Teacher Effectiveness and Performance Evaluation Handbook

Manchester Public Schools
Manchester, CT

REVISED AUGUST, 2016

Manchester Public Schools
Pride in Excellence

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I. Acknowledgements

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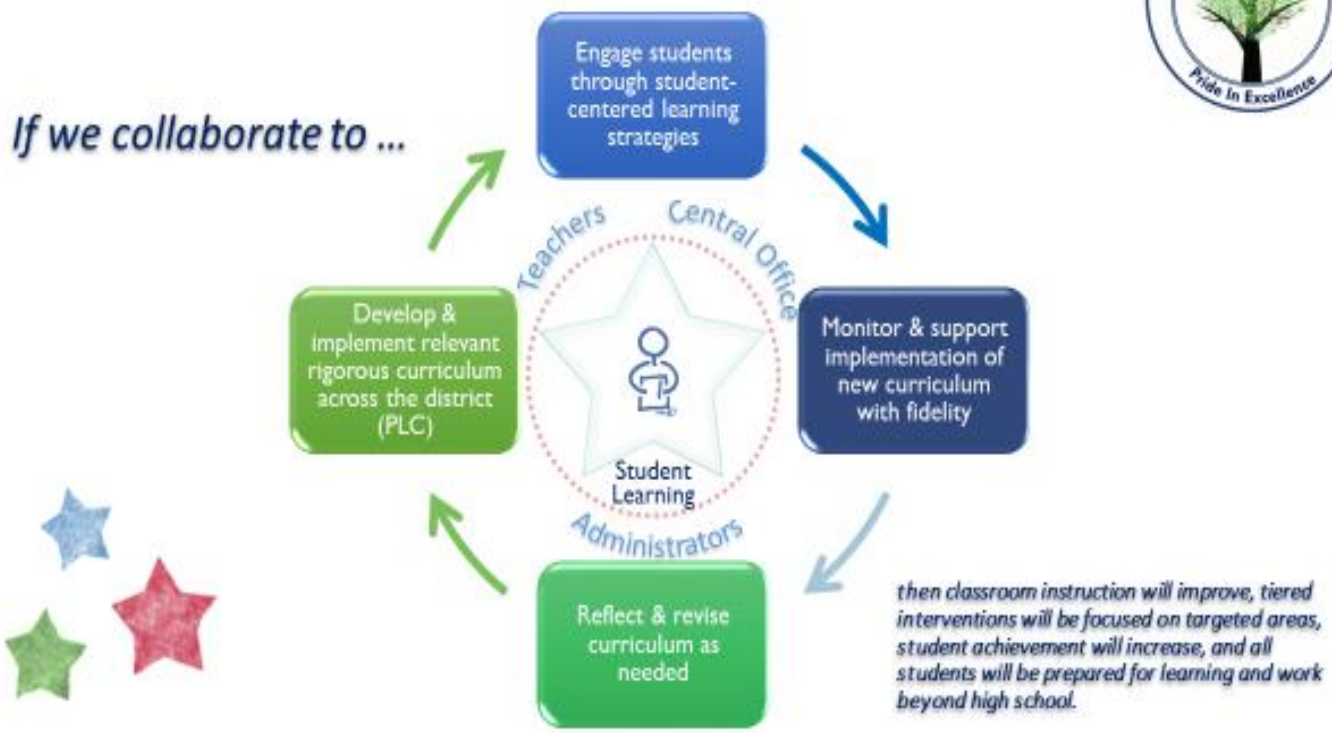
This document is based primarily on the Connecticut System for Educator Evaluation and Development (SEED) document, the Common Core of Teaching, the Common Core of Learning and the Professional Code of Conduct.

Mission of the Manchester Public Schools

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

Academics: Theory of Change



Introduction

We, the educators of Manchester Public Schools, believe the teacher evaluation system is designed to inspire teachers toward continued growth and development. A professional, collaborative environment will support quality learning for teachers, administrators, and students. The growth of our practice through discourse, reflection, reciprocal learning, and a focus on adult practices will result in our students being life-long learners and contributing members of society.

This will be accomplished through intentional structures that support:

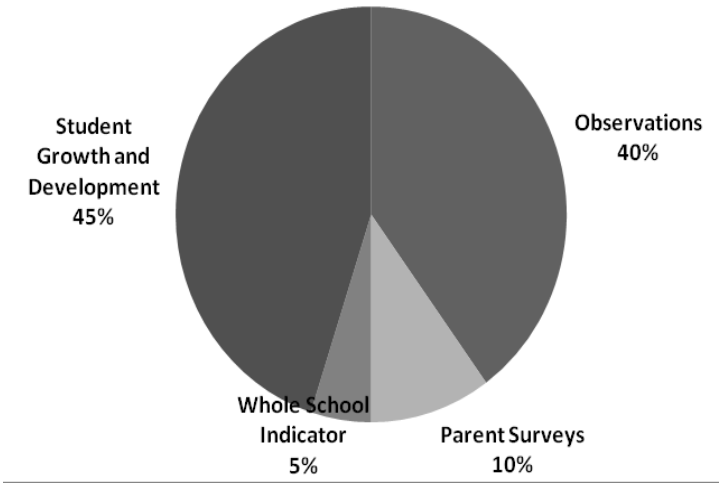
- effective teaching practices;
- data collection and analysis of student work for improved instructional practices;
- a strength-based model for both adults and students;
- family and community engagement that values relationships, builds positive partnerships and improves school effectiveness;

reflective and collaborative practices among teachers and administrators through PLCs, conferences, and coaching.

III. Evaluation System Overview

A. Components

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.



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 14 attributes of teacher practice across four domains and has been aligned to the Connecticut Common Core of Teaching.
    b. Whole school 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 teachers' Student Learning Objectives (SLO) as measured by Indicators of Academic Growth and Development (IAGDs).
    b. Whole School Student Learning Measures (5%) based on the aggregate rating for multiple student learning indicators established for the principal's evaluation rating. Beginning in 2015-2016, it will also be based on School Performance Index (SPI) progress from year to year and SPI progress for student subgroups.

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

Developing – 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:

Manchester Rating	Connecticut Rating
Highly Effective	Exemplary
Effective	Proficient
Developing	Developing
Ineffective	Below Standard

B. 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: Highly Effective, Effective, Developing, or Ineffective based on the total number of points accumulated in the four categories.

Manchester Rating		Connecticut Rating
326 – 400	Highly Effective	Exemplary
251 – 325	Effective	Proficient
176 – 250	Developing	Developing
100 – 175	Ineffective	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 Student Learning score.
3. Use chart above to determine teacher evaluation rating.

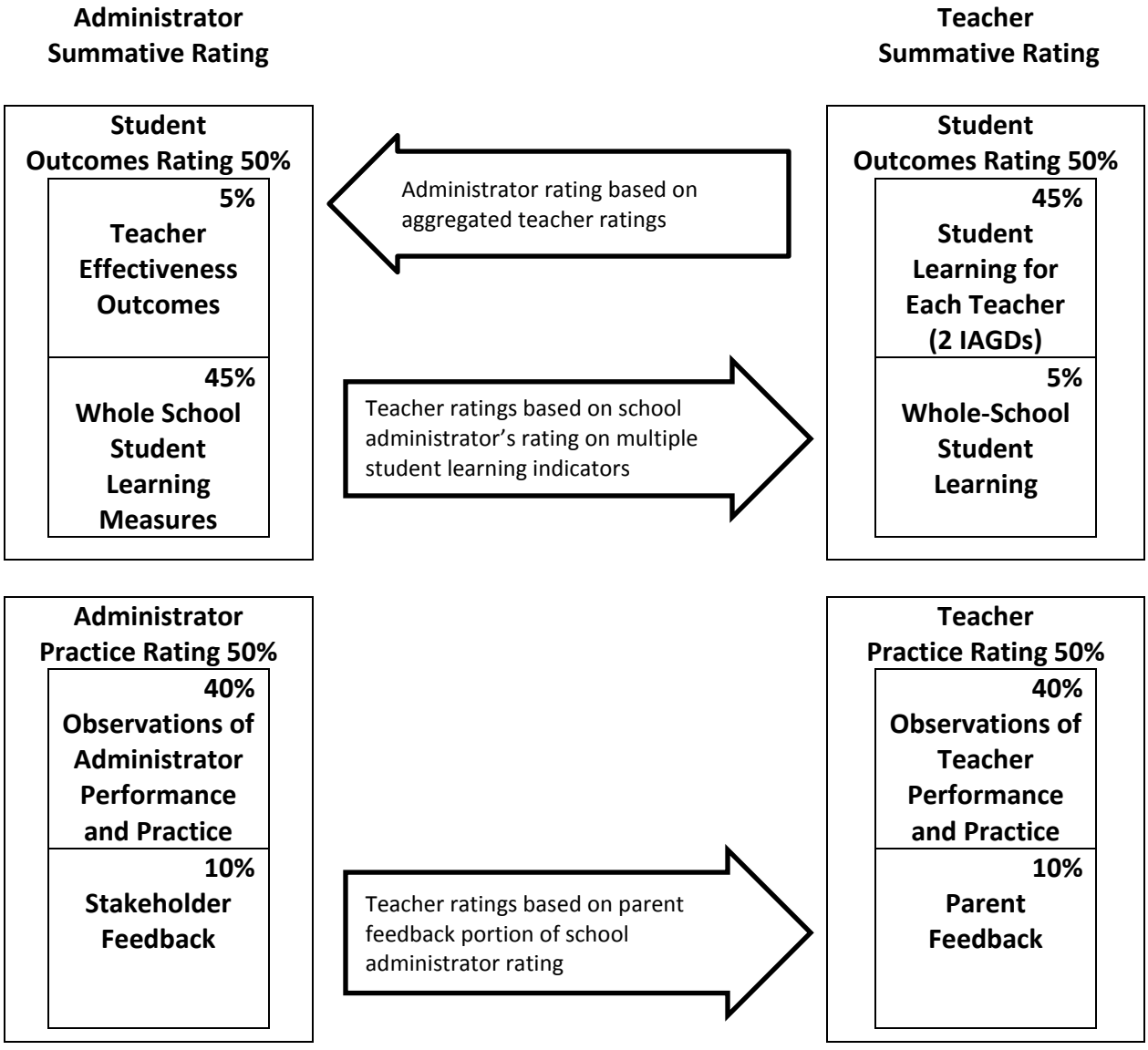
C. Adjustment of Summative Rating

Summative ratings must be completed for all teachers by the last day of school of each 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 15th**. These adjustments will inform goal setting in the new school year.

D. Common accountability and interactions between administrator and teacher evaluations

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

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



E. 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.

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 (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process. The orientation on the evaluation process is to be completed by **November 15th** for all teachers. The Teacher Effectiveness and Performance Evaluation Handbook is available electronically to all educators on the Human Resources webpage.

2. Teacher Reflection and Goal Setting – The teacher examines student data, prior year evaluations and survey results, and drafts performance and practice goal(s), parent feedback action steps, 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. Through mutual agreement, the Evaluator and Teacher will establish teacher SLOs and IAGDs through the form submission process by indicating whether or not the teacher's proposed SLOs and IAGDs meet the following three criteria: (i) Priority of Content – the objective is deeply relevant to teachers' assignment and addresses a representative sample of his/her students. (ii) Quality of Indicators – Indicators provide specific, measurable evidence and allow judgment about students' progress over the school year or semester. (iii) Rigor of Objective – Objective is attainable, but ambitious, and represents appropriate student growth in keeping with a student growth model.

3. Goal-Setting Conference – The evaluator and teacher meet to discuss the teacher's proposed student learning objectives and measures of student learning 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 objectives and measures if they do not meet approved criteria. If consensus cannot be met, the dispute resolution process defined in Section III (H) will be used to establish agreed upon objectives and measures of learning. All goal-setting conferences and submission of Form A are to be completed by **November 15th.**
4. Whole School Learning Measures – The principal will advise all teachers of the school's Whole School Learning Measure objectives after they have been established in the principal's evaluation goals conference. This is to be completed by **September 30th**.

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.

Mid-Year Conference- The evaluator and teacher complete a mid-year check-in conference during which they review progress on the teacher practice goal, parent feedback target, and student learning objectives (SLOs) and performance on each to date. Reflection, feedback, and discussion around supports within the four teacher practice domains are also recommended at this point in the school year. The Mid-Year must be completed by **February, 28th**. 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 comments on evaluation components 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 SLOs 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. All mid-year conferences are to be completed by February 28th but this date may be modified by the Teacher Evaluation Committee based on the district's student assessment calendar.

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 and the mid-year conference.
2. The principal's summative ratings for the whole school learning measures and on the school's parent feedback objective must be determined and shared with teachers by **May 15th.** This date may be modified based on the district's student assessment calendar. The teacher includes these ratings in their self-assessment.
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 **10 school days before the last day of school**.
4. 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 **5 school days before the last day of school**. Should all assessment 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 incomplete 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 15th of the following school year**. These adjustments should inform goal setting in the new school year.

F. 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 administrative 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 (SLOs), 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. The primary evaluator has the ability to assign teacher practice /observation forms to a complementary evaluator if the faculty member is (a) shared amongst buildings, (b) if a non-tenured teacher is in danger of being non-renewed, or (c) if a tenured teacher is on a formal Teacher Assistance Plan.

G. Evaluator Training, Monitoring and Auditing

All evaluators will be required to complete yearly training on the evaluation model.

A session will be provided to familiarize new evaluators with the Manchester Professional Educator Performance and Practice Continuum and to identify evidence aligned with each Domain. Teams of six administrators will observe instruction in multiple classrooms. The teams will then compare observations and rating to enhance-inter-rater reliability and their common understanding of instructional quality. Each team will do this on multiple occasions to demonstrate proficiency on an on-going basis. Sessions focused on calibration activities in which administrators view instruction, dissect the observed teacher behaviors and align them to the district framework will be held yearly for all evaluators. Additional sessions will also be offered focused on coaching teachers to ensure improved instruction.

In compliance with state reporting requirements, the district will audit the teacher evaluation summative ratings annually.

H. Dispute-Resolution Process

In cases where the evaluator and teacher cannot agree on goals/objectives, Indicators of Student Growth and Development , the evaluation period, summative evaluations, or the professional development plan, the issue in dispute will be referred to the Director of Performance, Evaluation and Talent Development for initial review and resolution. The evaluatee must first submit the Dispute Resolution Form to the director within **5 school days** of receiving written notice from the evaluator about the disputed goals/objectives, Indicators of Student Growth and Development, the evaluation period, professional development plan, or summative evaluation. A *Dispute Resolution Conference* shall be held with the evaluator, evaluatee, collective bargaining representative and the director within **10 school days** of the director receiving the Dispute Resolution Form. The director must respond in writing with the outcome to the dispute by the **10th school day following** the Dispute Resolution Conference. ***In the event the dispute cannot be resolved at the conference with the participants identified above, the dispute shall be considered by the Superintendent or designee(s), whose decision shall be binding.***

If a teacher is in disagreement about teacher practice feedback (Observations, Mid-Year Conference, Review of Practice) he/she can avail themselves of the right to attach an addendum/commentary to the evaluation form and it becomes a part of the formal evaluation record.

