. Remote annunciator panels showing location of the source of the alarm shall be located near the administrative area and front door of the school and custodial office. Upon activation of an alarm an evacuation signal shall be transmitted throughout the school and a signal transmitted to a central station monitoring service. Alarm shall signal until manually reset. Sprinkler heads shall be carefully located and positions to prohibit tampering.

Alarms shall be easily heard throughout the building and visual alarms shall be provided as per code.

All required fire extinguishers should be placed into recessed cabinets with the doors to such cabinets equipped with audible local alarms.

Intrusion alarms will be located at entrance doors, common areas, and perimeter rooms with windows.

Main entrance will have remote locking/unlocking capability with video monitoring.

#### D. H.V.A.C. SYSTEM

The heating ventilating and air conditioning system shall be as reliable, flexible, and energy efficient system as possible.

If the existing boiler plant is deemed to have enough capacity for the additional building, or if the new boiler plant is provided there must be a standby reserve capacity and redundancy to provide heat and hot water if the primary source fails or requires service during the heating season.

Alternate sources of hot water for domestic use shall be provided for summer operation so major boilers may be shut down during the non-heating season.

#### E. PLUMBING

Building shall exceed all minimum code requirements for number of toilet fixtures, sinks and drinking fountains.

All fixtures shall be duty, vandal resistant design. Local service valves and isolation valves shall be provided. Adequate clean outs shall be provided. Piping shall run in accessible pipe chases. Valves shall be ball valves. Toilet partitions shall be extreme duty, vandal resistant, with heavy-duty hardware. Fixtures shall be wall hung. Building shall be divided into sections with isolation and drain valves in each section.

#### F. ELECTRICAL DISTRIBUTION

Each normally occupied space shall be furnished with numerous electrical convenience outlets located throughout the space to permit flexibility of room layout and eliminate use of extension cords. Power in each classroom shall be from a minimum of two sources, one for exclusive use of computers and the other for general use. Outlets in corridors and storage areas shall be located on not greater than 50-foot centers to permit ease in use of vacuums and floor machines.

Each electrical distribution panel shall have 25% free space to add future circuits.

Exit and egress emergency lighting shall be provided.

All three phase motors shall have phase protection.

All exit signs shall be L.E.D. type.

New electrical panels shall have surge protection.

#### G. ENERGY CONSERVATION

The new building shall be integrated and connected into the existing energy management computer system.

The new building shall comply in so far as possible with Northeast Utilities Energy Conscious Construction rebate program.

#### H. HARDWARE

All hardware shall be extra heavy duty and shall be in so far as possible the same brands and type as in the existing building. Keying shall be mastered with restricted key blanks.

All panic devices shall be rim type with removable mullions at exterior doors rather than vertical rod type all doors such as stair well doors, corridor smoke doors, etc., shall be held open with magnetic devices connected to the fire alarm system.

#### I. ELEVATOR

If an elevator is provided it shall be of the size and capacity to accommodate an automatic floor scrubbing machine and movement of desks, furniture and equipment.

#### J. TECHNOLOGY

All technology systems shall comply with Manchester's Technology Interoperability Standards. Every classroom (General, Special Education and ELL, Science, Art, Music, Band/Orchestra) will have digital display capability. The entire building will be covered by a WiFi network that is centrally managed by the district Aruba controller.

# **GENERAL CLASSROOMS**

---

## *A. Program Objectives*

LANGUAGE ARTS  
MATHEMATICS  
READING  
SCIENCE  
SOCIAL STUDIES

## *B. General Description*

Classrooms shall be 800 square feet (net) +/- 10%

High Achievement for all students  
Teamwork and Collaboration  
Science and Technology  
Community Interaction/Global Perspective

## *C. Activities to be Housed*

Each student should have a home base classroom that provides large group instruction, small group interaction, and opportunities for individual enrichment. Each student should have immediate access to computer and other technologies that enhance instruction. The teachers should have the means to present lessons in multiple formats, including computer presentations, smart boards, video, and document cameras.

