Acknowledgment

In 2011, the Bloomfield Public Schools was the recipient of a School Improvement Grant from the Connecticut State Department of Education. Part of the grant included the agreement to create a revised Teacher Evaluation System (TES) aligned to student growth and district goals. The previous TES was drafted in 2001 and served the district for over a decade. In the fall of 2011, the district in collaboration with the Bloomfield Education Association and the Bloomfield Administrators Association created a work group focused on creating a useful and informative evaluation system.

During 2014-2015, the Bloomfield Public Schools Evaluation Work Group met three times to review data the TES document.

The TES was updated in October of 2014 to reflect new regulations and recommendations from the TES/AES Committee.

Evaluation Workgroup

Trevor Ellis, Principal

Patricia Jones-Mack, Assistant Principal

Sarah Williams, Interim Principal

William Guzman, Chief Operating Officer

Desi Nesmith, Principal

Calla Riccio, Teacher

Lynne Krul,Teacher

Christina Woznicki, Teacher

Christina Chamberlain, Teacher

Jennifer Frazier, Teacher

Stacey McCann, Director

Wendy Sheppard-Banish, Director

Dr. Bethany Silver, Director

Melody Smith, Teacher

Elka Spencer, Teacher

Glenn Spencer, Teacher

Dr. Ellen Stoltz, Chief Academic Officer

Sue Sumberg, Teacher, BEA President

Jesse White, BHS Teacher

William J. Joslyn HR Specialist

District Vision Statement

The Bloomfield Public Schools will be a high-performing district with a positive climate of inclusion, an expectation of competitive academic achievement, and a culture of meaningful parent and community engagement.

It is critical to the success of our mission that all segments of the community work together to achieve:

A supportive environment characterized by:

- Mutual respect
- Respect for the value of learning
- High motivation
- Disciplined behaviors
- Timely and adequate communication
- Student participation and involvement
- Parent participation and involvement
- Staff support and involvement
- Community support and involvement
- Positive attitudes

A rigorous program characterized by:

- Comprehensive balanced curriculum aligned with State Standards
- High expectations, achievement and performance
- Mastery of skills and concepts
- Effective instruction

Adequate resources characterized by:

- Appropriate funding
- Appropriate staffing
- Appropriate facilities, equipment, technology and materials
- Competent knowledgeable staff
- Efficient allocation of available resources
- Responsive leadership
- Effective utilization of staff expertise

Philosophy Statement

The purposes of the teacher evaluation program are to facilitate student learning by promoting and improving skillful teaching and to ensure that all members of the teaching staff perform at or above system standards. The teacher evaluation system is a cooperative effort between teachers and administrators to achieve the districts goals of academic excellence. All Bloomfield teachers are expected to demonstrate mastery of teaching standards and student growth.

It is expected that the system will provide appropriate assistance to help teachers maintain the district's standard of excellence as well as to encourage innovation and professional growth. The outcome of the evaluation process is that Bloomfield teachers will continuously strive to refine the skill and art of teaching in order to stimulate their professional growth and the growth of all students.

Goals of the Bloomfield Teacher Evaluation System

1. To improve student learning.

2. To provide a teacher evaluation/professional growth process that recognizes the importance of observations, feedback, goals, and provides support for both individual and collaborative evaluation and professional growth.

3. To provide an opportunity for the staff member and evaluator to collaboratively analyze the staff member's strengths and needs as they relate to the teaching/learning process and to use this knowledge, as a reflective practitioner, to develop plans for continuous professional growth.

4. To provide a means for the evaluator to determine the effectiveness of teacher performance. This includes making decisions and recommendations concerning continued employment, granting of tenure, granting of increment/salary increases and other personnel related responsibilities.

RESPONSIBILITIES

All Educators have a shared responsibility to

- To grow professionally;
- To share their knowledge with one another through various methods of data collection and collaborative work;
- To become reflective practitioners; and
- To contribute in a positive manner to the culture and climate of the total school community.

STAFF MEMBER RESPONSIBILITIES

The primary responsibility of the staff member shall be successful performance in meeting the foundational skills and competencies as delineated in the [Connecticut Common Core of Teaching](). The teacher must be knowledgeable about this evaluation criterion.

To improve student learning, the staff member will actively participate in the evaluation process by:

- Acknowledging the need for professional growth and self-improvement.
- Developing objectives and a professional growth plan that leads to more skillful teaching
- Engaging in reflection and self-evaluation
- Seeking assistance and advice whenever necessary.

Evaluation Timelines and Procedures

The following are the deadlines for the annual evaluation:

Non-Tenured Staff

September 15th-October 6th – A conference is held with the teacher or team to discuss goals for the year.

October 7th –Goal Forms completed and submitted to supervisor for review.

October 15th –Goals are mutually agreed upon and final approval given by the supervisor.

By January 15th – A mid-year review of progress meeting is held with each teacher in order to discuss progress toward goals. Opportunity is provided for revisions to goals if warranted. Changes to goals will be noted in the goal form comment section.

April 1st – Goal Reflection due to Administrator.

April 1st –April 15th – Goal reflection reviewed in an end-of-the year summative meeting with the teacher to discuss the extent to which students met the learning goals. Final Evaluation Completed and signed by Administrator

> Mini Observations – The eight (8) observations can be completed from the start of school through April 15th. Face-to-face feedback must be provided within three school days (or 72 hours) of each mini-observation. If a teacher is out of school for this period of time the face-to-face feedback must be completed within two schools days (or 48 hours) of the teachers return to school. Unless agreed, a maximum of one observation should be conducted during a school week and not until the teacher and supervisor have met and discussed the first observation. At least one observation will include a review of practice (nontraditional teaching time). All observations will be conducted by the teacher's immediate supervisor unless the teacher is notified in writing that another supervisor will be observing. All feedback will be sent to the teacher electronically, immediately following an observation, unless a technical difficulty prevents submission.

Tenured Staff

September 15th-October 6th – A conference is held with the teacher or team to discuss goals for the year.

October 7th –Goal Forms completed and to Administrator for Review

October 15th Goals are mutually agreed upon and final approval given by the supervisor.

By January 15th – A mid-year review of progress meeting is held with each teacher in order to discuss progress toward goals. Opportunity is provided for revisions to goals if warranted. Changes to goals will be noted in the goal form comment section.

June 10th – Goal Reflection due to Administrator

June 10-Last Day of School –Goal reflection reviewed in an end-of-the year summative meeting with the teacher to discuss the extent to which students met the learning goals. Final Evaluation Completed and signed by Administrator

> Mini Observations – The eight (8) observations can be completed from the start of school through April 15th. Face-to-face feedback must be provided within three school days (or 72 hours) of each mini-observation. If a teacher is out of school for this period of time the face-to-face feedback must be completed within two schools days (or 48 hours) of the teachers return to school. Unless agreed, a maximum of one observation should be conducted during a school week and not until the teacher and supervisor have met and discussed the first observation. At least one observation will include a review of practice (nontraditional teaching time). All observations will be conducted by the teacher's immediate supervisor unless the teacher is notified in writing that another supervisor will be observing. All feedback will be sent to the teacher electronically, immediately following an observation, unless a technical difficulty prevents submission.

> * All timelines and procedures may be adjusted upon mutual agreement between the teacher and the supervisor. All changes to timelines must be communicated to the Human Resources office.

Modifications for Leaves or Part Time Employment

- *FTE Modifications*
  The district will modify the number of observations for a teacher based on their Full Time Equivalence (FTE). For example, if a teacher is a .6 FTE then their observations will be calculated at # of required observations *

Leave Modifications

The district will modify the number of observations for a teacher who is out on approved leave. For example, if a teacher is on a six week leave then their observations will be calculated at # of required observations * # of days worked / 186.