I. Ongoing Professional Development and Professional Learning Plans

Manchester's Professional Development Plan is based on an ongoing (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 (Instructional Domain), student learning measures (Academics metrics in Alliance Grant), and client feedback (survey data) will be organized by the District Improvement Team (DIT). The results of the DIT analysis will allow the team to identify ongoing professional development needs, disaggregate data and prioritize district professional development, as well as differentiated professional development to support the growth and development of all teachers.

J. Career Development and Growth

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

IV. Teacher Effectiveness and Evaluation Components

A. Teacher Performance and Practice Rating

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

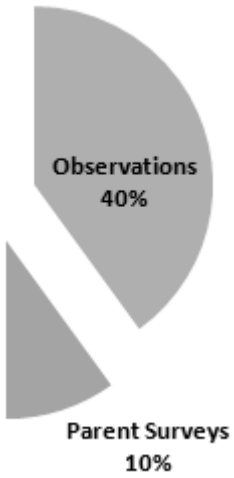


Figure 1: Performance and Practice Rating

Category 1: Teacher Practice (40% of Summative Evaluation)

Forty Percent (40%) of a teacher's evaluation shall be based on observations of teacher/educator performance and practice.

Evaluators will use the *Manchester Professional Educator Performance and Practice Continuum* to rate the observations of teacher performance and practice. Feedback should generate deep professional discussions relative to performance levels being observed. During the school year, evaluators are expected to make the attempt to assess all 14 attributes, but it is possible that there may be attributes that could not be observed for teachers in a given year for a variety of reasons. The teacher can provide evidence of those attributes by the end of year summative meeting. The administrator will complete a Review of Practice form for those attributes and upload the evidence into the system as support.

At the end of the year, evaluators will complete a summative 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 determine a summative score based on the weighting described in the chart below.

Domain	Weighting
Domain 1: Planning and Preparation	25%
Domain 2: Instruction	25%
Domain 3: Classroom Climate	25%
Domain 4: Professionalism	25%

The Manchester Professional Educator Performance and Practice Continuum includes performance and practice rubrics for classroom teachers, instructional coaches, social workers, school psychologists, and speech pathologists. They were developed by a committee of educators and administrators from the schools of the Manchester Public Schools District. The process included an opportunity for district teachers to review and provide feedback on the content of the Continuum.

The following chart captures the four domains and 14 attributes within each of those domains. The entire continuum for the faculty members listed above can be found in the appendix of this document.

Overview of Manchester Professional Educator Performance and Practice Continuum

Domain 1: Planning & Preparation	1a. Develops differentiated lessons 1b. Plans for monitoring and assessing student learning 1c. Plans for student engagement and rigor 1d. Structures lessons to make connections to other content areas and to the real world
Domain 2: Instruction	2a. Promotes discourse 2b. Communicates for learning 2c. Implements structured lessons
Domain 3: Classroom Climate	3a. Creates an environment of mutual respect for all 3b. Fosters appropriate standards of behavior 3c. Creates a safe, supportive, and orderly environment
Domain 4: Professionalism	4a. Engages in continuous professional growth 4b. Engages in professional collaboration with colleagues 4c. Cultivates family engagement in school 4d. Demonstrates professionalism

The Observation Process

The Manchester teacher evaluation model includes three types of observation processes all of which are followed by timely feedback using the Manchester Professional Educator Performance and Practice Continuum:

a. Formal observations: scheduled observations of practice in an instructional setting that last at least thirty minutes and are followed by a post-observation conference which includes both written and verbal feedback.

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 on the next page. 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 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.).

b. Informal observations: observations of practice in an instructional setting that last at least 10 minutes that is followed by written feedback. Multiple short informal observations may provide a more accurate picture of teacher performance. These observations may be unannounced.

c. Reviews of Practice: Non-classroom observations or other interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations as a review of practice. Reviews of practice are followed by written and/or verbal feedback. Examples of reviews of practice may include but are not limited to: artifacts including student work, planning documents, assessments, evidences of student development, attendance records from professional development or school-based activities/events, call-logs or notes from parent-teacher meetings; or observations of team/committee meetings, coaching or mentoring other teachers.

The following are **minimum** annual standards for the types and number of observation processes for teacher evaluation and support in the Manchester Public Schools. There can be more than these minimum standards:

Teacher Group	Observations and Reviews
(a) Non-Tenured Year 1 and Year 2 Teachers (b) Teachers in their first year in the district (c) Teachers rated Ineffective or Developing in previous school year	▪ Three formal observations, **one complete by December 31st** ▪ Two of the three with pre-conferences ▪ Post Observation Conferences recommended ▪ One Review of practice, additional as needed
(d) Non-Tenured Year 3 and Year 4 Teachers rated Effective or Highly Effective in previous school year	▪ One formal observation with pre-conference ▪ One informal observation ▪ Post Observation Conferences recommended ▪ One Review of Practice, additional as needed
(e) Tenured Teachers rated Effective or Highly Effective (on a 3-year evaluation cycle)	▪ One formal observation with pre- and post-conferences once every three years ▪ Three informal observations in all other years. ▪ Post Observation Conferences recommended ▪ One Review of Practice every year of the 3-year cycle, additional as needed.
(f) Non-Tenured teachers in danger of non-renewal (g) Teachers on a Teacher Assistance Plan	▪ **Two** formal observations with pre- and post-conferences **completed by December 31st**

Feedback

The goal of feedback is to help teachers grow as educators and become more effective. Feedback on any formal observation, informal 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 may 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.

Category 2: Parent Feedback (10% of Summative Evaluation)

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. 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 determine the Teacher Performance and Practice rating which is 10% of the teacher summative evaluation.

The process described below focuses on:

- Determining a whole school goal for the parent survey.
- Identifying action steps to be taken by the teacher to support achievement of the whole school goal.
- Conducting a district-wide parent survey in the spring.
- The school analyzes the school's results on the parent survey.
- The principal's evaluator rates the principal and the school on the whole school parent survey goal.

Administration of a Whole-School Parent Survey

Parent surveys will be conducted at the district level and disaggregated at the school level. The district school climate committee will recommend the selection of the district parent survey. The district will ensure the survey demonstrates fairness, reliability, validity, and usefulness. Parent surveys will be administered in a way that allows parents to feel comfortable providing feedback. Surveys will be confidential, and survey responses will not be tied to parents' names. Parent surveys will be administered every spring and trends will be analyzed from year-to-year.

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 a parent engagement goal 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 goal. This goal-setting process should occur between the principal and teachers (for example, during faculty meetings, or building-based professional development) no later than September 15th, so agreement could be reached on a parent feedback goal for the school.

Each teacher is then to develop through consultation with their evaluator Action Steps that support the achievement of the whole school parent feedback goal.

Arriving at a Parent Feedback Rating

The principal's evaluator will assign the whole school parent feedback rating based on the degree to which the school reaches the whole school parent feedback goal using the rubric below.

Rating	Description
Exceeded (4)	> 95% of Target
Met (3)	80% – 95% of Target
Partially Met (2)	65% - 79% of Target
Did Not Meet (1)	<65% of Target

B. Student Outcomes Rating

The "Student Outcomes Rating" will be measured based on results associated with student growth on student work rubrics, benchmark assessments and whole school student learning goals. These two categories, Student Growth and Development and Whole School Student Leaning Indictor will constitute 50% of a teacher's overall rating.

Figure 2: Outcomes Rating

Category 3 - Student Growth and Development (45% of Summative Evaluation)

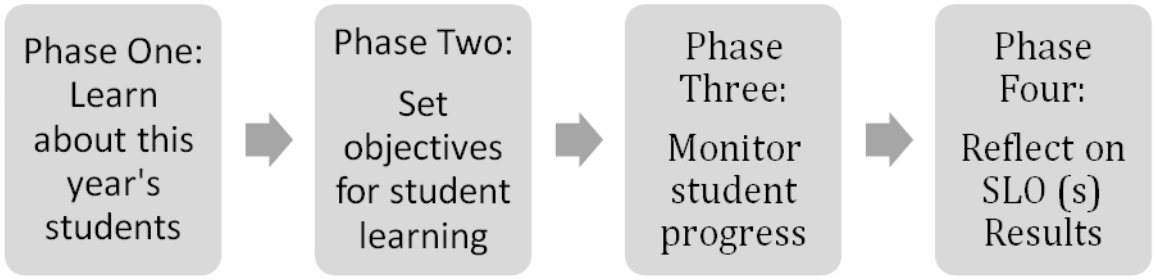
Every teacher's students, individually and as a group, are different from every other teacher's students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, student's profiles, and context into account. Teachers should select a representative sample of students, the number and make up of which, are mutually agreed upon by both teacher and evaluator. To determine IAGDs for the identified SLOs, multiple indicators of student growth over time will be utilized.

Student Learning Objectives:

- Are broad
- Address a central purpose of the teacher's assignment
- Pertain to a large proportion of students through representative sampling
- Reflect rigorous expectations
- Demonstrate student growth over time
- Aim for content mastery or skill development
- Align to relevant national standards or district goals

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 and Indicators of Academic Growth and Development

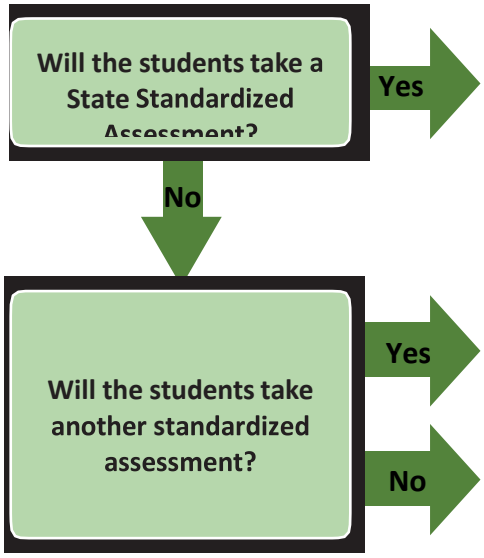
Each teacher must select, through mutual agreement, two Indicators of Academic Growth and Development which can either both measure the same SLO or can measure two separate SLOs. Teachers may collaborate with grade-level and/or subject matter colleagues in the creation of SLO(s). Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students' results based on their representative sample.

One half (22.5%) of the indicators used as evidence of whether goals/objectives are met can be non-standardized.

The other half (22.5%) of the Indicators of Academic Growth and Development can be based on standardized indicators for grades and subjects where available. **If a standardized indicator is not available, it shall be based on a non-standardized indicator.**

A standardized indicator may not be a single, isolated test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test may be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. In all years when Connecticut is granted a waiver from using standardized indicators in evaluation, all indicators will be a combination of standardized and non-standardized indicators mutually agreed upon by the PDEC.

Use the following flow chart to determine appropriate IAGDs.



Select a SLO / IAGD based on this assessment and another SLO / IAGD based on a non-standardized assessment. The standardized and non-standardized IAGD may both reference the same SLO or there may be two separate SLOs.

Select a SLO / IAGD based on this assessment and another SLO / IAGD based on a non-standardized assessment. The standardized and non-standardized IAGD may both reference the same SLO or there may be two separate SLOs.

Set SLO(s) based on two non-standardized assessments.

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 year

Examples of standardized assessments may include but are not limited to:

- DRA2
- Science CAPT
- AP Exams
- Science CMT
- SBAC (beginning 2016)

Non-standardized indicators include, but are not limited to:

- Performances rated against a rubric (such as: music performance, dance performance);
- Performance assessments or tasks rated against a rubric (such as constructed projects, student oral work, and other written work);
- Portfolios of student work rated against a rubric;
- Curriculum-based assessments, including those constructed by a teacher or team of teachers;
- Periodic assessments that document student growth over time (such as: formative assessments, diagnostic assessments, district benchmark assessments);
- Other indicators (such as: teacher developed tests, student written work, constructed project).

To create SLOs teachers will follow these four steps:

Step One: Teacher decides on SLOs (**One SLO with two IAGDs or Two SLOs with 1 IAGD each**)
Step Two: Teacher selects Indicators of Academic Growth and Development (IAGDs)
Step Three: Teacher provides evidence that supports the selection of the SLO.
Step Four: Teacher submits SLO to evaluator for approval

Step One: Decide on Student Learning Objectives

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

Teacher Category	Student Learning Objective
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.
11th Grade Algebra 2	Students will be able to analyze complex, real- world scenarios using mathematical models to interpret and solve problems.
2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.

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

The achievement of Student Learning Objectives is measured using two Indicators of Student Growth and Development (IAGDs). An IAGD is an assessment of student learning that provides evidence whether the SLO was met. Each IAGD indicator must identify:

1. The name or description of the assessment
2. Targeted level of performance
3. Goals for students can be based on a student growth model with movement within or among bands of an assessment tool or rubric.

Indicators may 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.

Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. The following are some examples of IAGD language that supports a student growth model over time:

The representative sample will show growth over time as evidenced by positive movement within the Accuracy or Comprehension portions of the DRA2 from Fall to Spring.

The representative sample will show growth over time as evidenced by positive movement within the Comprehension or Fluency portions of the Fountas & Pinnell Assessment from Fall to Spring.

The representative sample will show growth over time as evidenced by positive movement within the Math Fall to Spring Fluency (NBT, O&A) benchmarks.

The representative sample will show growth over time as evidenced by positive movement on either the Opinion Writing or Informational Writing rubrics.

Step Three: Provide evidence to support the selection of the SLO and IAGDs

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

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

Step Four: Submit SLO and IAGDs 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. SLOs that are not approved must be revised and resubmitted to the evaluator within ten school days. If consensus cannot be met, the dispute resolution process defined in Section III (H) will be used to establish agreed upon objectives and measures of learning.

SLO/IAGD 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. Standardized indicators compare data across assessments administered over 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 IAGDs.

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 IAGDs

Evidence pertinent to the IAGDs 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 IAGDs: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

Rating	Description
Exceeded (4)	85% - 100% of Representative Sample Met Their Individualized Target
Met (3)	66% - 84% of Representative Sample Met Their Individualized Target
Partially Met (2)	65% - 50% of Representative Sample Met Their Individualized Target
Did Not Meet (1)	<50% of Representative Sample Met Their Individualized Target

Category 4 Whole School Student Learning Objectives (5% of Summative Evaluation):

Teachers' rating on Whole School Student Learning Objectives is determined by the school principal's rating on the multiple student learning indicators goals. The principal will advise all teachers of the Whole School Learning Indicator Objectives after the principal's evaluation goals conference which must occur by **September 30th**. Every teacher in each school will have the same Whole School Student Learning Indicator rating as the school principal. Beginning in 2015-2016, it will also be based on School Performance Index (SPI) progress from year to year and SPI progress for student subgroups. The principal's summative ratings for the Whole School Student Learning Objectives must be determined and shared with the teachers by the **last day of May**. This date may be modified based on the district evaluation calendar.