## *D. Person to be Housed*

One classroom teacher and a maximum class size of 22-25 students depending upon grade level.

## *E. Furniture and Equipment to be Housed*

1. Marker boards and bulletin boards
2. Teacher Closet
3. Storage cabinets for teacher resource material
4. Bookshelves
5. Teacher computer station
6. Computer laptops (24) in COW
7. Lockers in hallway

## **SPECIAL EDUCATION – L/D RESOURCE ROOM**

---

### *A. Program Objectives*

To provide specially designed instruction to students who qualify for special education services and who remain in mainstream classes for part of their educational day.

### *B. General Description*

Students with identified special education needs are scheduled into the resource room for assistance and support as specified in individual education plans established by the Planning and Placement Team. Special education resource rooms should not be less than 400 square feet in area.

### *C. Activities to be Housed*

Activities to be housed include individual and small group instruction, individual testing and computer assisted instruction.

### *D. Persons to be Housed*

One special education teacher, an aide, and groups of 2-12 students.

### *E. Furniture and Equipment to be Housed*

Student work tables and chairs, teacher work table and chairs, marker boards, projection screen, display boards, open shelving, lockable cabinetry including file drawers and storage closet, 2 computer stations with printers on the computer tables.

### *F. Special Requirements*

All computer stations should be networked. Special education resource rooms should have basic furnishing and equipment similar to those in the general classrooms.

# ART

---

## A. *Program Objectives*

To develop in students an understanding and appreciation of art techniques and processes (art media, art history, cultural awareness), and to emphasize aspects of visual communication and critical thought.

## B. *General Description*

The art program provides 40 minutes of instruction twice in a cycle. Students work with two and three-dimensional materials and have the opportunity to experiment with new materials and complete projects. Minimum size for each room shall be 1,200 square feet instructional art space.

For the Kiln and storage – 300 square feet.

## C. *Activities to be Housed*

Drawing, painting, printing, clay, mosaics, textiles, crafts, puppetry, sculpture, collage, three-dimensional construction and computer graphics.

## D. *Persons to be Housed*

One art teacher and classroom size groups

## E. *Furniture and Equipment to be Housed*

Furniture and equipment in each art room includes student work tables with impermeable surfaces, chairs, teacher demonstration work table, emergency eyewash station, two trough sinks, stackable drawer files containing shelves for storage of student work, open shelving for three-dimensional work, rolling drying racks, paper-cutting table, six computer drops, marker board, and bulletin boards, projection screen.

Kiln in separate vented enclosure with clay storage shelves.

2 sinks, one adult-sized

## F. *Special Requirements*

Art classrooms should have plenty of natural light, suitable artificial light and easy access to the outside. Each room should have a lockable storage area, and a comfortable quiet durable and easy to clean floor surface.

# MUSIC

---

## A. *Program Objectives*

To develop in students an appreciation and knowledge of music to increase their enjoyment, critical analysis, creativity and cultural awareness.

## B. *General Description*

The music program provides instruction twice per cycle to each classroom group. Students learn to sing in groups and use simple music instruments as an integral part of the curriculum. Orchestra and band instrumental lessons are offered. Individual or group lessons are scheduled during the day in order to help students develop proficiency in a particular musical instrument.

## C. *Activities to be Housed*

Music Classroom – 800 square feet. Activities to be housed include singing, listening, playing in large and small groups, watching/recording, ensemble rehearsals, and creative movement.

Band/Orchestra/Chorus Room – 2100 square feet. Activities to be housed include rehearsals for 140 students' musicians or 200 choral members. Provide adequate instrument storage.

## D. *Furniture and Equipment to be Housed*

Piano, music stands and musical instruments. Two networked computer stations per room, synthesizer, electronic keyboards, and CD/tape players with amplifier and speakers. Stackable chairs. Risers in choral room.

## E. *Special Requirements*

Music instruction requires soundproofing, lockable storage for instruments and small electronic equipment, and one sink in each room. Bulletin boards and marker boards, with half marked with musical staves. Pull down projection screens.