*These modifications may be adjusted by mutual agreement between teacher and supervisor. All such modifications must be reported to the office of Human Resources

Ongoing Reform and Evaluation

The Evaluation Workgroup, which is composed of elementary, middle, and high school teachers, building and central office administrators and a representative of the Bloomfield Teachers Association is a standing committee charged with the responsibility of overseeing the implementation and evaluation of the Evaluation Plan.

The committee will meet at least two times during the year to review progress and revise the plan. In June 2016, revisions to the plan will be brought to the Bloomfield Board of Education for approval.

Every three years, at a minimum, the plan will be formally evaluated to assure that the plan is meeting its stated purposes, goals, and objectives. Input will be sought, through a structured process, from all personnel being evaluated under the plan.

The Evaluation Workgroup will be responsible for recommending modifications to the plan to assure that it meets its stated purposes and the professional development needs of all certified personnel of the Bloomfield Public Schools.

Dispute and Conflict Resolution

Disputes concerning the content of the evaluation process such as SMART goals, observation and professional development plans will be reported to the Human Resources Office. The Human Resources Specialist will request members of the professional development and evaluation committee (PDE), to assist with mediation in an effort to resolve the concern. If the mediation does not resolve the conflict, the teacher will submit the concern in writing to the Human Resources Specialist. A subcommittee of the PDE will make recommendations to the Superintendent or designee who will make the final determination. The teacher may bring union representation to the meeting, if a meeting is held. The Human Resources Specialist will notify parties involved of the final decision within one week if reasonably possible. The determination of the Superintendent or designee shall be binding on the parties.

Disputes arising from the evaluation process, such as policy and procedures, shall be referred to the grievance process as outlined in the contract.

Training Component and Calibration

Evaluators and teachers will be trained in the facilitation of the new Teacher Evaluation Professional Development system through a series of workshops and seminars prior to the start of each school year. This will be part of the state-required 15 hours of training in the evaluation of teachers for the Superintendent of Schools and employees in positions requiring an intermediate administrator or supervisory certificate. All training material will be readily accessible on the district evaluation website.

The mandatory orientation and training component for all staff members takes place during the professional development week (The week prior to the first day for students). All newly hired teachers in the Bloomfield Public Schools will participate in teacher orientation. The orientation will include an overview of the Teacher Evaluation System. A frequently asked question (FAQ) section is regularly updated on the district evaluation website. A confidential email (eval@blmfld.org) is established for 24/7 services to aid teachers in the evaluation process. The district also employees a Teacher Evaluation Coordinator, a stipend position for a teacher that provides technical assistance to all teachers.

Evaluation system calibration is ongoing throughout the school year via professional development workshops and 1-on-1 meetings with central office. Administrators receive ongoing calibration professional development with all training documents and presentations readily accessible on the district evaluation website. A bank of exemplary lessons and goals are found in the library of documents for administrators to calibrate their use of the system. Additionally, administrators will work together viewing the same lessons to calibrate scoring and feedback.

Professional Development and Career Development

Building the skills and knowledge of all adults is the core of our Theory of Action. The Teacher Evaluation System utilized real time data to link Professional Development to Evaluation Level. The system provides the data to pinpoint both skill and knowledge competence, as well as the areas of need. With frequent mini-observations and immediate feedback, evaluators quickly identify areas for professional development for each staff member. After participating in targeted professional learning, teachers are held accountable for new learning through subsequent observations and feedback.

The digital system tracks all teacher Professional Development by school, tenure, content area, and certification. The Bloomfield Public Schools offers teachers numerous and varied opportunities for career growth in teacher-leadership aligned to the priorities of the District Accountability Plan and the Teacher Evaluation System. Teachers are encouraged to lead and engage in at least one or more areas to achieve professional growth as displayed in the table below:

PRIORITY GOAL/AREA	LEADERSHIP OPPORTUNITY
Holistic Accountability	Data Team Member, Chair
Rigorous Curriculum/Instruction/Assessment	Curriculum Design Team Member, Chair
Positive School Climate	School-based Climate Specialist
Parent and Community Engagement	Parent Compact Member, Lead
Teacher Evaluation System	TES Specialist/Coordinator

Data Collection and Analysis

Three constituent groups participate in Bloomfield Public School's Annual Climate and Satisfaction survey: Staff, Students and Families. Online survey response collection is facilitated by Panorama for all students, and the majority of staff. Panorama also manages the processing of paper surveys for families and some staff without email addresses. Survey questions address three areas: Academics, Climate and Safety, and Welcoming Schools. A copy of the survey and data by school can be found on the district website at www.blmfld.org

The survey is conducted within a 10 Week timeline. Real time participation data is maintained on an online data dashboard, while comprehensive reports are released to school and central office leadership. A district report is provided to the Board of Education.

1. Data Collection Process and Timeline

    Process: Three constituent groups participate in the survey: Staff, Students and Families. Online electronic responses with Panorama for all students, and the majority of staff. Paper surveys printed and distributed to parents and staff without email addresses.

    Timeline: 10 Week window: February - April

2. Data Analysis Timeline

   - Participation data available online in a dashboard format 24/7, with real-time updates for electronic surveys and weekly updates for paper surveys.

   - District, and school summary and detailed response data available to Executive staff and school leaders by late April

   - Summary data presented to the Board of Education in summer.

3. Reporting Process / Information sharing with stakeholders

- Currently, participation statistics are maintained on a data dashboard by Panorama and updated as surveys are submitted.

- Online reports will be available in July for central leadership and building administrators.

MINI OBSERVATION RUBRICS

Overview

According to Marzano (2007), the teacher is the "one factor that surfaced as the single most influential components of an effective school." The purpose of this evaluation tool is to identify the knowledge and skills that define effective teaching. This set of rubrics is designed to measure the level of performance, which contribute to student achievement within a classroom environment conducive to learning.

The following sets of rubrics are divided into four domains:
1. Planning and Preparation for Learning
2. Classroom Management
3. Delivery of Instruction
4. Monitoring Progress through Assessment Practices

The four domains are defined by the measurable indicators, which, in sum, contribute to the expectations of each domain for all teachers.

Each domain is based on a four-point scale to assess the overall impact on a specific or group of lessons observed over time through a set of mini-observations. The rubric numerical key represents gradations of performance:

- **4= Goal:**
  The teacher demonstrates consistent exemplary knowledge and skill in all domains of practice.
- **3=Proficient:**
  The teacher demonstrates strong knowledge and skill in a majority of domains and indicators.
- **2= Attempted/Needs Improvement:**
  The teacher demonstrates some or inconsistent attempts at each domain and indicators.
- **1=Mandatory Assistance:**
  The teacher demonstrates few or none of the skills required in each indicator.
  Assistance WILL be offered to teachers who fall under this category.
- **N/O= Not Observed**

The scoring is based on a preponderance of evidence from the mini-observation system within each indicator and across all domains. **Observation score based on total points/possible points earned**

PLANNING AND PREPARATION FOR LEARNING SECTION

OVERVIEW

The Planning and Preparation for Learning Section will be broken into five subsections. The following are statements of expectation for each section:

A: Knowledge

Teacher demonstrates high level of expertise in subject area with research based concepts of how students learn.

B: Assessments

Teacher prepares and utilizes a series of assessments to continuously monitor student progress.

C: Lessons

Teacher will design lessons closely aligned with standards and instructional strategies.