Teachers will enter this rating into their summative self-assessment form.

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, Developing, 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	Developing
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 Outcomes score by combining the Student Growth and Development score and the Whole School Student Learning score.
3. Use chart above to determine teacher evaluation rating.

Adjustment of Summative Rating

Summative ratings must be completed for all teachers **no later than 5 school days before** the last day of school for each 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 15th. 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 *Effective* End of Year Summative ratings, one of which must be earned in the fourth year of a novice teacher's career. An *Ineffective* 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 *Effective* ratings in years three and four. A post-tenure educator shall generally be deemed *Ineffective* if said educator receives at least two sequential *Developing* End of Year Summative ratings or one *Ineffective* rating at any time.

VI. 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. Every certified teacher should be involved in self-reflection regarding his/her areas for professional growth within the four teacher practice domains. In collaboration with his/her evaluator, a review of teacher strengths and areas for growth will be identified and developed throughout the school year. A teacher being placed on a Teacher Assistance Plan is not dependent on an end of year Summative Rating.

The Teacher Assistance Program is designed to provide intensive support for teachers who are having difficulty meeting the standard of performance deemed Effective in the four Teacher Practice Domains as defined in the *Manchester Teacher Effectiveness and Performance Evaluation Handbook*. Additional resources, strategies and guidance, along with the teacher deeply engaged in professional practice, are all components of an effective Teacher Assistance Plan.

All certified educators demonstrating insufficient progress or lack of effectiveness can be placed on a Teacher Assistance Plan at any time during the school year after consistent teacher practice concerns have been identified through documented evidence and supports over a period of time by the evaluator. Non-tenured teachers determined to be Developing or Ineffective, despite the aforementioned supports and resources, may be moved to termination through the district's Non-Tenure Review Process. Teachers are encouraged to have union representation throughout this process.

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

Action/Support	Timeline	Additional Information
Notify Teacher of Being Placed on a Teacher Assistance Plan and Develop the TAP with Specific Timelines and Supports.	By Mid-Year Conference and/or February 28th. After being notified of being placed on a Teacher Assistance Plan, a copy of notification will be given to the teacher, superintendent and the president of the MEA and placed in the teacher's personnel file within five (5) school days of notification.	The TAP is created in collaboration with evaluator, teacher and his/her bargaining representative. A teacher on a TAP can be assigned a Complimentary Evaluator for up to two of the observations included in the TAP (Formal or Informal).
Two Formal Observations, Two Informal Observations (with Post-observation conferences).	One Formal and One Informal within the first 45 school days of the TAP's start date. Additional Formal and Informal by the end of the school year. **If the 90-school day period extends beyond the end of the school year, the teacher will begin the following school year on TAP and continue the timeline.**	At the conclusion of 90 school days, if sufficient growth has not been demonstrated, a recommendation will be made to the Superintendent for non-renewal/termination and subsequent termination proceedings will occur.
Removal From TAP	The minimum Teacher Assistance Plan duration is 90 school days.	If at the conclusion of the 90 school day period the teacher has demonstrated significant growth in the areas identified, and met indicators of success as outlined in the TAP, he/she will be removed from the Teacher Assistance Plan.
Non-Tenure Review Process. All Evaluators will participate in the Non-Tenure Review Process with the Superintendent's Cabinet for all non-tenured teachers at each school.	Evaluators will conference with the Superintendent's Cabinet December – January. Teachers in question will receive In-Danger of Non-Renewal letters by January 31st. Notification of Non-Renewal will go out to identified teachers from the Superintendent's Office by mid-March.	

A Teacher Assistance Plan must:

- 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

Summative ratings must be completed by last day of school 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 15th.** These adjustments should inform goal setting in the new school year.

Appendix A

Manchester Public Schools

Teacher Professional Educator Performance and Practice Continuum

Overview of Essential Attributes

1. Planning and Preparation

1a. Develops differentiated lessons

1b. Plans for monitoring and assessing student learning

1c. Plans for student engagement and rigor

1d. Structures lessons to make connections to other content areas and to the real world

2. Instruction

2a. Promotes discourse

2b. Communicates for learning

2c. Implements structured lessons

3. Classroom Climate

3a. Creates an environment of mutual respect for all

3b. Fosters appropriate standards of behavior

3c. Creates a safe, supportive, and orderly environment

4. Professionalism

4a. Engages in continuous professional growth

4b. Engages in professional collaboration with colleagues

4c. Cultivates family engagement in school

4d. Demonstrates professionalism

Domain 1: Planning & Preparation				
Essential Attributes	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
1a. Develops differentiated lessons	Utilizes previous data, background knowledge, individual needs and student interests within the planning process.	Utilizes previous data, background knowledge, individual needs and/or student interests within the planning process.	Considers the students' general learning needs throughout the planning process.	Does not utilize previous data, background knowledge, individual needs or student interests within the planning process.
	Uses data to plan multiple strategies that challenge all levels and styles of learners.	Uses data to plan multiple strategies that appropriately challenge students.	Plans few strategies that appropriately challenge students.	Does not plan strategies that appropriately challenge students.
	Plans targeted levels of assignments to meet individual student needs.	Plans targeted levels of assignments to meet group needs.		
	Reflects on professional collaboration to meet the individual needs of students.			
1b. Plans for monitoring and assessing student learning	Designs various, ongoing assessments to measure the learning objectives of the lesson.	Designs ongoing assessments to measure the learning objectives of the lesson.	Attempts to design assessments that measure some of the learning objectives of the lesson.	Does not design assessments that measure the learning objectives of the lesson, or relies solely on district assessments.
	Plans opportunities for student reflection during the learning process.			

Domain 1: Planning & Preparation (continued)				
Essential Attributes	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
1c. Plans for student engagement and rigor	Incorporates relevant resources and strategies to promote creativity, critical thinking and problem-solving.	Incorporates relevant resources and strategies to promote creativity, critical thinking and/or problem-solving.	Incorporates relevant resources and/or strategies.	Incorporates limited resources and/or strategies.
	Considers student strengths to incorporate a student-centered approach that promotes higher-order thinking and discourse for further inquiry.	Incorporates some opportunities for student-centered activities that promote higher-order thinking and discourse.	Incorporates opportunities for student-centered activities that do not support higher- order thinking or discourse.	Plans for limited opportunities for student engagement and active learning.
	Designs lessons that align with district curriculum goals and objectives and District Improvement Plan in order to improve student performance.	Designs lessons that align with district curriculum goals and objectives	Designs lessons that partially align with district curriculum goals and objectives.	Designs lessons that do not align with district curriculum goals and objectives.
1d. Structures lessons to make connections to other content areas and to the real world.	Plans to include multiple resources that support students' learning and helps make connections within and among content areas.	Plans to include multiple resources that support students' learning and helps make connections to other content areas and to the real world.	Plans to provide opportunities for connections to other content areas or to the real world.	Does not plan to provide opportunities for connections to other content areas or to the real world.
	Plans to promote student inquiry of how the content relates to the real world.			

Domain 2: Instruction				
Essential Attributes	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
2a Promotes discourse	Poses questions and prompts to promote higher-order thinking, scaffold learning, and engage all students in active discourse.	Poses questions and prompts to scaffold learning and provide opportunities for engagement of all students.	Poses questions that may lead to student learning and does not provide opportunities for engagement of all students.	Poses questions that require a passive response and fail to scaffold student learning.
	Uses techniques to ensure that all students actively participate in discourse and are continuously engaged.	Uses techniques to engage most students in discourse throughout lessons.	Uses techniques to promote engagement in discourse which are not consistently observed.	Use of techniques that do not allow opportunities for student discourse.
2b. Communicates for learning	Uses multiple methods of communication to provide specific feedback that is constructive and enhances student performance.	Provides feedback that is both constructive and enhances student performance.	Provides general feedback that is not constructive.	Provides little or no feedback for work or performance.
	Communication provides opportunities for reflective learning and self-monitoring.	Communication encourages reflective learning.	Communication does not encourage reflective learning.	Communication causes students to disengage.

Domain 2: Instruction (continued)				
Essential Attributes	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
2c. Implements structured lessons	Communicates and references goals and objectives to students throughout the lesson.	Communicates goals and objectives to students.	Goals and objectives are unclear to students.	Does not communicate goals and objectives to students
	Uses instructional strategies to differentiate, which includes the use of flexible grouping, targeted levels of assignments, and/or modified content and materials.	Uses instructional strategies to differentiate.	Uses instructional strategies for differentiation that are inconsistent or lack specificity.	Does not use strategies for differentiation.
	Uses assessment strategies to monitor and adjust instruction throughout the lesson.	Uses assessment strategies to monitor and adjust instruction.	Attempts to use assessments to adjust instruction.	Does not use assessment to monitor and adjust instruction.
	Implements all essential components of a cohesive lesson from initiation through closure.	Implements some essential components of a cohesive lesson from initiation through closure.	Partially implements components of a cohesive lesson.	Does not implement a cohesive lesson.

Domain 3: Classroom Climate				
Essential Attributes	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
3a. Creates an environment of mutual respect for all	Creates an environment in which sensitivity to cultures, interests and levels of development is consistently evident.	Creates an environment in which sensitivity to cultures and levels of development is evident.	Creates an environment in which sensitivity to cultures and levels of development is somewhat evident.	Does not create an environment that demonstrates sensitivity to cultures and levels of development.
	Establishes a community in which productivity, risk taking and learning are consistently evident and ongoing.	Establishes a community in which productivity, risk taking and learning are evident.	Establishes a community in which productivity, risk taking and learning are inconsistently evident.	Does not establish a community in which productivity, risk taking and learning are evident.
	Establishes a community in which student strengths are identified and fostered			
	Supports students in becoming role models for treating others with respect.			
	Consistently facilitates peer social interactions and relationships			

Domain 3: Classroom Climate (continued)				
Essential Attributes	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
3b. Fosters appropriate standards of behavior	Consistently communicates models and reinforces positive behavioral and high academic expectations for all students.	Communicates and reinforces behavioral and academic expectations for all students.	Inconsistently Communicates behavioral and academic expectations for students	Does not communicate behavioral and academic expectations.
	Redirects student behavior and enforces appropriate consequences consistently and effectively.	Redirects student behavior and enforces appropriate consequences.	Redirects student behavior and enforces appropriate consequences inconsistently.	Does not redirect student behavior or enforce appropriate consequences.
	Consistently and effectively promotes and supports positive behaviors aligned with school-wide PBIS.	Promotes and supports positive behaviors aligned with school-wide PBIS.	Inconsistently promotes and supports positive behaviors aligned with school-wide PBIS.	Does not promote or support positive behaviors aligned with school-wide PBIS.
3c. Creates a safe, supportive, and orderly environment	Consistently manages established routines and transitions to maximize instructional minutes based on student need.	Manages established routines and transitions to maximize instructional minutes.	Inconsistently manages established routines and transitions to maximize instructional minutes.	Does not manage established routines and transitions to maximize instructional minutes.
	Consistently and effectively facilitates student ownership of implementation of routines and procedures.	Facilitates student ownership of implementation of routines and procedures.	Inconsistently facilitates student ownership of implementation of routines and procedures.	Does not facilitate student ownership of implementation of routines and procedures.
	Provides organized materials which are easily accessible to students.	Provides organized and accessible materials.	Provides materials but there are no established procedures for their access or use.	Does not make necessary materials readily available.

Domain 4: Professionalism				
Essential Attributes	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
4a. Engages in continuous professional growth	Consistently reflects on teaching practices as prompted by overall student performance and/or evaluator's suggestion.	Reflects on teaching practices as prompted by overall student performance and/or evaluator's suggestion.	Inconsistently reflects on teaching practices as prompted by overall student performance and/or evaluator's suggestion.	No evidence of reflection on teaching practices.
	Takes active role in the evaluation for instructional improvement and continued professional growth.	Takes active role in the evaluation process for instructional improvement.	Takes a passive role in the evaluation process and is minimally responsive to evaluator feedback.	Takes a passive role in the evaluation process and is non-responsive to evaluator feedback.
	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.	Takes an active role in professional growth, both in learning and sharing with colleagues to impact instruction and meet the needs of all students.	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.	Does not take an active role in professional growth.

Domain 4: Professionalism (continued)				
Essential Attributes	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
4b. Engages in professional collaboration with colleagues	Actively works with colleagues to develop and sustain both grade-level/course-level improvements as well as contributes to broader school improvement.	Actively works with colleagues to develop and sustain both grade level/course level improvements.	Minimal effort is made to work with colleagues to develop and sustain improvement.	No effort is made to work with colleagues to develop and sustain improvement.
	Actively promotes and engages in collaboration to meet student needs and contribute to a positive school climate.	Collaborates with colleagues to meet student needs and contribute to a positive school climate.	Participates with colleagues and contributes to school climate as required	Does not collaborate with colleagues to meet student needs.
4c. Fosters family engagement in school	Ongoing communication occurs with families about the instructional program and individual student progress in a culturally appropriate and respectful manner.	Communication occurs with families about the instructional program and individual student progress in a culturally appropriate and respectful manner.	Minimal communication occurs with families about the instructional program and individual student progress in a culturally appropriate and respectful manner.	No communication occurs with families.
4d. Demonstrates professionalism	Demonstrates and consistently models professional conduct in compliance with the CT Code of Professional Responsibility.	Demonstrates consistent compliance with the CT Code of Professional Responsibility.	Demonstrates minimal compliance with the CT Code of Professional Responsibility.	Does not comply with the CT Code of Professional Responsibility.