## **ADMINISTRATION**

---

### *A. Program Objective*

To provide leadership, coordination and support for the instructional program and related services.

### *B. General Description*

A satellite general office space is required to serve the 5<sup>th</sup> grade area of the school. Space for an assistant principal, clerical staff. A public reception area must be large enough to accommodate normal traffic of visitors, students, and staff.

### *C. Activities to be Housed*

Activities include telephone and personal reception, filing and record keeping, preparation and distribution of materials, school wide and individual area communication, and conferences with students, parents, and staff.

### *D. Persons to be Housed*

Individuals to be housed include on assistant principal and two secretaries.

### *E. Furniture and Equipment to be Housed*

Furniture and equipment should include office and visitor furniture, storage, files, office machines, including one networked computer at each desk, public address system, telephone system, alarm system control panel, copy machine and supply storage, teacher mailboxes, kitchenette with sink and storage.

### *F. Special Requirements*

Requirements include secure storage of records and petty cash, coat closet and visibility of entrance area.

# **NURSE**

---

## *A. Program Objective*

To provide assistance to sick students and carry out the preventive health activities as required by the district and state.

## *B. General Description*

The health suite should be adjacent to the administrative offices. It should be a quiet area reserved for health services and not shared with other personnel. The health suite requires a waiting area, nurse's desk, examining room with a sink and dressing room, rest and/or isolation area.

## *C. Activities to be Housed*

Routine and special physical examinations, screening students with respect to vision, hearing, height, weight and immunization. Dental hygiene. First aid measures. Rest and isolation for ill students. Record keeping.

## *D. Persons to be Housed*

One nurse and ill students.

## *E. Furniture and Equipment to be Housed*

Separate and secure cabinets and safe for medications, supplies, health records; scale, first aid supplies, sink, refrigerator for ice making and storage of medications, cots for students, examination table, emergency equipment and fax machine.

## *F. Special Requirements*

Accessible toilet and sink within the health suite.

## **FACULTY WORK ROOM**

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### *A. General Description*

To provide spaces for teachers to prepare and store materials, to prepare lessons, to confer with colleagues and to communicate by telephone with parents. A minimum of 300 square feet of space is required.

### *B. Activities to be Housed*

Lesson preparation and conferences with colleagues, storage of materials, telephone communication with parents.

Large centrally located space designed to function as a multi-purpose room for material preparation including researching and downloading from electronic data bases, word processing, production of paper copies or transparencies, duplication, and creation of display materials.

### *C. Persons to be Housed*

15 teachers

### *D. Furniture and Equipment to be Housed*

Work table and chairs, bulletin board, one computer workstation, facsimile machine, copier and any equipment for production of materials that is not included in the Library Media Center.

### *E. Special Requirements*

Facility workrooms should be acoustically treated to ensure quiet conditions for lesson preparation, telephone conferences, etc.

## **CUSTODIAL AND MAINTENANCE SERVICE**

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### *A. Provide Objective*

To provide an aesthetically pleasant, operationally safe, healthy and economically efficient environment to enhance the learning process.

### *B. General Description*

The custodial office and workspace should accommodate storage of custodial and maintenance supplies, a small inventory of replacement parts, a desk for paper work, and a lockable cabinet for tools. The workspace should be near the school's point of delivery or loading dock. Fire alarm enunciator panel shall be in close proximity.

### *C. Activities to be Housed*

Moderate repairs, furniture assembly, repairing and cleaning custodial equipment, uncrating, changing clothes, showering, eating lunch, paperwork.

### *D. Persons to be Housed*

The anticipated number of custodians would reach three maintenance mechanics.

### *E. Furniture and Equipment to be Housed*

Desks, files, benches, storage cabinets, clothing lockers, lunch table, telephone and intercom. A shower/toilet room should be provided for custodial use.

### *F. Special Requirements*

Ample storage space fire rated for combustible materials must be provided for a minimum of 3 months custodial supplies. Separate lockable secure area must be provided for plumbing, electrical and hardware supplies.

Custodial supply closets and sink shall be located on each floor and separate building wing. Storage space is required for chairs, desks, tables, cabinets and other equipment not in use. Separate storage is required for instructional supplies, books paper, etc.