D: Engagement

Teacher selects higher order activities that connect meaning to learning.

E: Environment

Teacher establishes an organized environment that supports student learning and engagement.

PLANNING AND PREPARATION FOR LEARNING

The Teacher:	4 Goal	3 Proficient	2 Attempted/ Needs Improvement	1 Mandatory Assistance
a. Knowledge	Subject-based concepts of learning with explicit understanding of developmentally appropriate instruction.	Knows subject area but has most concepts of learning. Understanding of developmentally appropriate instruction.	Inconsistent with subject area, concepts of learning and how students develop.	Minimal or no evidence of familiarity of subject area or developmentally appropriate instruction.
b. Assessments	Prepares and utilizes various assessments. Assessment fully aligned with curriculum and to student need.	Prepares and utilizes various assessments. Assessments mostly aligned with curriculum and to student need.	Prepares and utilizes various assessments. Assessments somewhat aligned to curriculum and to student need.	Prepares and utilizes minimal forms of assessments. Assessments are minimally aligned to curriculum and to student need.
c. Lessons	All goals closely aligned with standards, curriculum, instructional strategies, and appropriate materials.	Most goals closely aligned with standards, curriculum, instructional strategies, and appropriate materials.	Some inconsistent alignment of lessons, goals, and curriculum.	Minimal alignment to goals and curriculum.
d. Engagement	Higher order learning activities, questioning levels, and all student participation.	Higher order learning activities, questioning levels, and most student participation.	Low rigor learning activities, low level questioning or limited student participation.	Minimal or no evidence of relevant strategies, questioning, or student participation.
e. Environment	Well-organized classroom environment.	Most of classroom environment organized.	Some of the classroom environment is organized.	Minimal or no evidence of classroom environment being organized.

CLASSROOM MANAGEMENT

OVERVIEW

The Classroom Management Section will be broken into six subsections. The following are statements of expectation for each section:

A: Expectations

Teacher directly and specifically communicates high expectations for behavior.

B: Relationships

Teacher demonstrates instructional control by fostering respectful relationships among all in the learning environment.

C: Social Emotional

Teacher promotes and nurtures positive interactions among all students within the classroom.

D: Efficient Routines

Teacher demonstrates and establishes routines to ensure maximized instructional time.

E: Prevention and Intervention

Teacher demonstrates a repertoire of strategies to promote high behavioral standards for all students.

F: Incentives

Teacher fosters intrinsic motivation by establishing a system of incentives and positive feedback.

CLASSROOM MANAGEMENT

The Teacher:	4 Goal	3 Proficient	2 Attempted/ Needs Improvement	1 Mandatory Assistance
a. Expectations	High expectations for behavior. Direct, specific, and consistent with all class and school norms	High expectations for behavior. Direct, specific, and consistent with most class and school norms	Mediocre expectations for behavior. Inconsistent evidence of behavioral expectations with some class and school norms	Minimal, or no expectations, for behavior that is vague and inconsistent with class and school norms
b. Relationships	Instructional control and mutual respect shown for all interactions.	Instructional control and mutual respect shown for most interactions.	Inconsistent levels of instructional control and mutual respect.	Minimal or no evidence of instructional control and mutual respect.
c. Social Emotional	Fully implemented classroom management program that successfully develops positive interactions.	Partially implemented classroom management program that successfully develops positive interactions.	Inconsistently implemented classroom management program that develops positive interactions.	Minimal or no evidence of a classroom management program that develops positive interactions.
d. Efficient Routines	Established successful routines to ensure all lessons and transitions are seamlessly efficient and effective in maximizing instructional time.	Established routines to ensure most lessons and transitions are seamlessly efficient and effective in maximizing instructional time.	Some or inconsistent evidence of established routines; lessons and transitions are inefficient and/or ineffective in maximizing instructional time.	Minimal or no evidence of routines; lessons and transitions are problematic and interfere with instructional time.
e. Prevention and Intervention	Demonstrates several differentiated strategies to prevent and intervene with behaviors for all students.	Demonstrates differentiated strategies to prevent and intervene with behaviors for most students.	Demonstrates inconsistent differentiated strategies to prevent and intervene with behaviors for some students.	Demonstrates minimal or no differentiated strategies to prevent and intervene with behaviors.

| The Teacher: | 4

Goal | 3

Proficient | 2

Attempted/

Needs Improvement | 1

Mandatory Assistance |
|---|---|---|---|---|
| f. Incentives | Creates a highly effective system of incentives to motivate, encourage, and reinforce all student behavior. | Creates an effective system of incentives to motivate, encourage, and reinforce most student behavior. | Creates somewhat of an effective system of incentives to motivate, encourage, and reinforce some student behavior. | Minimal, or no evidence, of effective system of incentives to motivate, encourage, and reinforce student behavior. |

Definition of Effective / Ineffective Teaching

Effectiveness and ineffectiveness will be determined utilizing a pattern of summative ratings derived from the TES based on the following table below:

Category	Final Evaluation Score
Goal	86-100
Proficient	71-85
Mandatory Assistance*	60-70
Non-Renewal Phase**	59 or Below

Year 1 and 2 (non-tenured/beginning) teachers are automatic candidates for non-renewal. Beginning teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* ratings. A teacher (regardless of tenure) can only spend one year in the "Mandatory Assistance Category." Ineffective teaching is defined as two consecutive years in the "Mandatory Assistance Category" which qualifies the teacher as an automatic candidate for non-renewal.

DELIVERY OF INSTRUCTION

OVERVIEW

The Delivery of Instruction Section will be broken into five subsections. The following are statements of expectation for each section:

A: Expectations and Goal-Setting

Teacher establishes and promotes rigorous expectations for high achievement.

B: Engagement

Teacher promotes the construction of deep meaning through alignment of instruction with Big Ideas and Standards.

C: Clarity

Teacher presents material clearly and explicitly

D: Differentiation and Personalization

Teacher demonstrates skill in addressing the learning needs of all students.

E: Strategies

Teacher selects and effectively implements highly effective instructional strategies

DELIVERY OF INSTRUCTION

The Teacher:	4 Goal	3 Proficient	2 Attempted/ Needs Improvement	1 Mandatory Assistance
a. Expectations and Goal-Setting	Establishes and promotes rigorous expectations for high achievement for all students.	Establishes and promotes expectations for high achievement for most students.	Establishes and promotes expectations for high achievement for some students.	Minimal, or no evidence, of expectations for high achievement for all students.
b. Engagement	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	Gets most students highly involved in focused work in which they are active learners and problem-solvers.	Gets some students highly involved in focused work in which they are active learners and problem-solvers.	Minimal, or no evidence, of students being highly involved in focused work in which they are active learners and problem-solvers.
c. Clarity	Always presents material clearly and explicitly, with well-chosen examples vivid and appropriate language.	Mostly presents material clearly and explicitly, with well-chosen examples vivid and appropriate language.	Sometimes presents material clearly and explicitly, with well-chosen examples vivid and appropriate language.	Minimal, or no evidence, that material was presented clearly and explicitly, with well-chosen examples vivid and appropriate language.
d. Differentiation and Personalization	Demonstrates a high level of skill in effectively addressing the learning needs of all students based on recent data.	Demonstrates a level of skill in effectively addressing the learning needs of some students based on recent data.	Demonstrates some level of skill in effectively addressing the learning needs of some students based on recent data.	Minimal, or no evidence, of level of skill in effectively addressing the learning needs of all students based on recent data.
e. Strategies	Selects and implements highly effective instructional strategies using materials, flexible	Selects and implements highly effective instructional strategies using materials, flexible	Selects and implements highly effective instructional strategies using materials, flexible	Minimal or no evidence of using highly effective instructional strategies using

The Teacher:	4 Goal	3 Proficient	2 Attempted/ Needs Improvement	1 Mandatory Assistance
	grouping, teachable moments and real life situations to motivate and engage all students.	grouping, teachable moments and real life situations to motivate and engage most students.	grouping, teachable moments and real life situations to motivate and engage some students.	materials, flexible grouping, teachable moments and real life situations to motivate and engage students.