Manchester Public Schools
Pride in Excellence

Appendix B
Alignment of Manchester Professional Educator Performance and Practice Continuum to Connecticut's Common Core of Teaching

CCT Domain	Teacher Performance Standard	MPS Domain and Attribute
Domain 1	**Classroom Environment, Student Engagement and Commitment to Learning**	
1a	Creating a positive learning environment that is responsive to and respectful of the learning needs of all students	**3a**
1b	Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students	**3b**
1c	Maximizing instructional time by effectively managing routines and transitions	**3c**
Domain 2	**Planning for Active Learning**	
2a	Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students	**1c**
2b	Planning instruction to cognitively engage students in the content	**1c**
2c	Selecting appropriate assessment strategies to monitor student progress	**1b**
Domain 3	**Instruction for Active Learning**	
3a	Implementing instructional content for learning	**2c**
3b	Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies	**2a, 2c**
3c	Assessing student learning, providing feedback to students and adjusting instruction	**2b, 2c**
Domain 4	**Professional Responsibilities and Teacher leadership**	
4a	Engaging in continuous professional learning to impact instruction and student learning	**4a**
4b	Collaborating to develop and sustain a professional learning environment to student learning	**4b**
4c	Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning	**4c**

Manchester Public Schools

Professional Educator Performance and Practice Continuum

School Social Worker Performance, Practice, and Professional Growth Standards

Overview of Domains and Indicators

Domain	Indicators
1: Professional Responsibilities	A: Conducts self as a professional in accordance with CT Code of Professional Responsibility for educators B: Prioritizes continuous professional learning to impact service delivery and student growth C: Understands individual student needs and rights, and complies with all legal requirements D: Communicates and collaborates with colleagues and families to develop and sustain a positive school climate in order to support student learning
2. Learning/Support Environment	A: Promotes a positive school climate that is responsive and respectful of individual needs and backgrounds B: Promotes student engagement and shared responsibility for learning process C: Outlines clear social expectations for self and students D: Creates and implements behavioral expectations that support the learning environment and/or student growth
3. Planning and Preparation	A: Demonstrates knowledge of child and adolescent development B: Demonstrates an understanding of family customs, cultures, and beliefs and their impact on student success C: Understands and complies with all Special Education laws, district policies and procedures D. Uses available assessments and evaluations to develop student programming
4. Direct Services/Instruction	A: Provides intervention or instruction that promotes student learning and development B: Maintains communication and rapport with students, families, and outside agencies C: Monitors and adjusts services to enhance student functioning D: Communicates expectations and provides feedback to all students to improve their engagement in the learning environment

Domain 1: Professional Responsibilities				
Performance Levels	**4**	**3**	**2**	**1**
	Highly Effective Practice	**Effective Practice**	**Developing Practice**	**Ineffective Practice**
Indicators				
A. Conducts self as professional in accordance with CT Code of Professional Responsibility for educators	*In addition to characteristics of effective practice:* Social worker is responsible for demonstrating the highest ideals of professionalism and social work code of ethics demonstrated by appropriate and timely communication with all stakeholders.	Social worker consistently ensures the highest ethical standards. Social worker consistently models respect for all members of the school community.	Social worker occasionally ensures the highest ethical standards. Social worker occasionally models respect for all members of the school community	Social worker rarely ensures the highest ethical standards. Social worker rarely models respect for all members of the school community.
B. Prioritizes continuous professional growth to impact student learning	*In addition to characteristics of effective practice:* Social worker actively seeks professional learning opportunities. Social worker shares learning and resources with their colleagues.	Social worker consistently participates actively in professional learning opportunities. Social worker consistently utilizes supervisor feedback. Social worker consistently applies professional learning to improve instruction, engage students, and self-evaluate his/her own practices.	Social worker occasionally participates *actively* in professional learning opportunities. Social worker occasionally utilizes supervisor feedback. Social worker occasionally applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.	Social worker rarely participates *actively* in professional learning opportunities. Social worker rarely accepts or applies supervisor feedback. Social worker rarely applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.
C. Understands individual	*In addition to characteristics of effective practice:*	Social worker consistently maintains the confidentiality of information concerning	Social worker occasionally maintains the confidentiality of	Social worker rarely maintains the confidentiality of

student needs and rights and complies with all legal requirements	Social worker actively pursues resources to enhance individual student learning and/or contributes ideas towards the IEP, 504 or other accommodation plans.	students and dispenses such information only when prescribed or directed by federal or state law or professional practice. Social worker consistently reads and reviews a student's IEP, 504 plan, or other accommodation plans and modifies and accommodates as necessary.	information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice. Social worker occasionally reads and reviews a student's IEP/504 plan, or other accommodation plan and modifies and accommodates as necessary.	information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice. Social worker rarely reads and reviews a student's IEP/504 plan, or other accommodation plan and modifies and accommodates as necessary.
D. Communicates and collaborates with colleagues and families to develop and sustain a positive school climate in order to support student learning	*In addition to characteristics of effective practice:* Social worker participates in activities to address bias, negative, or disrespectful attitudes or practices in the school community. Social worker is aware of the code of ethics, including confidentiality, and actively and consistently communicates information as appropriate in a timely manner with colleagues and families on student progress.	Social worker consistently utilizes a variety of communication methods to inform and involve families of the educational program. Social worker consistently develops collaborative relationships and makes a contribution to the professional community. Social worker consistently challenges and practices in the school that impede the school's ability to serve all students.	Social worker occasionally utilizes methods of communication to inform families of the educational program. Social worker occasionally develops collaborative relationships and makes a contribution to the professional community. Social worker occasionally challenges and practices in the school that impede the school's ability to serve all students.	Social worker rarely utilizes methods of communication to inform families of the educational process. Social worker rarely develops collaborative relationships and makes a contribution to the professional community. Social worker rarely challenges and rejects biased, negative, or disrespectful attitudes or practices in the school that impede the school's ability to serve all students.

Domain 2: Learning/Support Environment				
Performance Levels	**4**	**3**	**2**	**1**
	Highly Effective Practice	**Effective Practice**	**Developing Practice**	**Ineffective Practice**
Indicators				
A. Promotes a positive school climate that is responsive and respectful of individual needs and backgrounds	*In addition to the characteristics of effective practices* Social worker supports students in becoming role models for treating others with respect.	Social worker consistently promotes high academic and behavioral expectations for all students. Social worker creates and sustains an environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. Social worker consistently establishes a positive rapport with students and builds a trusting, supportive relationship.	Social worker occasionally promotes academic and behavioral expectations for students. Social worker creates an environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. Social worker occasionally establishes a positive rapport with students or builds a trusting, supportive relationship.	Social worker rarely promotes academic and behavioral expectations for students. Social worker rarely creates an environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. Social worker rarely establishes a positive rapport with students or builds a trusting, supportive relationship.
B. Promotes student engagement and shared responsibility for learning process	*In addition to the characteristics of effective practice* Social worker consistently uses and supports appropriate strategies to assist students as they reflect on and evaluate their own learning process and progress.	Social worker consistently provides students with strategies and opportunities to set and monitor their own learning goals. Social worker consistently uses appropriate strategies and supports to engage or re-engage students in learning activities. Social worker consistently fosters a welcoming environment where students engage in positive student/student and	Social worker occasionally provides students with strategies and opportunities to set and monitor their own learning goals. Social worker occasionally uses appropriate strategies and supports to engage or re-engage students in learning activities. Social worker occasionally fosters a welcoming environment	Social worker rarely provides students with strategies and opportunities to set and monitor their own learning goals. Social worker rarely uses appropriate strategies and supports to engage or re-engage students in learning activities. Social worker rarely fosters a welcoming environment where

		student/Social worker discourse.	where students engage in positive student/student and student/Social worker discourse.	students engage in positive student/student and student/Social worker discourse.
C. Outlines clear social expectations for self and students	*In addition to the characteristics of effective practices* Social worker provides evidence of explicit instruction, modeling, and reinforcement of social skills.	Social worker consistently demonstrates evidence of explicit instruction, modeling, and reinforcement of social skills. Social worker consistently provides opportunities for individual students to self-reflect on social/emotional skills.	Social worker occasionally demonstrates evidence of explicit instruction, modeling, and reinforcement of social skills. Social worker occasionally provides opportunities for individual students to self reflect on social/emotional skills.	Social worker rarely demonstrates evidence of explicit instruction, modeling, and reinforcement of social skills. Social worker rarely provides opportunities for individual students to self reflect on social/emotional skills.
D. Creates and implements behavioral expectations that support the learning environment and/or student growth	*In addition to the characteristics of effective practices* Social worker creates an environment, which promotes and rewards student persistence to complete learning objectives.	Social worker consistently shows evidence of on-going participation in establishing goals and decision-making. Social worker consistently provides opportunities for student participation in inquiry, self-monitoring, and self-evaluation.	Social worker occasionally shows evidence of on-going participation in establishing goals and decision-making. Social worker occasionally provides opportunities for student participation in inquiry, self-monitoring, and self-evaluation.	Social worker rarely shows evidence of on-going participation in establishing goals and decision-making. Social worker rarely provides opportunities for student participation in inquiry, self-monitoring, and self-evaluation.

Domain 3: Planning and Preparation				
Performance Levels	**4**	**3**	**2**	**1**
	Highly Effective Practice	**Effective Practice**	**Developing Practice**	**Ineffective Practice**
Indicators				
A. Demonstrates knowledge of child and adolescent development	*In addition to the characteristics of effective practice:* Social worker plans for ongoing opportunities for students to build and apply conceptual understanding of strategies and resources to support social/emotional functioning that will generalize to the world around them.	Social worker consistently plans for instruction that reflects knowledge of child and adolescent development. Social worker consistently plans for instruction that includes strategies and resources to support social/emotional functioning in the school environment.	Social worker occasionally plans for instruction that reflects knowledge of child and adolescent development. Social worker occasionally plans for instruction that includes strategies and resources to support social/emotional functioning in the school environment.	Social worker rarely plans for instruction that reflects knowledge of child and adolescent development. Social worker rarely plans for instruction that includes strategies and resources to support social/emotional functioning in the school environment.
B. Demonstrates an understanding of family customs, cultures, and beliefs and their impact on student success	*In addition to the characteristics of effective practice:* Social worker applies knowledge of family customs, cultures, and beliefs to provide appropriate interventions to assist in students' academic success. Social worker consistently plans to incorporate multiple strategies that accommodate all levels of learning and learning styles.	Social worker consistently uses previous data, background knowledge, student interests, and student needs to plan for counseling/instruction. Social worker consistently plans for differentiation that includes the use of flexible grouping and/or targeted levels of counseling/instruction, and resources. Social worker consistently plans to incorporate strategies that appropriately challenge students.	Social worker occasionally uses previous data, background knowledge, student interests, and student needs to plan for counseling/instruction. Social worker occasionally develops plans based on the collective learning needs/strengths of the students. Social worker occasionally plans to incorporate strategies that appropriately challenge students.	Social worker rarely uses previous data, background knowledge, student interests, and student needs to plan for counseling/instruction. Social worker rarely develops plans based on the learning needs/strengths of students. Social worker rarely plans to incorporate strategies that appropriately challenge students.

C. Understands and complies with all Special Education laws, district policies and procedures	*In addition to the characteristics of effective practice:* Social worker actively pursues resources to enhance their understanding of Special Education laws, district policies and procedures.	Social worker consistently reads and reviews Special Education laws, district policies, and procedures.	Social worker occasionally reads and reviews Special Education laws, district policies, and procedures.	Social worker rarely reads and reviews Special Education laws, district policies, and procedures.
D. Uses available assessments and evaluations to develop student programming	*In addition to characteristics of effective practice:* Social worker consistently applies a comprehensive system of monitoring social/emotional functioning.	Social worker consistently uses available assessments and evaluations to develop student programming. Social worker consistently monitors student learning, growth, and progress toward accessing their education in the general education setting.	Social worker occasionally uses available assessments and evaluations to develop student programming. Social worker occasionally monitors student learning, growth, and progress toward accessing their education in the general education setting.	Social worker rarely uses available assessments and evaluations to develop student programming. Social worker rarely monitors student learning, growth, and progress toward accessing their education in the general education setting.

Domain 4: Services/Instruction

Performance Levels	**4**	**3**	**2**	**1**
	Highly Effective Practice	**Effective Practice**	**Developing Practice**	**Ineffective Practice**
Indicators				
A. Provides intervention or instruction that promotes student learning and development	*In addition to the characteristics of effective practice:* Social worker clearly and consistently develops appropriate interventions based on individual student needs.	Social worker clearly and consistently communicates the purpose for social work services, the learning/behavioral expectations, directions, and procedures to students.	Social worker occasionally communicates the purpose for social work services, the learning/behavioral expectations, directions, and procedures to students.	Social worker rarely communicates the purpose of the lesson, the learning/behavioral expectations, directions, and procedures to students. Social worker presents information in a singular format.

		Social worker presents information in a variety of formats (verbal, written, visual and/or electronic communication).	Social worker presents information in a limited number of formats.	
B. Maintains communication and rapport with students, families, and outside agencies	*In addition to the characteristics of effective practice:* Social worker develops relationships and communicates regularly with outside agencies of service to families and students. Social worker works to find new ways of developing relationships with hard to reach families	Social worker consistently maintains timely communication evidence with students, families, and outside agencies. Social worker consistently uses a variety of communication techniques (i.e. mail, email, fax, phone log, home visits).	Social worker occasionally maintains timely communication evidence with students, families, and outside agencies. Social worker occasionally uses a variety of communication techniques (i.e. mail, email, fax, phone log, home visits).	Social worker rarely maintains timely communication evidence with students, families, and outside agencies. Social worker rarely uses a variety of communication techniques (i.e. mail, email, fax, phone log, home visits).
C. Monitors and adjusts services to enhance student functioning	*In addition to the characteristics of effective practice:* Social worker consistently supports and promotes services to enhance student functioning.	Social worker consistently collects data to monitor student progress and creates/adjusts counseling sessions to address areas of concern/improvement.	Social worker occasionally collects data to monitor student progress and creates/adjusts counseling sessions to address areas of concern/improvement.	Social worker rarely collects data to monitor student progress and creates/adjusts counseling sessions to address areas of concern/improvement.
D. Communicates expectations and provides feedback to all students to improve their engagement in the learning environment	*In addition to the characteristics of effective practice:* Feedback is consistently of high quality and requires students to extend their thinking.	Social worker consistently provides accurate, timely, and specific feedback to students about their progress toward their goals and strategies for improvement. Social worker consistently engages students and	Social worker occasionally provides accurate, timely, and specific feedback to students about their progress toward their goals and strategies for improvement. Social worker occasionally engages students and	Social worker rarely provides accurate, timely, and specific feedback to students about their progress toward their goals and strategies for improvement.

	Social worker provides students opportunities to incorporate feedback to reflect on behavioral/emotional issues that affect academic success.	allows for appropriate student reflection.	allows for appropriate student reflection.	Social worker rarely engages students in meaningful discussion.