## **SITE DEVELOPMENT**

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### *A. Site, Location and Physical Characteristics*

1. There shall be adequate parking spaces to accommodate both the existing and expanding school. The intent is to provide the required number of parking spaces stipulated in the Town of Manchester Zoning Ordinance.
2. There shall be district parking areas and traffic flow to accommodate buses during loading and unloading, delivery vehicles and access to loading dock, employee parking and visitor parking. There should be a separate parent pick-up area.
3. Loading platform shall accommodate food delivery so the kitchen and general supplies and equipment do not have to be moved through the kitchen.
4. Adequate lighting shall be provided for evening use of the building along sides of the school, walkways and parking areas
5. Access for disabled individuals shall be provided per ADA standards.
6. Interior courtyards shall be designed and landscaped to be reasonably maintenance free.
7. Entire site shall be landscaped to be pleasing for the school's occupants and neighbors as well as being easily and efficiently maintained.
8. Consideration and provisions should be made to accommodate snow piles.

### *B. Ingress and Egress*

Traffic flow should be improved to minimize impact on regular traffic on Porter Street (Egress) and Ferguson Street (Ingress). Waling patterns shall be designed to minimize crossing vehicular traffic as much as possible.

### *C. Bus Loading and Unloading*

This area should be separate and distinct from the parking areas and parent pick-up area, and shall accommodate the full complement of buses and vans, which service the school.

### *D. Outdoor educational Program*

The site shall accommodate the physical education program of the school and appropriate community use after school hours. Fields shall accommodate a variety of sports. Multiple outdoor play areas should be developed around the building to serve varying size groups of students.

## **TECHNOLOGY**

### **Introduction:**

Technology must be compatible with the school system's and town's existing technology standards and supports the educational goals of the town and school system.

### **Networking:**

All networking equipment must be compatible with the district standard. All IDF switches must be connected to the MDF switch by multimode fiber cable. All new multimode fiber installations should be done with 10GB compliant OM3 grade 50/125 multimode fiber cable. Copper or wireless links may be used from an IDF to the clients. All cables, racks, cabinets must be labeled as per accepted standard (IDF name/#, source/destination, location, etc.)..

### **Phone System:**

Whenever possible and appropriate the District will use VOIP phones. The preferred configuration is for a local PBX box to handle 911 calls from any of the phones connected to the system.

POTAS (Plain Old Telephone Service) over copper lines is required in certain situations such as elevators, Fire alarms, JVAC systems and FAX. These lines also provide emergency call-out service in cases of extended power or network outages.

### **Security Camera System:**

Cameras must be compatible with H.264 formats and be power over Ethernet compatible. The school district owns and uses an enterprise version of Dynaview camera system software so additional software is not needed. An additional Dynaview license will need to be purchased for each additional camera and a new camera server needs to be purchased for every 60 additional cameras.

### **Building Access Badge System:**

All new building-access-badge equipment must be compatible with existing district standard. This system is non-proprietary and can be programmed to use most badge reader devices, e.g. HID badge readers. Badge readers and badges must support encryption higher than 26 bit.

### **Public Access Control System:**

The school district uses AiPhone Door control systems to control public access into school buildings. It consists of one or more pan-able cameras mounted outside the controlled entry door and a video phone system. These systems allow office personnel to see and speak to individuals wishing to enter the building and then remotely grant building access by activating an electrified door lock mechanism.

### **Network Based Software:**

All new software must be able to run either as a standalone client or make use of the existing active directory network as client/server based software.

**Intercom System:**

The district uses the most recent version of Bogen's Multicom 2000 Administrative Communication System for school intercom systems.

**Video Capture and Video Streaming System:**

The school system owns and uses a VBrick video-on-demand server and a VBrick Portal Server at Manchester High School which can be used district-wide for video streaming and video on demand. Manchester High School also owns three VBrick video encoders which can be used for video capture. As we upgrade schools, we plan to add encoders so that video can also be originated at the schools.