MONITORING PROGRESS THROUGH ASSESSMENT PRACTICES

OVERVIEW

The Monitoring progress through assessment practices section will be broken into four subsections. The following are statements of expectation for each section:

A: Checking for Understanding

Teacher uses a variety of methods to monitor student progress and appropriately respond to misconceptions.

B: Recognition

Teacher provides precise feedback on all assessments to assist students in reaching their educational goals

C. Support

Teacher provides all students with required support

D. Analysis

Teacher documents and analyzes student assessment data

MONITORING Progress Through Assessment Practices

The Teacher:	4 Goal	3 Proficient	2 Attempted/ Needs Improvement	1 Mandatory Assistance
a. Self-Assessment	All students set ambitious goals, continuously self-assess, and take responsibility for improving student performance.	Most students set ambitious goals, continuously self-assess, and take responsibility for improving student performance.	Some students set ambitious goals, continuously self-assess, and take responsibility for improving student performance.	Minimal, or no evidence, that students set ambitious goals, continuously self-assess, and take responsibility for improving student performance.
b. Recognition	Posts student work with feedback and uses it to motivate and direct the effort of all students.	Posts student work with feedback and uses it to motivate and direct the effort of most students.	Posts student work with feedback and uses it to motivate and direct the effort of some students.	Minimal, or no evidence, or student work with feedback, or motivation.
c. Support	Makes sure that all students who need specialized diagnosis and help receive appropriate services.	Makes sure that most students who need specialized diagnosis and help receive appropriate services.	Makes sure that some students who need specialized diagnosis and help receive appropriate services.	Minimal, or no evidence, that students who need specialized diagnosis and help receive appropriate services.
d. Analysis	Works with colleagues to analyze and chart assessment data, draw action conclusions, and share strategies with others.	Analyzes data from assessments, draws conclusions and shares strategies appropriately.	Records students grades and notes some general patterns for future reference.	Minimal, or no evidence, of data analysis beyond recording student grades.

Professional Intervention Improvement Planning Form

Name _____

School

| DROP DOWN |

Assignment _____

Date _____

SMART goal for 20___-20___:

Action Steps	**Designation**	**Timeframe**	**Resources**	**Progress On Goal**
What steps/activities will be initiated to achieve this goal? What products will be created? Professional development / professional learning, team collaboration, peer visits/coaching, curriculum or assessment development, new program or strategy implementation, etc.)	Who will be responsible for initiating or sustaining the action steps?	What is a realistic timeframe for each phase of the activity?	What resources will be needed for each phase of the action step? Who will be responsible for obtaining resources needed for each phase of the action step?	What evidence will you present that you are making progress toward your goal? Identify student data or student work to be collected Attach student data or student work at reflection conference

Adequate progress on goal? Yes ☐

No ☐ → Continue to work on plan ☐ Revise plan ☐

Teacher signature _____

Date _____

Evaluator signature _____

Signature indicates that this form has been received and reviewed.

Date of next meeting: _____

Focus for next meeting: _____

Upcoming observation date(s): _____

Annual Goal Setting Form

Name _____   School | **DROP DOWN** |

Assignment _____   Date _____

SMART goal for 20__-20__

Goals are aligned to the School Accountability Plan and established between the Teacher and the Administrator per mutual agreement in accordance with the designated timelines. Teacher SMART goals in numeracy and literacy will be based on the teacher's discipline and show student growth as measured by an assessment appropriate for the teacher's discipline that is mutually agreed upon by both parties.

Each goal is worth 22.5% of the total evaluation.

> *Enter Literacy SMART goal (22.5% of Total Evaluation):*

> *Enter Numeracy SMART goal (22.5% of Total Evaluation)*

Specific: What is your focus or objective for improving student performance in your school?

Measureable: How will you establish a baseline and show student growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve student performance in this area?

Relevant: How does your goal align with school and district improvement efforts?

Time Bound: When do you expect to reach your goal? What are the benchmarks or checks along the way to indicate that you are making progress?

☐ Goal approved by evaluator

☐ Goal needs revision

Teacher signature _____

Date _____

Administrator signature _____

Date to meet again _____

Annual CLIMATE SURVEY Goal Setting Form

Name _____   School

| DROP DOWN |

Assignment _____   Date   _____

CLIMATE SURVEY goal for 20___-20___

The CLIMATE SURVEY goal is **a school-wide goal**, based on District School Climate Survey and aligned to the School Accountability Plan. Data collection and analysis for this goal in accordance with the previously stated guidelines. **Data from the climate survey will be limited to parent feedback. Staff and student feedback must not be used for assessment of the Climate Goal.**

This goal is worth 10% of the total evaluation.

Enter CLIMATE SURVEY goal:

Specific: What is your focus or objective for improving climate in your school?

Measureable: How will you establish a baseline and show growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve climate in this area?

Relevant: How does your goal align with school and district improvement efforts?

Time Bound: When do you expect to reach your goal? What are the benchmarks or checks along the way to indicate that you are making progress?

☐ CLIMATE SURVEY goal approved by evaluator

☐ CLIMATE SURVEY goal approved with revisions

Teacher signature _____

Date _____

Administrator signature _____

Date to meet again _____

Annual STUDENT FEEDBACK Goal Setting Form

Name _____   School | **DROP DOWN** |

Assignment _____   Date _____

STUDENT FEEDBACK goal for 20___-20___

The STUDENT FEEDBACK goal is teacher designed based on action research and small group analysis. The teacher will develop a classroom level survey through the use of paper, digital, or video. This survey will be approved by mutual agreement between the teacher and the administrator.

This goal is worth 5% of the total evaluation.

> *Enter STUDENT FEEDBACK goal here:*

Specific: What is your focus or objective for improving student feedback in your classroom?

Measureable: How will you establish a baseline and show growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve feedback in this area?

Relevant: How does your goal align with school and district improvement efforts?

Time Bound: When do you expect to reach your goal? What are the benchmarks or checks along the way to indicate that you are making progress?

☐   STUDENT FEEDBACK goal approved by evaluator

☐   STUDENT FEEDBACK goal approved with revisions

Teacher signature _____

Date _____

Administrator signature _____

Date to meet again _____

End of Year Self-Reflection Form (SMART GOALS)

Name _____   School | **DROP DOWN** |

Assignment _____   Date   _____

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I.   Revisit SMART goals

Literacy SMART goal: (22.5 % of Evaluation)

Numeracy SMART goal: (22.5% of Evaluation)

II.   Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observational or anecdotal evidence to explain your assessment)

TEXT BOX…. (No more than 250 Words)

III.   Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

TEXT BOX…. (No more than 250 words)

Smart Goal Rating

Goals are worth a total of 45% of the total Evaluation System.

4= Goal:

The teacher demonstrates consistent exemplary knowledge in all domains of practice.

3=Proficient:

The teacher demonstrates strong knowledge and skill in a majority of indicators.

2= Attempted/Needs Improvement:

The teacher demonstrates some or inconsistent attempts at some indicators.

1=Mandatory Assistance:

The teacher demonstrates few or none of the skills required in each indicator.