Manchester Public Schools

Professional Educator Performance and Practice Continuum

School Psychologist Performance, Practice, and Professional Growth Standards

Overview of Domains and Indicators

Domain	Indicators
1: Professional Responsibilities	A: Conducts self as a professional in accordance with CT State Department of Education Guidelines for the Practice of School Psychology B: Prioritizes continuous professional growth C: Understands individual student needs and rights and complies with all legal requirements D: Utilizes assessment results to analyze student performance for decision making related to eligibility for services E: Communicates and collaborate with colleagues and families to develop and sustain a positive school climate
2: Service Environment	A: Promotes a positive climate that is responsive and respectful B: Establishes rapport with students and promotes student engagement C: Sets clear expectations for self and students D: Establishes appropriate standards of behavior for students
3: Planning and Preparation	A: Conducts file reviews for the purpose of compiling comprehensive educational history B: Communicate with school staff and parents regarding current levels of performance C: Collects and analyzes student progress through the use of data D: Write accurate, comprehensive and clear reports E: Strategically coordinates meetings in adherence with mandated federal, state and district timelines F: Utilizes empirically supported psycho-educational and/or behavioral assessment measures that are appropriate to student needs
4: Consultation & Collaboration	A: Engages in consultation and collaboration with school staff B: Engages in consultation and collaboration with parents and families

Domain 1: Professional Environment				
Performance Levels	**4**	**3**	**2**	**1**
	Highly Effective Practice	**Effective Practice**	**Developing Practice**	**Ineffective Practice**
Indicators				
A: Conducts self as a professional in accordance with CT State Department of Education Guidelines for the Practice of School Psychology	*In addition to characteristics of effective practice:* School Psychologist is responsible for demonstrating the highest ideals of professionalism evidenced by his/her commitment to students, the profession, the community and families.	School Psychologist consistently ensures the highest ethical standards. School Psychologist consistently models respect for all members of the school community.	School Psychologist occasionally ensures the highest ethical standards. School Psychologist occasionally models respect for all members of the school community.	School Psychologist rarely ensures the highest ethical standards. School Psychologist rarely models respect for all members of the school community.
B: Prioritizes continuous professional growth	*In addition to characteristics of effective practice:* School Psychologist actively seeks outs professional learning opportunities. School Psychologist shares learning and resources with their colleagues and staff.	School Psychologist consistently participates actively in professional learning opportunities. School Psychologist consistently utilizes supervisor feedback. School Psychologist consistently applies professional learning to improve planning, preparation, consolation, collaboration and assessment.	School Psychologist occasionally participates *actively* in professional learning opportunities. School Psychologist occasionally utilizes supervisor feedback. School Psychologist occasionally applies professional learning to improve planning, preparation, consultation, collaboration and assessment.	School Psychologist rarely participates *actively* in professional learning opportunities. School Psychologist rarely accepts or applies supervisor feedback. School Psychologist rarely applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.
C: Understands individual student needs and rights and complies with all legal requirements	*In addition to characteristics of effective practice:* School Psychologist actively pursues resources to enhance individual student learning and/or contributes ideas towards the IEP, 504 or other accommodation plans.	School Psychologist consistently maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice. School Psychologist consistently reads and reviews a student's IEP,	School Psychologist occasionally maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice. School Psychologist occasionally reads and	School Psychologist rarely maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice.

		504 plan, or other accommodation plans to recommend modifications and accommodations as necessary.	reviews a student's IEP/504 plan, or other accommodation plans to recommend modifications and accommodations as necessary.	School Psychologist rarely reads and reviews a student's IEP/504 plan, or other accommodation plans to recommend modifications and accommodations as necessary.
D: Utilizes assessment results to analyze student performance for decision making related to eligibility for services	*In addition to the characteristics of effective practices:* School Psychologist always integrates assessment results with classroom performance in order to make highly informed decisions regarding student eligibility with regard to best practices.	School Psychologist consistently integrates assessment results with classroom performance in order to make informed decisions regarding student eligibility.	School Psychologist occasionally integrates assessment results with classroom performance in order to make informed decisions regarding student eligibility.	School Psychologist rarely integrates assessment results with classroom performance in order to make informed decisions regarding student eligibility.
E: Communicates and collaborate with colleagues and families to develop and sustain a positive school climate	*In addition to characteristics of effective practice:* School Psychologist facilitates or actively participates in school-wide activities to address bias, negative, or disrespectful attitudes or practices in the school community. School Psychologist communicates with families about student progress and offers guidance with school readiness.	School Psychologist consistently utilizes a variety of communication methods to inform and involve families of the educational program. School Psychologist consistently develops collaborative relationships and makes a contribution to the professional community. School Psychologist consistently challenges practices in the school that impede the school's ability to serve all students.	School Psychologist occasionally utilizes methods of communication to inform families of the educational program. School Psychologist occasionally develops collaborative relationships and makes a contribution to the professional community. School Psychologist occasionally challenges practices in the school that impede the school's ability to serve all students.	School Psychologist rarely utilizes methods of communication to inform families of the educational process. School Psychologist rarely develops collaborative relationships and makes a contribution to the professional community. School Psychologist rarely challenges practices in the school that impede the school's ability to serve all students.

Domain 2: Service Environment				
Performance Levels	**4**	**3**	**2**	**1**
	Highly Effective Practice	**Effective Practice**	**Developing Practice**	**Ineffective Practice**
Indicators				
A: Promotes a positive climate that is responsive and respectful	*In addition to the characteristics of effective practices:* School Psychologist supports students in becoming role models for treating others with respect.	School Psychologist consistently promotes high academic and behavioral expectations for all students. School Psychologist contributes to a school environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. School Psychologist consistently establishes a positive rapport with students and builds a trusting, supportive relationship.	School Psychologist occasionally promotes academic and behavioral expectations for students. School Psychologist contributes to a school environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. School Psychologist occasionally establishes a positive rapport with students or builds a trusting, supportive relationship.	School Psychologist rarely promotes academic and behavioral expectations for students. School Psychologist rarely contributes to a school environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. School Psychologist rarely establishes a positive rapport with students or builds a trusting, supportive relationship.
B: Establishes rapport with students and promotes student engagement	*In addition to the characteristics of effective practices:* School Psychologist promotes student self-reflection and self-awareness so that the student can develop meaningful social and academic relationships (examples could include, self advocacy, social skills, etc.).	School Psychologist consistently uses appropriate strategies and supports to engage students in the educational environment. School Psychologist consistently fosters a welcoming environment and establishes relationships that promote student engagement in the learning environment.	School Psychologist occasionally uses appropriate strategies and supports to engage students in the educational environment. School Psychologist occasionally fosters a welcoming environment and establishes relationships that promote student engagement in the learning environment.	School Psychologist rarely uses appropriate strategies and supports to engage students in the educational environment. School Psychologist rarely fosters a welcoming environment and establishes relationships that promote student engagement in the learning environment.
C: Sets clear expectations for self and students	*In addition to the characteristics of effective practices:* School Psychologist exhibits evidence of the application of new	School Psychologist consistently demonstrates evidence of collaborative practices to support reinforcement of appropriate social skills.	School Psychologist occasionally demonstrates evidence of collaborative practices to support reinforcement of appropriate social skills.	School Psychologist rarely demonstrates evidence of collaborative practices to support reinforcement of

	learning to case management.			appropriate social skills.
D: Establishes appropriate standards of behavior for students	*In addition to the characteristics of effective practices:* School Psychologist supports staff and collaborates with families and outside agencies to help individual students to generalize appropriate behaviors outside of the school environment. School Psychologist provides guidance to staff to promote student use of: - self-regulation - conflict-resolution - problem-solving in support of social skills and ethical and responsible behavior.	School Psychologist consistently provides guidance to establish clear behavior expectations and consequences for individual students as needed. School Psychologist consistently monitors/adjusts behavior expectations/ management that supports the student in the school environment.	School Psychologist occasionally provides guidance to establish clear behavior expectations and consequences for individual students as needed. School Psychologist occasionally monitors/adjusts behavior expectations/ management that supports the student in the school environment.	School Psychologist rarely provides guidance to establish clear behavior expectations and consequences for individual students as needed. School Psychologist rarely monitors/adjusts behavior expectations/ management that supports the student in the school environment.

Domain 3: Planning and Preparation				
Performance Levels	**4**	**3**	**2**	**1**
	Highly Effective Practice	**Effective Practice**	**Developing Practice**	**Ineffective Practice**
Indicators				
A: Conducts file reviews for the purpose of compiling comprehensive educational history	*In addition to the characteristics of effective practices:* School Psychologist integrates information and provides insight from student's educational history for the purpose of appropriate instructional planning.	School Psychologist consistently completes a review of general education and special education records as a component of educational planning and evaluations.	School Psychologist occasionally completes a review of general education and special education records as a component of educational planning and evaluations.	School Psychologist rarely completes a review of general education and special education records as a component of educational planning and evaluations.
B: Communicate with school staff and parents regarding current	*In addition to the characteristics of effective practices:*	School Psychologist consistently communicates with appropriate school staff and parents regarding	School Psychologist occasionally communicates with appropriate school staff and parents regarding	School Psychologist rarely communicates with appropriate school staff and parents regarding student

levels of performance	School Psychologist always communicates with appropriate school staff and parents regarding student functioning and current levels of performance. School Psychologist always seeks feedback from appropriate school staff and parents regarding student functioning and current levels of performance. Communication and feedback is drawn from multiple sources of information and presented in a positive and supportive way.	student functioning and current levels of performance. School Psychologist consistently seeks feedback from appropriate school staff and parents regarding student functioning and current levels of performance.	student functioning and current levels of performance. School Psychologist occasionally seeks feedback from appropriate school staff and parents regarding student functioning and current levels of performance.	functioning and current levels of performance. School Psychologist rarely seeks feedback from appropriate school staff and parents regarding student functioning and current levels of performance.
C: Collects and analyzes student progress through the use of data	*In addition to the characteristics of effective practices:* School Psychologist identifies trends and guides classroom evaluations and benchmarks.	School Psychologist consistently draws appropriate conclusions from a thorough analysis of a variety of assessment data to inform instruction and improve student learning.	School Psychologist occasionally draws appropriate conclusions from a thorough analysis of a variety of assessment data to inform instruction and improve student learning.	School Psychologist rarely draws appropriate conclusions from a thorough analysis of a variety of assessment data to inform instruction and improve student learning.
D: Write accurate, comprehensive and clear reports	*In addition to the characteristics of effective practices:* School Psychologist provides additional recommendations and insights for parents to use at home to reinforce learning and school readiness.	School Psychologist consistently writes evaluations reports that clearly and accurately convey student strengths and weaknesses and provides strategies that appropriately help student access and progress within the learning environment.	School Psychologist occasionally writes evaluations reports that clearly and accurately convey student strengths and weaknesses and provides strategies that appropriately help student access and progress within the learning environment.	School Psychologist rarely writes evaluations reports that clearly and accurately convey student strengths and weaknesses and provides strategies that appropriately help student access and progress within the learning environment.
E: Strategically coordinates meetings in adherence with mandated federal,	*In addition to the characteristics of effective practices:* School Psychologist takes a leadership role in proactively scheduling and rescheduling meetings	School Psychologist consistently schedules meetings in accordance with mandated deadlines	School Psychologist occasionally schedules meetings in accordance with mandated deadlines.	School Psychologist rarely schedules meetings in accordance with the mandated deadlines.

state and district timelines	in spite of timeline conflicts.			
F: Utilizes empirically supported psycho-educational and/or behavioral assessment measures that are appropriate to student needs	*In addition to the characteristics of effective practices:* School psychologist uses assessment measures and shares resources with colleagues.	School Psychologist consistently uses assessment measures that are valid, reliable, and address referral concerns.	School Psychologist occasionally uses assessment measures that are valid, reliable, and address referral concerns.	School Psychologist rarely uses assessment measures that are valid, reliable, and address referral concerns.

Domain 4: Consultation and Collaboration				
Performance Levels	**4**	**3**	**2**	**1**
	Highly Effective Practice	**Effective Practice**	**Developing Practice**	**Ineffective Practice**
Indicators				
A: Engages in consultation and collaboration with school staff	*In addition to the characteristics of effective practices:* Assists with the development and/or delivery of staff professional development on collaboration and consultation; and/or Provides mentoring and coaching to colleagues regarding consultation stratifies; and/or Applies knowledge in innovative ways to assist students, schools, and/or corporation. For example, designing a process for collaborative team meetings.	School Psychologist consistently engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s).	School Psychologist occasionally engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s).	School Psychologist rarely engages in consultation and collaboration with school staff in a manner that meets the expectations of the role/school(s).
B: Engages in consultation and collaboration with parents and families	*In addition to the characteristics of effective practices:* Assists with the development and/or delivery of staff professional	School Psychologist consistently engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).	School Psychologist occasionally engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).	School Psychologist rarely engages in consultation and collaboration with parents and families in a manner that meets the expectations of the role/school(s).

	development on collaboration and consultations; and/or Provides mentoring and coaching to colleagues regarding consultation strategies; and/or Applies knowledge in innovative ways to assist students and families; and/or Conducts and/or assists with parent education sessions and trainings.			

Manchester Public Schools

Professional Educator Performance and Practice Continuum

Speech Language Pathologist Performance, Practice, and Professional Growth Standards

Overview of Domains and Indicators

Domain	Indicators
1: Professional Responsibilities	A: Conducts self as a professional in accordance with CT State Department of Education Guidelines for the Practice of School Speech Language Pathology B: Prioritizes continuous professional growth C: Understands individual student needs and rights and complies with all legal requirements D: Uses assessment results to analyze student performance for decision-making related to eligibility and dismissal from services E: Communicates and collaborate with colleagues and families to develop and sustain a positive school climate
2: Learning Environment	A: Promotes a positive class climate that is responsive and respectful B: Promotes student engagement by using instructional language that is consistent with the student's level of comprehension. C: Sets clear expectations and promotes generalization as an outcome of intervention D: Constructs culturally, linguistically, and developmentally appropriate learning activities E: Establishes appropriate standards of behavior for students F: Provides sufficient and effective learning opportunities
3: Planning and Preparation	A: Selects and defends intervention strategies using evidence-based practice and theory related to the populations served B: Matches students' needs for services with the appropriate intervention models and makes appropriate learning modifications C: Clearly defines objectives for all students that are aligned with the IEP, curriculum and district learning standards D: Uses data collection systems that are meaningful and measure progress related to the general education curriculum and the student's disability E: Develops and utilizes individualized education plans to inform instructional practices
4: Instruction	A: Communicates expectations to all students B: Uses purposeful instructional strategies C: Engages all students in learning tasks D: Uses technology and digital resources to enhance learning E: Provides feedback to all students to improve their performance F: Monitors and adjusts instruction to enhance student learning G: Provides students and families with evaluation reports and progress reports that comply with state, federal and district mandates

Domain 1: Professional Responsibilities - Speech and Language				
Performance Levels	**4**	**3**	**2**	**1**
	Highly Effective Practice	**Effective Practice**	**Developing Practice**	**Ineffective Practice**
Indicators				
A. Conducts self as professional in accordance with CT Code of Professional Responsibility for educators and ASHA Code of Ethics	*In addition to characteristics of effective practice:* SLP is responsible for demonstrating the highest ideals of professionalism evidenced by his/her commitment to students, the profession, the community and families.	SLP consistently ensures the highest ethical standards. SLP consistently models respect for all members of the school community.	SLP occasionally ensures the highest ethical standards. SLP occasionally models respect for all members of the school community.	SLP rarely ensures the highest ethical standards. SLP rarely models respect for all members of the school community.
B. Prioritizes continuous professional growth to impact instruction and student learning	*In addition to characteristics of effective practice:* SLP actively seeks outs professional learning opportunities. SLP shares learning and resources with their colleagues.	SLP consistently participates actively in professional learning opportunities. SLP consistently utilizes supervisor feedback. SLP consistently applies professional learning to improve instruction, engage students, and self-evaluate his/her own practices.	SLP occasionally participates *actively* in professional learning opportunities. SLP occasionally utilizes supervisor feedback. SLP occasionally applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.	SLP rarely participates *actively* in professional learning opportunities. SLP rarely accepts or applies supervisor feedback. SLP rarely applies professional learning to improve instruction, engages students, and self-evaluates his/her own practices.
C. Understands individual student needs and rights and complies with all legal requirements	*In addition to characteristics of effective practice:* SLP actively pursues resources to enhance individual student learning and/or contributes ideas towards the IEP, 504 or other accommodation plans.	SLP consistently maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice. SLP consistently reads and reviews a student's IEP, 504 plan or other accommodation plans	SLP occasionally maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice. SLP occasionally reads and reviews a student's IEP/504 plan	SLP rarely maintains the confidentiality of information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice.

		and modifies and accommodates as necessary.	or other accommodation plan and modifies and accommodates as necessary.	SLP rarely reads and reviews a student's IEP/504 plan, or other accommodation plan and modifies and accommodates as necessary.
D. Uses assessment results to analyze student performance for decision-making related to eligibility and dismissal from services	*In addition to characteristics of effective practice:* SLP uses and reports State of CT criteria and evaluative data to design and modify instruction along a continuum of services.	SLP consistently uses State of CT eligibility and dismissal criteria.	SLP occasionally uses State of CT eligibility and dismissal criteria.	SLP rarely uses State of CT eligibility and dismissal criteria.
E. Communicates and collaborates with colleagues and families to develop and sustain a positive school climate in order to support student learning	*In addition to characteristics of effective practice:* SLP facilitates or actively participates in school-wide activities to address bias, negative, or disrespectful attitudes or practices in the school community. SLP communicates with families on positive student progress as well as negative.	SLP consistently utilizes a variety of communication methods to inform and involve families of the educational program. SLP consistently develops collaborative relationships and makes a contribution to the professional community. SLP consistently challenges and practices in the school that impede the school's ability to serve all students.	SLP occasionally utilizes methods of communication to inform families of the educational program. SLP occasionally develops collaborative relationships and makes a contribution to the professional community. SLP occasionally challenges and practices in the school that impede the school's ability to serve all students.	SLP rarely utilizes methods of communication to inform families of the educational process. SLP rarely develops collaborative relationships and makes a contribution to the professional community. SLP challenges practices in the school that impede the school's ability to serve all students.

Domain 2: Learning Environment- Speech and Language				
Performance Levels	**4**	**3**	**2**	**1**
	Highly Effective Practice	**Effective Practice**	**Developing Practice**	**Ineffective Practice**
Indicators				
A. Promotes a positive class climate that is responsive and respectful	*In addition to the characteristics of effective practices* SLP supports students in becoming role models for treating others with respect.	SLP consistently promotes high academic and behavioral expectations for all students. SLP creates and sustains a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. SLP consistently establishes a positive rapport with students and builds a trusting, supportive relationship.	SLP occasionally promotes academic and behavioral expectations for students. SLP creates a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. SLP occasionally establishes a positive rapport with students or builds a trusting, supportive relationship.	SLP rarely promotes academic and behavioral expectations for students. SLP rarely creates a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests, and skill levels. SLP rarely establishes a positive rapport with students or builds a trusting, supportive relationship.
B. Promotes student engagement by using instructional language that is consistent with the student's level of comprehension.	*In addition to the characteristics of effective practice* SLP is able to model this as an exemplar of practice.	SLP consistently uses language that is commensurate with the student's ability. SLP consistently uses appropriate strategies and supports to engage or re-engage students in learning activities. SLP consistently fosters a welcoming environment where students engage in positive student/student and student/SLP discourse.	SLP's level of language is incongruent with the student's level of comprehension. SLP occasionally uses appropriate strategies and supports to engage or re-engage students in learning activities. SLP occasionally fosters a welcoming environment where students engage in positive student/student and student/SLP discourse.	SLP rarely uses language that is consistent with the student's level of comprehension. SLP rarely uses appropriate strategies and supports to engage or re-engage students in learning activities. SLP rarely fosters a welcoming environment where students engage in positive student/student and student/SLP discourse.
C. Sets clear expectations and	*In addition to the characteristics of effective practices*	SLP consistently demonstrates evidence of explicit instruction,	SLP occasionally demonstrates evidence of explicit instruction,	SLP rarely demonstrates evidence of explicit

promotes generalization as an outcome of SRBI intervention.	SLP provides evidence of explicit instruction, modeling, and reinforcement of speech and/or language skills in a variety of settings. SLP is able to model this as an exemplar of practice through inclusion lessons, co-teaching, or consultation with staff.	modeling, and reinforcement of speech and language skills.	modeling, and reinforcement of speech and language skills.	instruction, modeling, and reinforcement of speech and language skills.
D. Constructs culturally, linguistically, and developmentally appropriate learning activities	*In addition to the characteristics of effective practices* SLP creates an environment that promotes and rewards student persistence to complete learning objectives	SLP consistently shows evidence of on-going student active participation. SLP consistently provides opportunities for student participation in learning, self-monitoring, and self-evaluation.	SLP occasionally shows evidence of on-going student participation. SLP occasionally provides opportunities for student participation in learning, self-monitoring, and self-evaluation.	SLP rarely shows evidence of on-going student participation. SLP rarely provides opportunities for student participation in learning, self-monitoring, and self-evaluation.
E. Establishes appropriate standards of behavior for students	*In addition to the characteristics of effective practices* SLP promotes appropriate student behavior that will support a productive learning environment. SLP promotes student use of social skills and ethical and responsible behavior.	SLP consistently establishes clear behavior expectations and consequences for the students. SLP consistently and actively monitors and establishes behavior that supports the learning environment.	SLP occasionally establishes clear behavior expectations and consequences for the students. SLP occasionally monitors actively and establishes behavior that supports the learning environment.	SLP rarely establishes clear behavior expectations and consequences for the students. SLP rarely monitors actively and establishes behavior that supports the learning environment.
F. Provides sufficient and effective learning opportunities	*In addition to the characteristics of effective practices* SLP promotes an environment in which students seamlessly demonstrate	SLP consistently establishes classroom routines and procedures that are clear and evident. SLP consistently displays classroom routines and	SLP occasionally establishes classroom routines and procedures that are clear and evident. SLP occasionally displays classroom routines and	SLP rarely establishes classroom routines and procedures that are clear and evident. SLP rarely displays classroom routines

	independence, efficient routines, and transitions.	procedures that help to maximize instructional time.	procedures that help to maximize instructional time.	and procedures that help to maximize instructional time.

Domain 3: Planning and Preparation-Speech and Language				
Performance Levels	**4**	**3**	**2**	**1**
	Highly Effective Practice	**Effective Practice**	**Developing Practice**	**Ineffective Practice**
Indicators				
A. Selects and defends SRBI intervention strategies using evidence-based practice and theory related to the populations served	*In addition to the characteristics of effective practice:* SLP incorporates academic, instruction, and curriculum into SRBI intervention strategies to achieve communication goals.	SLP consistently relates academic, instruction and curriculum into SRBI intervention strategies to achieve communication goals.	SLP occasionally relates academic, instruction and curriculum into SRBI intervention strategies to achieve communication goals.	SLP rarely relates academic, instruction and curriculum into SRBI intervention strategies to achieve communication goals.
B. Matches students' needs for services with the appropriate intervention models and makes appropriate learning modifications	*In addition to the characteristics of effective practice:* SLP consistently plans to incorporate multiple strategies that accommodate all levels of learning and learning styles.	SLP consistently accommodates students' unique learning styles by selecting and adapting materials and/or technology. SLP consistently plans for differentiation in small group instruction and demonstrates flexibility. SLP consistently plans to incorporate strategies that appropriately challenge students.	SLP occasionally accommodates students' unique learning styles by selecting and adapting materials and/or technology. SLP occasionally develops plans based on the collective learning needs/strengths of the students. SLP occasionally plans to incorporate strategies that appropriately challenge students.	SLP rarely uses makes accommodations for students' unique learning styles. SLP rarely develops plans based on the learning needs/strengths of students. SLP rarely plans to incorporate strategies that appropriately challenge students.
C. Clearly defines objectives for all students that are aligned with the IEP, curriculum and	*In addition to the characteristics of effective practice:*	SLP consistently establishes clear student objectives, written with measurable outcomes.	SLP occasionally establishes clear student objectives, written with measurable outcomes.	SLP rarely establishes clear student objectives, written with measurable outcomes.

district learning standards	SLP creates curriculum based intervention plans that include educationally relevant measurable long term goals and educationally relevant short term goals and/or benchmarks.	SLP consistently designs student objectives that reflect high expectations and rigor as defined by the CCSS, the curriculum, and/or the student's IEP.	SLP occasionally designs student objectives that reflect high expectations and rigor as defined by the CCSS, the curriculum, and/or the student's IEP.	SLP rarely designs student objectives that reflect high expectations and rigor as defined by the CCSS, the curriculum, and/or the student's IEP.
D. Uses data collection systems that are meaningful and measure progress related to the general education curriculum and the student's disability	*In addition to the characteristics of effective practice:* SLP collects quantitative and qualitative data and uses the data to modify interventions.	SLP consistently collects qualitative and quantitative data. SLP consistently develops plans for student learning that are based on prior learning, sequential, logical and are based on student objectives.	SLP occasionally collects qualitative and quantitative data. SLP occasionally develops plans for student learning that are based on prior learning, sequential, logical and are based on student objectives.	SLP rarely collects qualitative and quantitative data. SLP rarely develops plans for student learning that are based on prior learning, sequential, logical and are based on student objectives.
E: Develops and utilizes individualized education plans to inform instructional practices	*In addition to the characteristics of effective practice:* The SLP utilizes varied sources of data to develop IEPs. The SLP utilizes evidence based practice in the development and implementation of instructional practices.	The SLP consistently uses data to develop measurable goals and objectives that target instructional practices. The SLP consistently delivers instruction in alignment with the IEP goals/objectives.	The SLP occasionally uses data to develop measurable goals and objectives that target instructional practices. The SLP occasionally delivers instruction in alignment with the IEP goals/objectives.	The SLP rarely uses data to develop measurable goals and objectives that target instructional practices. The SLP rarely delivers instruction in alignment with the IEP goals/objectives

Domain 4: Instruction- Speech and Language				
Performance Levels	**4**	**3**	**2**	**1**
	Highly Effective Practice	**Effective Practice**	**Developing Practice**	**Ineffective Practice**
Indicators				
A. Communicates expectations to all students	*In addition to the characteristics of effective practice:* SLP anticipates and plans for possible student misunderstandings. SLP language is well-chosen academic vocabulary that enriches the lesson.	SLP clearly and consistently communicates the purpose of the lesson, the learning expectations, directions, and procedures to students. SLP presents information in a variety of formats (verbal, written, visual and electronic communication).	SLP occasionally communicates the purpose of the lesson, the learning expectations, directions, and procedures to students. SLP presents information in a limited number of formats.	SLP rarely communicates the purpose of the lesson, the learning expectations, directions, and procedures to students. SLP presents information in a singular format.
B. Uses purposeful instructional strategies	*In addition to the characteristics of effective practice:* SLP varies and scaffolds explicit strategies based on specific data on student learning. Strategies used consistently engage students to transfer critical thinking and problem-solving strategies to new or different content, applications, or contexts.	SLP consistently uses instructional strategies that address a variety of learning styles. SLP consistently selects instructional materials and strategies that are suitable for the instructional purpose.	SLP occasionally uses instructional strategies that address a variety of learning styles. SLP occasionally selects materials and strategies that are suitable for the instructional purpose.	SLP's instruction lacks variety and rarely meets the needs of learners. SLP rarely selects instructional materials and strategies that are suitable for the instructional purpose.
C. Engages all students in learning tasks	*In addition to the characteristics of effective practice:*	SLP consistently creates learning opportunities	SLP occasionally creates learning opportunities	SLP rarely creates learning opportunities

	Strategies used consistently engage students to transfer critical thinking and problem-solving strategies to new or different content, applications, or contexts.	that are relevant and rigorous. SLP's instruction consistently provides opportunities for the development of higher ordered thinking skills.	that are relevant and rigorous. SLP's instruction provides occasional opportunities for analyzing, evaluating, and creating higher ordered thinking skills.	that are relevant and rigorous. SLP's instruction rarely provides opportunity to develop and apply critical-thinking and problem-solving skills.
D. Uses technology and digital resources to enhance learning	*In addition to the characteristics of effective practice:* SLP integrates technology into activities and discussions that are of uniformly high quality and require students to make interdisciplinary connections.	SLP consistently provides students with an appropriate variety of activities and formats that are cognitively challenging, and allows for necessary skill targeting.	SLP occasionally provides students with an appropriate variety of activities and formats that are cognitively challenging, and allows for necessary skill targeting.	SLP rarely provides students with an appropriate variety of activities and formats that are cognitively challenging, and allows for necessary skill targeting.
E. Provides feedback to all students to improve their performance	*In addition to the characteristics of effective practice:* Feedback is consistently of high quality and requires students to extend their thinking. Students regularly incorporate feedback to improve their work.	SLP consistently provides accurate, timely, and specific feedback to students about the quality of their work and strategies for improvement.	SLP occasionally provides timely and specific feedback to students about the quality of their work and strategies for improvement.	SLP rarely provides timely and specific feedback to students about the quality of their work and strategies for improvement.
F. Monitors and adjusts instruction to enhance student learning	*In addition to the characteristics of effective practice:* SLP consistently solicits proof of learning during and between lessons in order to make adjustments to instructional methods for individual students and/or the whole group.	SLP consistently monitors for understanding and adjusts instruction accordingly.	SLP occasionally monitors for understanding and adjusts instruction accordingly.	SLP rarely monitors for understanding to inform instruction.
H. Provides students and families with	*In addition to characteristics of effective practice:*	SLP consistently communicates evaluation procedures	SLP occasionally communicates evaluation procedures	SLP rarely communicates evaluation procedures

evaluation reports and progress reports that comply with state, federal and district mandates	SLP provides reports in a timely and proactive manner that determine if there is a disability, it's level of severity, and the extent of its impact on learning.	to students prior to each assessment and consistently provides students with descriptive and timely feedback. SLP consistently engages students and families in improving student performance.	to students prior to each assessment and occasionally provides students with descriptive and timely feedback. SLP occasionally communicates strategies to improve student performance.	to students prior to each assessment. SLP rarely provides feedback on student performance.