A comment is expected to be provided with each goal rating.

Literacy Goal Rating (22.5% of Total Evaluation):

COMMENT TEXT BOX

Numeracy Goal Rating (22.5% of Total Evaluation):

COMMENT TEXT BOX

End of Year Self-Reflection Form (CLIMATE SURVEY GOAL)

Name _____   School [*DROP DOWN*]

Assignment _____   Date   _____

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I.   Revisit CLIMATE SURVEY goal

Enter CLIMATE SURVEY goal:

II.   Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observation or anecdotal evidence to explain your assessment)

TEXT BOX…. (No more than 250 Words)

III.   Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

TEXT BOX…. (No more than 250 words)

[ ]   Teacher requests a conference to review this data with Administrator.

[ ]   Administrator requests a conference to review this data with teacher

CLIMATE SURVEY Goal Rating

CLIMATE SURVEY Goal is worth a total of 10% of the total Evaluation System.

4= Goal:

The teacher demonstrates mastery of the indicator.

3=Proficient:

The teacher demonstrates strong knowledge and skill in a majority of indicators.

2= Attempted/Needs Improvement:

The teacher demonstrates some or inconsistent attempts at indicators.

1=Mandatory Assistance:

The teacher demonstrates few or none of the skills required in indicator.

A comment is expected to be provided with the rating.

Climate Survey Goal Rating (10% of Evaluation) :

COMMENT TEXT BOX

End of Year Self-Reflection Form (STUDENT FEEDBACK GOAL)

Name _____   School | *DROP DOWN* |

Assignment _____   Date   _____

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I.   Revisit STUDENT FEEDBACK goal

Enter STUDENT FEEDBACK goal:

II.   Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student testimonial, observation or anecdotal evidence to explain your assessment)

TEXT BOX…. (No more than 250 Words)

III.   Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

TEXT BOX…. (No more than 250 words)

☐   Teacher requests a conference to review this data with Administrator.

☐   Administrator requests a conference to review this data with teacher

STUDENT FEEDBACK Goal Rating

STUDENT FEEDBACK Goal is worth a total of 5% of the total Evaluation System.

4= Goal:

The teacher demonstrates mastery of the indicator.

3=Proficient:

The teacher demonstrates strong knowledge and skill in a majority of indicators.

2= Attempted/Needs Improvement:

The teacher demonstrates some or inconsistent attempts at indicators.

1=Mandatory Assistance:

The teacher demonstrates few or none of the skills required in indicator.

A comment is expected to be provided with the rating.

STUDENT FEEDBACK Goal Rating (5% of Evaluation) :

COMMENT TEXT BOX

Final Evaluation

Cumulative OBSERVATION Rating

There are 8 mini-observations worth 40% of the total Evaluation System. Each observation is worth 5% of the Annual Evaluation.

Observation #1: _____

Observation #2: _____

Observation #3: _____

Observation #4: _____

Observation #5: _____

Observation #6: _____

Observation #7: _____

Observation #8: _____

Total OBSERVATION Rating: _____

Cumulative SMART GOAL Rating

There are two SMART Goals worth 45% of the total Evaluation System.

Literacy Goal: (22.5% of Total Evaluation):

Numeracy Goal: (22.5% of Total Evaluation):

Total SMART GOAL Rating: _____

Cumulative CLIMATE GOAL Rating

The Climate Goal is worth 10% of the Annual Evaluation:

Climate Goal (10% of Total Evaluation):

Total CLIMATE GOAL Rating: _____

Cumulative STUDENT FEEDBACK GOAL Rating

The Student Feedback Goal is worth 5% of the Annual Evaluation:

Student Feedback Goal (5% of Total Evaluation):

Total STUDENT FEEDBACK GOAL Rating: _____

Overall Rating

(OBSERVATION   ) + (SMART GOAL   ) + (CLIMATE GOAL   ) + (STUDENT FEEDBACK GOAL   )

Rating Scale

86-100 = Goal

71-85 =Proficient

_____

60-70 = Mandatory Assistance

_____

59 or below

NON-TENURED

Candidate for non -renewal

TENURED

Year 1 in this category placed on Mandatory Assistance Plan.

Year 2 in this category is candidate for non-renewal.

Renewal

Contract renewed: ____Yes   ____ Yes, with Assistance Plan*   ____ No*

*Evaluator may attach notes or other documentation

Teacher signature _____

Date _____

Evaluator signature _____

Acknowledgment

In 2011, the Bloomfield Public Schools was the recipient of a School Improvement Grant from the Connecticut State Department of Education. Part of the grant included the agreement to create a revised Administrator Evaluation System (AES) aligned to student growth and district goals. The previous AES served the district for over a decade. In the fall of 2011, the district in collaboration with the Bloomfield Education Association and the Bloomfield Administrators Association created a work group focused on creating a useful and informative evaluation system. The workgroup met monthly for eight months and was comprised of the Director of School Improvement, Chief Operating Officer, Chief Academic Officer, Teachers, Administrators, and Parents.

During 2015-16, the Bloomfield Public Schools Evaluation Work Group met on three occasions to review data.

The Bloomfield Public Schools thanks the following people and organizations for their contributions in time, knowledge, and sharing of best practices:

Evaluation Workgroup

Trevor Ellis, Principal

Patricia Jones-Mack, Assistant Principal

Sarah Williams, Interim Principal

William Guzman, Chief Operating Officer

Desi Nesmith, Principal

Calla Riccio, Teacher

Lynne Krul, Teacher

Christina Woznicki, Teacher

Christina Chamberlain, Teacher

Jennifer Frazier, Teacher

Stacey McCann, Director

Wendy Sheppard-Banish, Director

Dr. Bethany Silver, Director

Melody Smith, Teacher

Elka Spencer, Teacher

Glenn Spencer, Teacher

Dr. Ellen Stoltz, Chief Academic Officer

Sue Sumberg, Teacher, BEA President

Jesse White, BHS Teacher

William J. Joslyn HR Specialist

District Vision Statement

The Bloomfield Public Schools will be a high-performing district with a positive climate of inclusion, an expectation of competitive academic achievement, and a culture of meaningful parent and community engagement.

It is critical to the success of our mission that all segments of the community work together to achieve:

A supportive environment characterized by:

- Mutual respect
- Respect for the value of learning
- High motivation
- Disciplined behaviors
- Timely and adequate communication
- Student participation and involvement
- Parent participation and involvement
- Staff support and involvement
- Community support and involvement
- Positive attitudes

A rigorous program characterized by:

- Comprehensive balanced curriculum aligned with State Standards
- High expectations, achievement and performance
- Mastery of skills and concepts
- Effective instruction

Adequate resources characterized by:

- Appropriate funding
- Appropriate staffing
- Appropriate facilities, equipment, technology and materials
- Competent knowledgeable staff
- Efficient allocation of available resources
- Responsive leadership
- Effective utilization of staff expertise

Philosophy Statement

The purposes of the teacher evaluation program are to facilitate student learning by promoting and improving skillful teaching and to ensure that all members of the teaching staff perform at or above system standards. The teacher evaluation system is a cooperative effort between teachers and administrators to achieve the districts goals of academic excellence. All Bloomfield teachers are expected to demonstrate mastery of teaching standards and student growth.

It is expected that the system will provide appropriate assistance to help teachers maintain the district's standard of excellence as well as to encourage innovation and professional growth. The outcome of the evaluation process is that Bloomfield teachers will continuously strive to refine the skill and art of teaching in order to stimulate their professional growth and the growth of all students.