Manchester Public Schools

Professional Educator Performance and Practice Continuum

Instructional Coaches Performance, Practice, and Professional Growth Standards

Planning and Preparation : Coach has knowledge of curriculum, school/district improvement plan and assessment

DOMAIN 1	Ineffective	Developing	Effective	Highly Effective
Demonstrating knowledge of the school's improvement plan and levels of educator skill in delivering that plan.	• The Instructional Coach demonstrates little or no knowledge of the school's improvement plan including the curriculum area. • The Instructional Coach demonstrates little or no knowledge as to educator skill in delivering that plan.	• The Instructional Coach demonstrates basic knowledge of the school's improvement plan including the curriculum area. • The Instructional Coach demonstrates basic knowledge as to educator skill in delivering that plan.	• The Instructional Coach demonstrates thorough knowledge of the school's improvement plan including the curriculum area. • The Instructional Coach demonstrates thorough knowledge as to educator skill in delivering that plan.	• The Instructional Coach is deeply familiar with the school's improvement plan including the curriculum area. • The Instructional Coach works to shape the future direction of the school's improvement plan and actively seeks information as to educator skill within the plan.
Demonstrating knowledge of resources, both within and beyond the school and community.	• The Instructional Coach demonstrates little or no knowledge of resources available in the school or district for educators to advance their skills.	• The Instructional Coach demonstrates basic knowledge of resources available in the school and district for educators to advance their skills.	• The Instructional Coach is fully aware of resources available in the school and district and in the larger professional community for educators to advance their skills.	• The Instructional Coach actively seeks out new resources from a wide range of sources to enrich educators' skills in implementing the school's improvement plan.
Planning the instructional support program, integrated with the overall school improvement plan.	• The Instructional Coach's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	• The Instructional Coach's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	• The Instructional Coach's plan is well designed to support educators in the improvement of their instructional skills.	• The Instructional Coach's plan is highly coherent, taking into account the competing demands of making presentations and consulting with educators, and has been developed following consultation with administrators and educators.

Delivery of Service : How the coach works with teachers that provides feedback, develops capacity, supports rigor and differentiation

DOMAIN 2	Ineffective	Developing	Effective	Highly Effective
Guiding educators through the cycle of continuous improvement in ways that build educator's capacity	• Coach demonstrates limited understanding of the instruction/service delivery improvement needs of educators.	• Coach demonstrates a broad sense of instruction/service delivery improvement needs, guiding educators through the cycle of continuous improvement.	• Coach demonstrates a solid sense of instruction/service delivery improvement needs, supporting independence regarding the cycle of continuous improvement.	• Coach conveys a deep sense of instruction/service delivery improvement needs, cultivating independence regarding the cycle of continuous improvement.
Using a variety of coaching and instruction/service delivery strategies to enable educators to construct meaning and apply new learning.	• Role of coach does not vary. Strategies do not consistently align with learner outcomes.	• Role of coach varies occasionally, but is not consistently aligned with learner learning outcomes. There is evidence of effective instruction/service delivery strategies but they are implemented with limited success.	• Role of coach varies consistently. Effective instruction/service delivery strategies aligned to learning outcomes are implemented.	• Role of coach varies consistently. Innovative instruction/service delivery strategies are implemented that promote risk-taking and allow educators to exceed expectations of the learning outcomes.
Engaging educators in reflective practice to continuously adjust and improve instruction/service delivery.	• Coach rarely supports educators in reflective practices that hinder their ability to adjust and improve instruction/service delivery.	• Coach inconsistently supports educators in reflective practices providing general feedback that may or may not enable them to adjust and improve instruction/service delivery.	• Coach supports educators in reflective practices providing specific feedback that enables them to adjust and improve instruction/service delivery.	• Coach fosters educators to independently reflect on practices by providing educators actionable feedback that enables them to adjust and improve instruction/service delivery.

Environment : Coach promotes engagement, independence, and collaboration through the establishment and maintenance of a positive learning community that motivates educators and students to take academic risks, challenge themselves, and claim ownership of their learning by:

DOMAIN 3	Ineffective	Developing	Effective	Highly Effective
Establishing clear procedures for teachers to gain access to instructional support.	• Coach establishes no procedures for learners to access instructional support.	• Coach establishes some procedures for learners to access instructional support.	• Coach establishes clear procedures for learners to use and gain access to instructional support.	• Coach ensures systematic procedures are in place for learners to use and gain access to instructional support.
Creating a collaborative climate that is responsive to and respectful of the learning needs of all students.	• Coach does not support a learning environment that is respectful of learners' cultural, social and/or developmental differences and/or does not address disrespectful behavior.	• Coach is inconsistent in supporting an environment that is respectful of learners' cultural, social and/or developmental differences where the physical setting may be safe, may be learner-centered, but is not always aligned with the learning task.	• Coach consistently supports a learning environment that is respectful of all learners' cultural, social and/or developmental differences where the organization of the physical space is safe, learner-centered and facilitates the learning task.	• Coach acknowledges and incorporates learners' cultural, social and developmental diversity to support learning opportunities; development of physical setting is conducive to varying learner and instructional needs.
Establishes a culture for ongoing instructional improvement that promotes engagement in and shared responsibility for the learning.	• Coach conveys the sense that the work of improving instruction is mandated, and is not important to learners' growth or school improvement; little or no investment into the task at hand.	• Coach assists learners in improving isolated instructional skills, but has few expectations for continued professional inquiry; compliance to the task is evident.	• Coach promotes a culture of professional inquiry in which learners seek assistance in improving their instructional skill; risk-taking within the learning community is evident.	• Coach establishes a culture of professional inquiry in which learners initiate projects to be undertaken with the support of the consultant/coach; risk-taking within the learning community is frequently evident.

Professionalism : Coaches maximize support for student and adult learning by exhibiting a high level of professionalism and commitment to continuous improvement and learning by:

DOMAIN 4	Ineffective	Developing	Effective	Highly Effective
Demonstrating respect and responsible behavior in all communications and interactions with stakeholders of the learning community	● Coach exhibits poor communication with stakeholders regarding instructional programs and student progress. Information to stakeholders is not shared in a timely, culturally sensitive and effective manner. Educator does not utilize available communication technology.	● Coach demonstrates inconsistent communication with stakeholders regarding instructional programs and student progress. Information to stakeholders is inconsistently available and use of available communication technology is not used on a regular basis.	● Coach consistently communicates with stakeholders regarding instructional programs and student progress. Information to stakeholders is conveyed in a timely, culturally sensitive and effective manner utilizing available communication technology.	● Coach is proactive and consistent with communication regarding student progress conveyed in a timely, culturally sensitive and effective manner utilizing available communication technology. Educator integrates new technology to more effectively communicate with teachers.
Participating in learning opportunities to enhance skills related to teaching and meeting the needs of all students.	● Coach engages in little or no professional learning to improve instructional practices to impact learner growth.	● Coach inconsistently participates in, facilitates, or implements new learning from district professional development; therefore there are limited improvements in instructional quality.	● Coach participates in, facilitates, and implements new learning from district professional development, educator's instructional capacity continues to grow and learner needs are met at high levels.	● Coach regularly assists in planning and/or leading professional development at the district level. Educator's instructional capacity/performance is exemplary; all learners make noticeable gains in their performance.
Demonstrating behaviors as defined in the Code of Professional Responsibility for Educators.	● Coach does not welcome feedback from evaluators and appropriate adjustments to practice are not made.	● Coach accepts feedback from evaluators and adjustments are made to improve instructional practice.	● Coach welcomes timely feedback and adjustments are made to improve instructional practice. Shares responsibility for grade-level and school wide activities during the school day.	● Coach welcomes and invites feedback from peers, evaluators, and students. Peers may also solicit feedback from this educator to improve their practice. Coach is a leader of the community during and after the school day.

Manchester Public Schools
School Counselor Performance and Practice Continuum

Overview of Essential Attributes

1. **Planning and Preparation**

   1a. Demonstrates an understanding of human development theories and developmental issues affecting student success.
   1b. Demonstrates an understanding of family customs, cultures and beliefs and their impact on student success
   1c. Understands and complies with all Section 504 and Special Education laws, district policies and procedures
   1d. Uses available assessments, data and evaluations to develop student programming

2. **Direct Services/Instruction**

   2a. Collaborates and communicates with students, families, school staff and community agencies/providers
   2b. Communicates expectations and provides feedback to students to improve their engagement in the learning environment
   2c. Develops and implements a School Counseling program that aligns to the ASCA National Model

3. **Learning Support/Environment**

   3a. Promotes a positive school climate that is responsive and respectful of individual needs, backgrounds and cultures
   3b. Promotes a learning environment that is equitable for all students
   3c. Structures the counseling program to support students' social, emotional and academic growth and engagement
   3d. Promotes developmentally appropriate standards of behavior that support a productive learning environment for all students

4. **Professional Responsibilities**

   4a. Conducts self as a professional in accordance with CT code of professional responsibility for educators and the ASCA national model.
   4b. Engages in continuous professional learning to impact service delivery and student growth
   4c. Understands individual student needs and rights, and the legal and ethical nature of working with all students
   4d. Communicates and collaborates with colleagues, families and stakeholders to develop and sustain a positive school climate in order to support student success

Domain 1: Planning and Preparation				
Essential Attributes	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
1a. Demonstrates an understanding of human development theories and developmental issues affecting student success.	In addition to the characteristics of effective practice: School counselor plans opportunities for students to build, understand and utilize prevention and intervention strategies and resources to support social/emotional functioning that will generalize to the world around them.	School Counselor consistently plans for instruction and interventions that reflects knowledge of human development. School counselor consistently plans for instruction and interventions that include strategies and resources to support social/emotional functioning in the school environment.	School Counselor occasionally plans for instruction and interventions that reflects knowledge of human development. School counselor occasionally plans for instruction and interventions that include strategies and resources to support social/emotional functioning in the school environment.	School Counselor rarely plans for instruction or interventions that reflects knowledge of human development. School counselor rarely plans for instruction and interventions that include strategies and resources to support social/emotional functioning in the school environment.
1b. Demonstrates an understanding of family customs, cultures and beliefs and their impact on student success	School counselor applies knowledge of family customs, cultures and beliefs to provide appropriate interventions to assist in students' academic success. School counselor leads efforts to enhance culturally respectful communications with families and the community.	School Counselor consistently uses previous data, background knowledge, student interests and student needs to plan for counseling/instruction. School counselor consistently plans and differentiates culturally respectful counseling, instruction and interventions. School counselor consistently communicates with families and the community in a culturally respectful manner.	School Counselor occasionally uses previous data, background knowledge, student interests and student needs to plan for counseling/instruction. School counselor occasionally plans and differentiates culturally respectful counseling, instruction and interventions. School counselor occasionally communicates with families and the community in a culturally respectful manner.	School Counselor rarely uses previous data, background knowledge, student interests and student needs to plan for counseling/instruction. School counselor rarely plans and differentiates culturally respectful counseling, instruction and interventions. School counselor demonstrates cultural bias and/or negativity.
1c. Understands and complies with all Section 504 and Special Education laws, district policies and procedures	School counselor actively pursues resources to enhance their understanding of Section 504 and Special Education	School counselor consistently reads and reviews Section 504 and Special Education laws, district policies and procedures.	School counselor occasionally reads and reviews Section 504 and Special Education laws, district policies and procedures.	School counselor rarely reads and reviews and is not in compliance with Section 504 and Special Education

	laws, district policies and procedures.			laws, district policies and procedures.
1d. Uses available assessments, data and evaluations to develop student programming	School counselor actively applies a comprehensive school counseling program to develop student programming for the benefit of all students.	School counselor consistently uses available data to develop student programming. School counselor consistently monitors student learning, growth and progress toward accessing their education.	School counselor occasionally uses available data to develop student programming. School counselor occasionally monitors student learning, growth and progress toward accessing their education.	School counselor rarely uses available data to develop student programming. School counselor rarely monitors student learning, growth and progress toward accessing their education.

Domain 2: Direct Services/ Instruction				
Essential Attributes	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
2a. Collaborates and communicates with students, families, school staff and community agencies/providers	In addition to the characteristics of effective practice: School counselor develops relationships and communicates regularly with community agencies/providers of service to students and families. School counselor works to find new ways of developing relationships with hard to reach families.	School counselor consistently maintains timely communication with students, families, school staff and community agencies/providers. School counselor consistently collaborates using a variety of communication techniques.	School counselor occasionally maintains timely communication with students, families, school staff and community agencies/providers. School counselor occasionally collaborates using a variety of communication techniques.	School counselor rarely maintains communication with students, families, school staff and outside agencies. School counselor rarely uses a variety of communication techniques.
2b. Communicates expectations and provides feedback to students to improve their engagement in the learning environment	Feedback is consistently of high quality and requires students to extend their thinking. School counselor provides students opportunities to incorporate feedback to reflect on	School counselor consistently provides accurate, timely and specific feedback to students about their progress toward their goals and strategies for improvement. School counselor	School counselor occasionally provides accurate, timely and specific feedback to students about their progress toward their goals and strategies for improvement. School counselor	School counselor rarely provides accurate, timely and specific feedback to students about their progress toward their goals and strategies for improvement.

	behavioral/emotional issues that affect academic success.	consistently engages students and allows for appropriate student reflection.	occasionally engages students and allows for appropriate student reflection.	School counselor rarely engages students in meaningful discussion.
2c. Develops and implements a School Counseling program that aligns to the district goals and priorities.	School counselor develops and presents a developmental school counseling core curriculum addressing all students' needs based on student data.	School counselor consistently develops materials and instructional strategies to meet student needs and school goals. School counselor consistently encourages staff involvement to ensure the effective implementation of the school counseling core curriculum. School counselor consistently identifies appropriate curriculum aligned to ASCA student standards.	School counselor occasionally develops materials and instructional strategies to meet student needs and school goals. School counselor occasionally encourages staff involvement to ensure the effective implementation of the school counseling core curriculum. School counselor occasionally identifies appropriate curriculum aligned to ASCA student standards.	School counselor rarely utilizes materials and instructional strategies to meet student needs and school goals. School counselor rarely communicates with staff to ensure the effective implementation of the school counseling core curriculum. School counselor rarely identifies appropriate curriculum aligned to ASCA student standards.

Domain 3: Learning Support / Environment				
Essential Attributes	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
3a. Promotes a positive school climate that is responsive and respectful of individual needs, backgrounds and cultures	In addition to the characteristics of effective practices: School counselor supports students in becoming role models for treating others with respect.	School counselor consistently promotes high academic and behavioral expectations for all students. School counselor creates and sustains an environment in which all students are treated with respect regardless of differences in	School counselor occasionally promotes academic and behavioral expectations for all students. School counselor contributes to an environment in which all students are treated with respect regardless of differences in	School counselor rarely promotes academic or behavioral expectations for students. School counselor rarely contributes to an environment in which all students are treated with respect regardless of differences in

		backgrounds, interests, and skill levels. School counselor consistently establishes a positive rapport with students and builds a trusting, supportive relationship.	backgrounds, interests, and skill levels. School counselor occasionally establishes a positive rapport with students or builds a trusting, supportive relationship.	backgrounds, interests, and skill levels. School counselor rarely establishes a positive rapport with students or builds a trusting, supportive relationship.
3b. Promotes a learning environment that is equitable for all students	Acknowledges and incorporates students' cultural, social and developmental diversity to create enriching learning opportunities. Creates and promotes a learning environment in which all students are willing to take intellectual risks.	Establishes and maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental diversity. Creates and/or promotes a learning environment in which most students are willing to take intellectual risks.	Establishes or maintains a learning environment that is inconsistently respectful of students' cultural, social and/or developmental diversity. Creates and/or promotes a learning environment in which some students are willing to take intellectual risks.	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the provider does not address disrespectful attitudes or behavior. Does not create and/or promote a learning environment in which students are willing to take intellectual risks.
3c. Structures the counseling program to support students' social, emotional and academic growth and engagement	School counselor is able to model these skills as an exemplar of practice for colleagues.	School counselor consistently utilizes the counseling program to create and/or support choices and options to enhance students' social, emotional and academic growth. School counselor consistently reads and reviews a students IEP, 504 plan or other accommodation plans to recommend modifications and accommodations as necessary.	School counselor occasionally utilizes the counseling program to support choices and options to enhance students' social, emotional and academic growth.	School counselor rarely utilizes the counseling program to support choices and options to enhance students' social, emotional and academic growth.

3d. Promotes developmentally appropriate standards of behavior that support a productive learning environment for all students	School counselor promotes appropriate behavior for all students throughout the school.	School counselor establishes and consistently upholds clear behavioral expectations for their students.	School counselor establishes and occasionally upholds clear behavioral expectations for their students.	School counselor rarely upholds clear behavioral expectations for their students.

Domain 4: Professional Responsibilities				
Essential Attributes	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
4a. Conducts self as a professional in accordance with CT code of professional responsibility for educators and the ASCA national model.	School counselor is responsible for demonstrating the highest ideals of professionalism and ASCA code of ethics demonstrated by appropriate and timely communication with all stakeholders	School counselor consistently ensures the highest ethical standards. School counselor consistently models respect for all members of the school community.	School counselor occasionally ensures the highest ethical standards. School counselor occasionally models respect for all members of the school community.	School counselor rarely ensures ethical standards. School counselor rarely models respect for all members of the school community.
4b. Engages in continuous professional learning to impact service delivery and student growth	School counselor actively uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices. School counselor actively seeks out, participates in and leads professional learning opportunities and shares with colleagues.	School counselor consistently uses ongoing self-evaluation and reflection to improve professional practices. School counselor consistently and actively participates in professional learning opportunities and shares with colleagues.	School counselor occasionally uses self-evaluation and reflection to improve professional practices. School counselor occasionally participates in professional learning opportunities and shares with colleagues.	School counselor rarely uses self-evaluation and reflection to improve professional practices. School counselor rarely participates in professional learning opportunities.
4c. Understands individual student needs and rights, and	School counselor actively pursues resources to enhance individual	School counselor consistently maintains the confidentiality of	School counselor occasionally maintains the	School counselor rarely maintains the confidentiality of

the legal and ethical nature of working with all students	student learning and/or contributes ideas towards the IEP, 504 or other accommodation plans.	information concerning students and dispenses such information only when prescribed or directed by federal or state law or professional practice. School counselor consistently reads and reviews a students IEP, 504 plan or other accommodation plans to recommend modifications and accommodations as necessary.	confidentiality of information concerning students and irregularly complies with federal or state law or professional practice. School counselor occasionally reads and reviews a students IEP, 504 plan or other accommodation plans to recommend modifications and accommodations as necessary.	information concerning students and does not comply with federal or state law or professional practice. School counselor rarely reads and reviews a students IEP, 504 plan or other accommodation plans.
4d. Communicates and collaborates with colleagues, families and stakeholders to develop and sustain a positive school climate in order to support student success	School counselor participates in activities to address bias, negative, or disrespectful attitudes or practices in the school community. School counselor is aware of the code of ethics, including confidentiality, and actively and consistently communicates information as appropriate in a timely manner with colleagues and families on student progress.	School counselor consistently utilizes a variety of communication methods to inform and involve families in the educational program. School counselor consistently develops collaborative relationships and makes a contribution to the professional community. School counselor consistently challenges practices in the school that impede the school's ability to serve all students.	School counselor occasionally utilizes methods of communication to inform families of the educational program. School counselor occasionally develops collaborative relationships and makes a contribution to the professional community. School counselor occasionally challenges practices in the school that impede the school's ability to serve all students.	School counselor rarely communicates with families to inform them of the educational process. School counselor rarely develops collaborative relationships or makes a contribution to the professional community. School counselor rarely challenges attitudes or practices in the school that impede the school's ability to serve all students.

GOAL SETTING

TEACHER TASK
Create your goals, action steps, and fill out all required fields.
Submit your Goal Plan for approval.

TEACHER TASK
Log in as teacher to revise goal.
Re-submit your Goal Plan for approval.

OBSERVATION PRE-CONFERENCE (TEACHER)

TEACHER TASK
Log in as the teacher and fill out the Observation Pre-Conference Form (Teacher). Save and finalize.

OBSERVATION POST-CONFERENCE/SIGNOFF

TEACHER TASK
Log in as the teacher and fill out the Observation Post-Conference form. Save and finalize.

Log in as the teacher and fill out the Observation Signoff form.
Save and finalize.

MID-YEAR SELF-ASSESMENT & REVIEW: (TEACHER)

TEACHER TASK
Log in as the teacher and fill out the Mid-Year Self-Assessment and Review (Teacher) form.
Save and finalize.

END-OF-YEAR SUMMATIVE SELF-ASSESSMENT: (TEACHER)

TEACHER TASK
Log in as the teacher and fill out the End-of-Year Teacher Self- Assessment form.
Save and finalize.

Manchester Public Schools
Pride in Excellence

CREATE YOUR GOALS, ACTION STEPS, AND FILL OUT ALL REQUIRED FIELDS SUBMIT YOUR GOAL PLAN FOR APPROVAL

1. Go to https://www.protraxx.com
2. Type in your username/password
3. Click the **login** button
4. Using the blue navigation menu, roll the mouse over **Teacher Processes** and click **My Goal Plans**
5. Click on **Goal Plan Name**
6. Click **Create New Goal** button
7. From the **Create Goal** page select your **Goal Type** from the drop down menu
8. From the **Content Area** drop down menu choose the content area you teach
   *(**NOTE** Once the content area is selected, it will load automatically when other Goal Types are created)*
9. Fill out the appropriate fields for the goal
10. Click the **Save Goal** button- This will bring you to the View Goal page

THE FOLLOWING ARE OPTIONAL FEATURES AVAILABLE FOR GOALS

CREATE NEW ACTION STEP

For text entry only, follow these steps:

1. Type action step information in the Create New Action Step field
2. Click the **Save Action Step** button.

To upload files as Action Steps:

1. In the Create New Action Step toolbar click on the **Document Manager** icon
2. In the Document Manager toolbar, click the **Upload** button
3. In the Upload Screen, click the **Select** button to search the computer for the file you want to upload
4. Select the file and click the **Open** button

5. In the Upload Screen, click the **Upload** button
6. From the Document Manager Screen, select the file name and click the **Insert** button
7. Click the **Save Action Step** button

CREATE ACTION EVIDENCE

To create (Text Only) evidence for Action Steps:

1. Click the blue **Create Action Evidence** link
2. **Select** the date
3. Fill out the evidence field
4. Click the **Save Evidence for Action Step** button
   *(**NOTE** If you decided you don't want to save the evidence for the action step, click the cancel button or the Back to View Goal link in the top right hand corner of the screen)*

To attach file(s) as Evidence to the Action Step:

1. Click the blue **Create Action Evidence** link
2. In the Evidence toolbar click on the **Document Manager** icon
3. In the Document Manager toolbar, click the **Upload** button
4. In the Upload Screen, click the **Select** button to search the computer for the file you want to upload
5. Select the file and click the **Open** button
6. In the Upload Screen, click the **Upload** button
7. From the Document Manager Screen, select the file name and click the **Insert** button
8. Click the **Save Evidence for Action Step** button

COMPONENT (GOAL) REFLECTION

To Create (Text Only) Reflection:

1. Type your reflection in the Create New Reflection field
2. From the Reflection Type drop down select **Mid-Year** or **End of Year**
3. Click the **Save Reflection** button

*(**Note** If you don't want an email to be sent to your administrator uncheck the send email button.)*

To attach file(s) to a Reflection:

1. In the toolbar click on the **Document Manager** icon
2. In the Document Manager toolbar, click the **Upload button**
3. In the Upload Screen, click the **Select** button to search the computer for the file you want to upload
4. Select the file and click the **Open** button
5. In the Upload Screen, click the **Upload** button
6. From the Document Manager Screen, select the file name and click the **Insert** button
7. Click the **Save Reflection** button

ATTACH EVIDENCE

1. To attach files as evidence to your goal, click on the **Select** button
2. Search the computer for the file you want to upload. **Select** your file and click the **Open** button
3. Add a Document title and description
4. Click the **Upload Document** button

ASSIGN STANDARDS TO GOAL

1. Click the **Assign Standards to Goal** button. Select a State, Document Type, Subject Are, and Select Range.
2. Click the **Search Standards** button
3. Click the View **Standards/Strands** link
4. Select the box to the left of the standard(s) you want to align with your goal.
5. Click the **Align Standards/Strands to Goal** button

OPTIONAL COMMENTS

You can add a comment about the goal to share with your evaluator by writing in the comment box and clicking the **Submit Comment** button.

ADD OTHER GOALS AND SUBMIT

1. Repeat the above steps to continue to create the rest of your goals.
2. Once all your goals are done, click the **View My Goal Plan** link in the top right hand corner.
3. From the View My Goal Plan screen, click the **Submit This Plan for Approval** button

LOG IN TO REVISE GOAL. RESUBMIT YOUR GOAL PLAN FOR APPROVAL

If your administrator asked you to revise a goal follow these steps:

1. Go to https://www.protraxx.com
2. Type in your username/password
3. Click the **Login** button
4. Using the blue navigation menu, roll the mouse over **Online Teacher Processes/My Goal Plans**
5. Click on the **Goal Plan** name. All Approved goals will be in green and all goals that need revisions it will be red.
6. To view the goal you want to revise click the blue **View Goal** link
7. At the top or bottom of the page click the **Update Goal Information** button
8. Make the appropriate changes to your goal
9. Click the **Save Goal** button
10. Click the **Resubmit Goal for Approval** button at the top of the page

LOG IN AND FILL OUT THE PRE-CONFERENCE FORM. SAVE AND FINALIZE

1. Go to https://www.protraxx.com
2. Type in your username/password
3. Click the **Login** button
4. Using the blue navigation menu, roll the mouse over **Online Teacher Processes/My Process Details**
5. Under Action Required click on the blue **Fill Out Form** link
6. Fill out the form
7. Click the **Save & Finalize** button

LOG IN AND FILL OUT THE POST-CONFERENCE FORM. SAVE AND FINALIZE

1. Go to https://www.protraxx.com
2. Type in your username/password
3. Click the **Login** button
4. Using the blue navigation menu, roll the mouse over **Online Teacher Processes/My Process Details**
5. Under action required click on the blue **Fill Out Form** link
6. Fill out the form
7. Click the **Save & Finalize** button

LOG IN AND FILL OUT THE OBSERVATION SIGN-OFF FORM. SAVE AND FINALIZE

1. Go to https://www.protraxx.com
2. Type in your username/password
3. Click the **Login** button
4. Using the blue navigation menu, roll the mouse over **Online Teacher Processes/My Process Details**
5. Under action required click on the blue **Fill Out Form** link
6. Fill out the form
7. Click the **Save & Finalize** button

LOG IN AND FILL OUT THE MIDYEAR SELF ASSESSMENT AND REVIEW (TEACHER) FORM. SAVE AND FINALIZE

1. Go to https://www.protraxx.com
2. Type in your username/password
3. Click the **Login** button
4. Using the blue navigation menu, roll the mouse over **Online Teacher Processes/My Process Details**
5. Under action required click on the blue **Fill Out Form** link
6. Fill out the form
7. Click the **Save & Finalize** button

LOG IN AND FILL OUT THE END OF YEAR TEACHER SELF ASSESSMENT FORM. SAVE AND FINALIZE

1. Go to https://www.protraxx.com
2. Type in your username/password
3. Click the **Login** button
4. Using the blue navigation menu, roll the mouse over **Online Teacher Processes/My Process Details**
5. Under action required click on the blue **Fill Out Form** link
6. Fill out the form
7. Click the **Save & Finalize** button

Manchester Public Schools
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Appendix E
Teacher Evaluation Process Timeline

By September 15th

- Identify and Share Whole School Parent Survey Goals (10%)
- Revise any IAGD rating and summative ratings from prior year as needed

By September 30th

- Principal shares his/her Whole School Learning Objectives and IAGDs with Staff (5%)

By November 15th

- Complete Orientation to Evaluation Process
- Complete goal setting conferences
- Set teacher's Action Steps for School-Level Parent Feedback Goal
- Set School Level Student Learning Objective(s) and two IAGDs
- Set Teachers Student Learning Objective(s) and two IAGDs
- **Teacher Goal Setting Forms Completed and Approved by Evaluator**

By February 28th (This date may be modified by the Teacher Evaluation Committee based on the district evaluation calendar)

- Complete Mid-year conferences
  Mid-Year Teacher Self-Assessment (teacher completes 2 school days prior to midyear conference, administrator reviews with teacher at the conference, adds feedback, both sign)

By Last Day of May (This date may be modified based on the district evaluation calendar)

- The principal's summative ratings for the Whole School Student Learning Objectives and the school's parent feedback goal must be determined and shared with the teachers.

No later than 7 School Days before the Last Day of School

- **End-of-Year Summative Teacher Self-Assessment** (teacher completes)

No later than 5 School Days Before the Last Day of School

- **Goal Plan Scoring Completion by Evaluator**
- **End-of-Year Summative Teacher Evaluation** (administrator completes, teacher signs)

During school year

Formal Observations

- Pre-observation conference with
  Guiding Questions for Pre-Observations Conference Form (teacher completes)
- Conduct the observation with
  Formal/Informal Observation Report (administrators prepares draft in preparation for post-conference)
- Post-observation conference with
  Guiding Questions for Post-Observation Conference Form (teacher completes prior to conference)
  Formal/Informal Observation Report (administrator finalizes , teacher signs)

Informal Observations

- **Formal/Informal Observation Report** (administrator completes, teacher signs)

Reviews of Practice

- **Review of Practice Report** (administrator completes, teacher signs)