Goals of the Bloomfield Administrator Evaluation System

1. To improve student learning.

2. To provide a teacher evaluation/professional growth process that recognizes the importance of observations, feedback, goals, and provides support for both individual and collaborative evaluation and professional growth.

3. To provide an opportunity for the staff member and evaluator to collaboratively analyze the staff member's strengths and needs as they relate to the teaching/learning process and to use this knowledge, as a reflective practitioner, to develop plans for continuous professional growth.

4. To provide a means for the evaluator to determine the effectiveness performance. This includes making decisions and recommendations concerning continued employment, granting of increment/salary increases and other personnel related responsibilities.

RESPONSIBILITIES

All Educators have a shared responsibility to

- To grow professionally;
- To share their knowledge with one another through various methods of data collection and collaborative work;
- To become reflective practitioners; and
- To contribute in a positive manner to the culture and climate of the total school community.

STAFF MEMBER RESPONSIBILITIES

The primary responsibility of the staff member shall be successful performance in meeting the foundational skills and competencies as delineated in the [Connecticut Common Core of Teaching](#). The teacher must be knowledgeable about this evaluation criteria.

To improve student learning, the staff member will actively participate in the evaluation process by:

- Acknowledging the need for professional growth and self-improvement.
- Developing objectives and a professional growth plan that leads to more skillful teaching
- Engaging in reflection and self-evaluation
- Seeking assistance and advice whenever necessary.

Evaluation Timelines

The following are the deadlines for the annual evaluation:

Administrator

October 15th – Goal Forms Completed and signed by Evaluator

Jan. 15 – Midyear review of progress

Mini Observations – The 5 observations can be completed from the start of school through June 1st. Face-to-face feedback must be provided within three school days (or 72 hours) of each mini-observation. If an administrator is out of district for this period of time the face-to-face feedback must be completed within two schools days (or 48 hours) of the return to district.

Last Work Day of June – Final Evaluation Completed and signed

Modifications for Leaves or Part Time Employment

FTE Modifications

The district will modify the number of observations for an administrator based on their Full Time Equivalence (FTE). For example, if a administrator is a .6 FTE then their observations will be calculated at # of required observations * .6.

Leave Modifications

The district will modify the number of observations for an administrator who is out on approved leave. For example, if an administrator is on a six week leave then their observations will be calculated at # of required observations * # of days worked / 186.

Ongoing Reform and Evaluation

The Evaluation Workgroup, which is composed of elementary, middle, and high school teachers, building and central office administrators and a representative of the Bloomfield Administrators Association is a standing committee charged with the responsibility of overseeing the implementation and evaluation of the Evaluation Plan.

The committee will meet at least two times year 2014-15 to review progress and revise the plan. In June 2016, revisions to the plan will be brought to the Bloomfield Board of Education for approval.

Every three years, at a minimum, the plan will be formally evaluated to assure that the plan is meeting its stated purposes, goals, and objectives. Input will be sought, through a structured process, from all personnel being evaluated under the plan.

The Evaluation Workgroup will be responsible for recommending modifications to the plan to assure that it meets its stated purposes and the professional development needs of all certified personnel of the Bloomfield Public Schools.

Dispute and Conflict Resolution

All disputes arising from the Evaluation Process shall be referred to the Grievance Process as outlined in the contract between the Bloomfield Board of Education and Bloomfield Administrators Association

Training Component and Calibration

Evaluators and teachers will be trained in the facilitation of the new Teacher Evaluation Professional Development system through a series of workshops and seminars prior to the start of each school year. This will be part of the state-required 15 hours of training in the evaluation of teachers for the Superintendent of Schools and employees in positions

requiring an intermediate administrator or supervisory certificate. All training material will be readily accessible on the district evaluation website.

The training component for all staff members takes place prior to the implementation of the plan and address understanding of the elements of the plan. This is accomplished in a 3-hour session, by school, during Professional Development week. A frequently asked question (FAQ) section is regularly updated on the district evaluation website. A confidential email (eval@blmfld.org) is established for 24/7 services to aid administrators in the evaluation process. The district also employees a Teacher Evaluation Coordinator, a stipend position for a teacher, that provides technical assistance to all teachers.

Evaluation system calibration is ongoing throughout the school year via professional development workshops and 1-on-1 meetings with central office. Administrators receive ongoing calibration professional development with all training documents and presentations readily accessible on the district evaluation website. A bank of exemplary lessons and goals are found in the library of documents for administrators to calibrate their use of the system. Additionally, administrators will work together viewing the same lessons to calibrate scoring and feedback.

Professional Development and Career Development

Building the skills and knowledge of all adults is the core of our Theory of Action. The Administrator Evaluation System utilized real time data to link Professional Development to Evaluation Level. The system provides the data to pinpoint both skill and knowledge competence, as well as the areas of need. With frequent mini-observations and immediate feedback, evaluators quickly identify areas for professional development for each staff member. After participating in targeted professional learning, administrators are held accountable for new learning through subsequent observations and feedback.

The digital system tracks all administrator Professional Development by school, tenure, content area, and certification. The Bloomfield Public Schools offers administrators numerous and varied opportunities for career growth in leadership aligned to the priorities of the District Accountability Plan and the Administrator Evaluation System. All are encouraged to lead and engage in at least one or more areas to achieve professional growth as displayed in the table below:

PRIORITY GOAL/AREA	LEADERSHIP OPPORTUNITY
Holistic Accountability	District Data Team Member, Chair
Rigorous Curriculum/Instruction/Assessment	Curriculum Design Team Member, Chair
Positive School Climate	School-based Climate Committee
Parent and Community Engagement	Parent Compact Member, Lead

Data Collection and Analysis

Three constituent groups participate in Bloomfield Public School's Annual Climate and Satisfaction survey: Staff, Students and Families. Online survey response collection is facilitated by Panorama for all students, and the majority of staff. Panorama also manages the processing of paper surveys for families and some staff without email addresses. Survey questions address three areas: Academics, Climate and Safety, and Welcoming Schools. A copy of the survey and data by school can be found on the district website at www.blmfld.org

The survey is conducted within a 10 Week timeline. Real time participation data is maintained on an online data dashboard, while comprehensive reports are released to school and central office leadership. A district report is provided to the Board of Education.

1. Data Collection Process and Timeline

   Process: Three constituent groups participate in the survey: Staff, Students and Families.
   Online electronic responses with Panorama for all students, and the majority of staff.
   Paper surveys printed and distributed to parents and staff without email addresses.

   Timeline: 10 Week window: February - April

2. Data Analysis Timeline

   - Participation data available online in a dashboard format 24/7, with real-time updates for electronic surveys and weekly updates for paper surveys.

   - District, and school summary and detailed response data available to Executive staff and school leaders by late April

   - Summary data presented to the Board of Education in summer.

3. Reporting Process / Information sharing with stakeholders

   - Currently, participation statistics are maintained on a data dashboard by Panorama and updated as surveys are submitted.

   - Online reports will be available in July for central leadership and building administrators.

ADMINISTRATOR EVALUATION SYSTEM

MINI OBSERVATION RUBRICS

Overview

This set of rubrics is designed to measure the level of performance which contributes to student achievement within a school environment conducive to learning. The rubrics are aligned to the Common Core of Leading (CCL):

- PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

  o Education leaders 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.

- PERFORMANCE EXPECTATION 2: Teaching and Learning

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

- PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

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

- PERFORMANCE EXPECTATION 4: Families and Stakeholders

  o 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.

- PERFORMANCE EXPECTATION 5: Ethics and Integrity

  o Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.

- PERFORMANCE EXPECTATION 6: The Education System

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

The Administrator Evaluation System rubrics are divided into six domains:

1. Diagnosis and Planning
2. Priority Management and Communication
3. Curriculum and Data
4. Supervision, Evaluation, and Professional Development
5. Discipline and Family Involvement
6. Management and External Relations

The six domains are defined by the measurable indicators, which, in sum, contribute to the expectations of each domain. Per State Department of Education Guidelines domains 1 and 3, which relate to CCL Standard #2 (Teaching and Learning), will receive two times (2x) the weight of domains 2,4-6.

Each domain is based on a four-point scale to assess the overall impact through a set of mini-observations. The rubric numerical key represents gradations of performance:

- **4= Goal:**
  The administrator demonstrates consistent exemplary knowledge and skill in the domain.
- **3=Proficient:**
  The administrator demonstrates strong knowledge and skill in a majority of indicators.
- **2= Attempted/Needs Improvement:**
  The administrator demonstrates some or inconsistent attempts at some indicators.
- **1=Mandatory Assistance:**
  The administrator demonstrates few or none of the skills required in the indicator. Assistance WILL be offered if a rating is given under this category.
- **N/O= Not Observed**

The scoring is based on a preponderance of evidence from the mini-observation system within each indicator and across all domains. **Observation score based on total points/possible points earned. Each observation is worth 8% of the Total Evaluation.**

Diagnosis and Planning

The Administrator:

	4 Goal	3 Proficient	2 Needs Improvement	1 Mandatory Assistance	Not Observed
Team	Recruits a strong leadership team and develops its skills and commitment to a high level of achievement.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.	
Strategy	Collaboratively crafts a lean, comprehensive, results- oriented strategic plan with annual goals.	Gets input and writes a comprehensive, measurable strategic plan for the current year.	Writes a cumbersome, non- accountable strategic plan.	Recycles the previous year's cumbersome, non-accountable strategic plan.	
Support	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.	Builds ownership and support among stakeholders for achieving annual goals.	Presents the annual plan to stakeholders and asks them to support it.	Gets the necessary signatures for the annual plan, but there is little ownership or support.	
Revision	Regularly tracks progress, gives and takes feedback, and continuously improves performance.	Periodically measures progress, listens to feedback, and tweaks the strategic plan.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.	

Priority Management and Communication

The Administrator:

	4 Goal	3 Proficient	2 Needs Improvement	1 Mandatory Assistance	Not Observed
Communication	Skillfully communicates goals to all constituencies using a variety of methods of communication.	Uses a variety of means (e.g., face-to-face, newsletters, websites) to communicate goals to others.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and others are often left guessing about policies and direction.	
Expectations	Has total staff understanding on exactly what is expected for management procedures and discipline.	Makes sure staff knows what is expected for management procedures and discipline.	Periodically reminds teachers of policies on management procedures and discipline.	Is constantly reminding staff what they should be doing in management and discipline.	
Delegation	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.	Delegates appropriate tasks to competent staff members and checks on progress.	Doesn't delegate some tasks that should be done by others.	Does almost everything him- or herself.	

2015-16

Curriculum and Data

The Administrator:

	4 Goal	3 Proficient	2 Needs Improvement	1 Mandatory Assistance	Not Observed
Targets	Gets each grade-level/subject team invested in reaching measurable, results-oriented year-end goals.	Works with grade-level and subject-area teams to set measurable student goals for the current year.	Urges grade level subject teams to set measurable student learning goals for the current year.	Urges teachers to improve student achievement, but without measurable outcome goals.	
Interims and **Analysis**	Ensures that high-quality, aligned, common interim assessments are given by all teacher teams at least four times each year. Facilitates high-quality, low- stakes data/action team meetings after each round of assessments.	Orchestrates common interim assessments to monitor student learning several times a year. Monitors teacher teams as they analyze interim assessment results and formulate action plans.	Suggests that teacher teams give common interim assessments to check on student learning. Suggests that teacher teams work together to draw lessons from the tests they give.	Doesn't insist on common interim assessments, allowing teachers to use their own classroom tests. Does not see the value of analyzing tests given during the year.	
Monitoring	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.	Monitors data in several key areas and uses them to inform improvement efforts.	Monitors atten-dance and discipline data to inform decisions.	Keeps an eye on attendance and suspension rates.	

Supervision, Evaluation, and Professional Development

The Administrator:

	4 Goal	3 Proficient	2 Needs Improvement	1 Mandatory Assistance	Not Observed
Development	Orchestrates aligned, high- quality coaching, workshops, school visits, and other professional learning tuned to staff needs.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Provides conventional staff development workshops to teachers.	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.	
Empowerment	Gets teams to take ownership for using data and student work to drive constant refinement of teaching.	Orchestrates regular teacher team meetings as the prime focus for professional learning.	Suggests that teacher teams work together to address students' learning problems.	Does not emphasize teamwork and teachers work mostly in isolation from colleagues.	
Evaluation	Visits an average of 2-4 classrooms a day and gives helpful, face-to-face feedback to each teacher within 72 hours.	Makes unannounced visits to a few classrooms every day and gives helpful feedback to teachers.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	Only observes teachers in annual or bi-annual formal observation visits.	

Discipline and Family Involvement

The Administrator:

	4 Goal	3 Proficient	2 Needs Improvement	1 Mandatory Assistance	Not Observed
Expectations	Gets staff understanding for clear, school wide student-behavior standards, routines, and consequences.	Sets expectations for student behavior and establishes school wide routines and consequences.	Urges staff to demand good student behavior, but allows different standards in different classrooms.	Often tolerates discipline violations and enforces the rules inconsistently.	
Effectiveness	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Tries to deal with disruptive students but is swamped by the number of problems.	
Celebration	Publicly celebrates kindness, effort, and improvement and builds pride in their school.	Praises school achievement and works to build school spirit.	Praises well-behaved students, or staff, for good work, or behavior.	Rarely praises school community and fails to build school pride.	
Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes families feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to families and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns.	

Management and External Relations

The Administrator:

	4 Goal	3 Proficient	2 Needs Improvement	1 Mandatory Assistance	Not Observed
Scheduling	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.	
Budget	Skillfully manages the budget and finances to maximize student achievement and staff growth.	Manages the school's budget and finances to support the strategic plan.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Makes errors in managing the budget and finances and misses opportunities to further the mission.	
Relationships	Builds strong relationships with all stakeholders involved and gets them involved with the school's mission.	Builds relationships with stakeholders so they will be helpful with the school development process.	Is correct and professional with stakeholders but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to accomplish goals.	

FEEDBACK (Provided within 72 hours):

Administrator Offered Assistance _____

Assistance Follow-up

1.

2.

Opt out of assistance _____

Teacher Comments:

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```

Professional Intervention Improvement Planning Form

Name _____

School

| DROP DOWN |

Assignment _____

Date _____

SMART goal for 20__-20__:

Action Steps	Designation	Timeframe	Resources	Progress Towards goal
What steps/activities will be initiated to achieve this goal? What products will be created? Professional development / professional learning, team collaboration, peer visits/coaching, curriculum or assessment development, new program or strategy implementation, etc.)	Who will be responsible for initiating or sustaining the action steps?	What is a realistic timeframe for each phase of the activity?	What resources will be needed for each phase of the action step? Who will be responsible for obtaining resources needed for each phase of the action step?	What evidence will you present that you are making progress toward your goal? Identify student data or student work to be collected Attach student data or student work at reflection conference

Adequate progress towards goal? <u>Yes</u> [ ]

<u>No</u> [ ] → Continue to work on plan [ ]   Revise plan [ ]

Administrator signature _____

Date _____

Evaluator signature _____

Signature indicates that this form has been received and reviewed with ADMINISTRATOR.

Date of next meeting: _____

Focus for next meeting: _____

Upcoming observation date(s): _____

Annual Goal Setting Form (SMART GOALS)

Name _____   School | **DROP DOWN** |

Assignment _____   Date   _____

SMART goal for 20__-20__:

Administrator SMART goals in numeracy and literacy will be based on student improvement as measured through standardized and normed assessments. The Indicator of Academic Growth and Development (IAGD) will be Benchmark Assessments, NWEA, DRA, DRP, and Statewide Assessments (as applicable). Each goal is worth 11.25% of the total evaluation.

Administrator SMART goal in School Performance Index (SPI) will be based on improvement as measured through the SPI as calculated by the State Department of Education. This goal is worth 22.5% of the total evaluation.

Administrator SMART goal on Teacher Effectiveness will be evaluated through the aggregate ratings of teacher SMART goals as measured by the T-Eval System. This goal is worth 5% of the total evaluation.

Goals are aligned to the School Accountability Plan and established between the Administrator and Evaluator per mutual agreement in accordance with the designated timelines.

Enter Literacy SMART goal: (11.25% of Evaluation)

Enter Numeracy SMART goal: (11.25% of Evaluation)

Enter School Performance SMART goal: (22.5% of Evaluation)

Enter Teacher Effectiveness SMART goal: (5% of Evaluation)

Specific: What is your focus or objective for improving student performance in your school?

Measureable: How will you establish a baseline and show student growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve student performance in this area?

Relevant: How does your goal align with school and district improvement efforts?

Time Bound: When do you expect to reach your goal? What are the benchmarks or checks along the way to indicate that you are making progress?

☐ SMART goals approved by evaluator

☐ SMART goals approved with revisions

Administrator signature _____

Date _____

Evaluator signature _____

Date to meet again _____

Annual CLIMATE SURVEY Goal Setting Form

Name _____   School | *DROP DOWN* |

Assignment _____   Date   _____

CLIMATE SURVEY goal for 20___-20___

The CLIMATE SURVEY goal is based on District School Climate Survey and aligned to the School Accountability Plan. Data collection and analysis for this goal in accordance with the previously stated guidelines.

This goal is worth 10% of the total evaluation.

Enter CLIMATE SURVEY goal:

Specific: What is your focus or objective for improving climate in your school?

Measureable: How will you establish a baseline and show growth? What data will you collect to document progress?

Attainable: What strategies or actions will help you to improve climate in this area?

Relevant: How does your goal align with school and district improvement efforts?

Time Bound: When do you expect to reach your goal? What are the benchmarks or checks along the way to indicate that you are making progress?

☐ CLIMATE SURVEY goal approved by evaluator

☐ CLIMATE SURVEY goal approved with revisions

Administrator signature _____

Date _____

Evaluator signature _____

Date to meet again _____

End of Year Self-Reflection Form (SMART GOALS)

Name _____   School | *DROP DOWN*

Assignment _____   Date _____

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I.   Revisit SMART goals

Literacy SMART goal: (11.25% of Evaluation)

Numeracy SMART goal: (11.25% of Evaluation)

School Performance SMART goal: (22.5% of Evaluation)

Teacher Effectiveness SMART goal: (5% of Evaluation)

II.   Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observational or anecdotal evidence to explain your assessment)

> *TEXT BOX…. (No more than 250 Words)*

III.   Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

> *TEXT BOX…. (No more than 250 words)*

[ ]   Administrator requests a conference to review this data with Administrator.

[ ]   Evaluator requests a conference to review this data with teacher

---

Smart Goal Rating

Goals are worth a total of 50% of the total Evaluation System.

4= Goal:

The administrator demonstrates consistent exemplary knowledge in all domains of practice.

3=Proficient:

The administrator demonstrates strong knowledge and skill in a majority of indicators.

2= Attempted/Needs Improvement:

The administrator demonstrates some or inconsistent attempts at some indicators.

1=Mandatory Assistance:

The administrator demonstrates few or none of the skills required in each indicator.

Literacy Goal Rating (11.25% of Total Evaluation): _____

COMMENT TEXT BOX

Numeracy Goal Rating (11.25% of Total Evaluation): _____

COMMENT TEXT BOX

School Performance Goal Rating (22.5 % of Evaluation) : _____

COMMENT TEXT BOX

Teacher Effectiveness Goal Rating (5 % of Evaluation) : _____

COMMENT TEXT BOX

Administrator signature _____

Date _____

Evaluator signature _____

End of Year Self-Reflection Form (CLIMATE SURVEY GOAL)

Name _____   School | ***DROP DOWN*** |

Assignment _____   Date _____

Please complete this self-reflection form in advance of your end-of-year reflection meeting with your evaluator. If a meeting is requested you should come prepared to discuss the following areas:

I.   Revisit CLIMATE SURVEY goal

> *CLIMATE SURVEY goal:*

II.   Assessing progress towards goal

Did you make progress towards your goals? (Please attach data, student work, observation or anecdotal evidence to explain your assessment)

> *TEXT BOX…. (No more than 250 Words)*

III.   Reflection

Where did you make the greatest gains or the most satisfying personal growth? Are there any events or accomplishments you want to highlight or celebrate?

> *TEXT BOX…. (No more than 250 words)*

☐   Administrator requests a conference to review this data with Evaluator.

☐ Evaluator requests a conference to review this data with Administrator.

CLIMATE SURVEY Goal Rating

CLIMATE SURVEY Goal is worth a total of 10% of the total Evaluation System.

4= Goal:

The administrator demonstrates mastery of the indicator.

3=Proficient:

The administrator demonstrates strong knowledge and skill in a majority of indicators.

2= Attempted/Needs Improvement:

The administrator demonstrates some or inconsistent attempts at indicators.

1=Mandatory Assistance:

The administrator demonstrates few or none of the skills required in indicator.

A comment is expected to be provided with the rating.

CLIMATE SURVEY Goal Rating (10% of Evaluation) : _____

COMMENT TEXT BOX

Final Evaluation

Cumulative OBSERVATION Rating

There are 5 mini-observations worth 40% of the Annual Evaluation. Each observation is worth 8% of the Annual Evaluation.

Observation #1: _____

Observation #2: _____

Observation #3: _____

Observation #4: _____

Observation #5: _____

Total OBSERVATION Score: _____

Cumulative SMART GOAL Rating

There are four SMART Goals worth 50% of the Annual Evaluation.

Literacy Goal (11.25% of Total Evaluation): _____

Numeracy Goal: (11.25% of Total Evaluation): _____

School Performance Goal: (22.5% of Total Evaluation): _____

Teacher Effectiveness Goal: (5% of Total Evaluation): _____

Total SMART GOAL Score: _____

Cumulative CLIMATE GOAL Rating

The Climate Goal is worth 10% of the Annual Evaluation.

Climate Goal (10% of Total Evaluation): _____

Total CLIMATE GOAL Rating: _____

Overall Rating

_____ Scored as (OBSERVATION _____) + (SMART GOALS _____) + (CLIMATE GOAL _____)

Rating Scale

86-100 = Goal

71-85 =Proficient

_____

60-70 = Mandatory Assistance

_____

59 or below

Year 1 in this category placed on Mandatory Assistance Plan.

Year 2 in this category is candidate for non renewal.

Renewal

Contract renewed: ____Yes   ____ Yes, with Assistance Plan*   ____ No*

*Evaluator may attach notes or other documentation

Administrator signature _____

Date _____

Evaluator signature _____