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This Plan is available under the Teacher Resources tab on the District’s webpage at [www.oess.org](http://www.oess.org). Forms are to be accessed through each Administrator’s unique account with *TalentEd Perform*, the district’s selected utility platform for Evaluation. Administrators should take great care, per the signed RAUT, to protect their user names and passwords to this account, particularly acknowledging the sensitive information about teachers that can be accessed through their accounts.

Forms in this PLAN are included for identification and reference purposes ONLY. Administrators should *neither* print and *handwrite nor* copy/paste the forms found within this document. Forms must be accessed through *TalentEd Perform*.

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# Introduction

The Orange Public Schools' Administrator Evaluation Plan, hereafter called The Plan, covers the principals, the Director of Curriculum, and the Director of Special Services. The evaluation process is based on these foundations: the Common Core of Learning, Orange Board of Education Goals, district and school goals, the Connecticut SEED Document, and a significant body of research.

A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for Orange. This Evaluation Plan defines principal effectiveness in terms of his/her practice (i.e. the actions which impact key aspects of school life); the results that come from his/her leadership (i.e. teacher effectiveness and student achievement); and the perceptions of the administrator among key stakeholders in our community.

Administrator evaluation has several benefits. It provides for the ongoing development of our administrators so we have a basis for assessing their strengths and growth areas and so they receive the feedback they need to improve. It also serves as an accountability measure, ensuring that every child in Orange attends a school with an effective leader.

## OUR MISSION

The Orange Elementary School District recognizes that the education of each child is the shared responsibility of every member of our community.

Our goal is to inspire and empower each student to achieve academic excellence, embrace social and individual responsibility, and lead with integrity.

We believe all individuals should be valued and treated with respect.

We are committed to:

- Providing powerful academic challenges
- Respecting individual and community values
- Nurturing personal growth
- Taking pride in our children and celebrating their successes
- Promoting school and community spirit
- Enhancing lifelong learning through technology
- Believing all children deserve a childhood
- Creatively, confidently building the future

Together we will make a difference.

## **ADMINISTRATOR EVALUATION COMMITTEE**

**April 2013 – June 2013**

**Stephen Bergin, Principal Turkey Hill School**

**Eric Carbone, Principal Peck Place School**

**Kai Graves, Director of Special Services**

**Mike Gray, Principal Race Book School**

**Lynn K. McMullin, Superintendent**

**Colleen Murray, Director of Curriculum/Principal Mary L. Tracy**

# Overview

Excellent schools begin with excellent school leaders and teachers. The importance of highly-skilled educators is beyond dispute, as a strong body of evidence now confirms what parents, students, teachers, and administrators have long known: effective administrators are one of the most important school-level factors in student learning and effective leadership is an essential component of any successful school.

The Orange Public Schools is committed to raising the overall quality of our schools' administrators. To meet this goal, the district Leadership Team met to consider all of Connecticut's new evaluation requirements and guidelines as outlined in the 2012 SEED documents and to draft a new approach which best meets Orange's unique needs.

We believe that quality instruction begins with quality leadership and that high-quality evaluations are necessary for the individualized professional development and support that every administrator needs. Evaluation will also identify our professional strengths and provide new professional opportunities, bring greater accountability and transparency to our district, and instill our community with even greater confidence in our leaders and schools.

Ultimately, however, this Plan will lead to improved achievement and success for all students.

## A. DESIGN PRINCIPLES

### A Focus on What Matters Most

The Plan highlights four areas of administrator performance – student learning (45%), administrator practice (40%), stakeholder feedback (10%), and teacher effectiveness (5%). The first two categories make up 85% of an administrator's evaluation and take the view that some aspects of administrator practice – most notably instructional leadership – have a bigger influence on student success.

### An Emphasis on Growth over Time

The evaluation of an individual's performance should primarily be about their improvement from an established starting point. This applies to their professional practice focus areas and the outcomes they are striving to reach. Attaining high levels of performance matters – and for some administrators, maintaining high results is a critical aspect of their work – but the model should encourage administrators to pay attention to continually improving their practice. Through the goal-setting processes described below, this model does that.

### Leaving Room for Judgment

In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. We believe that of equal importance to getting better results is the professional conversation between an administrator and The Superintendent that can be accomplished through a well-designed and well-executed Plan. So, the model requires the Superintendent to observe the practice of administrators frequently enough to make informed judgments about the quality and efficacy of practice.

### Considering Implementation at Least as Much as Design

We tried to avoid over-designing the Plan and making it so difficult or time-consuming to implement as to create excessive demands on either the administrators or the Superintendent. Sensitive to the tremendous responsibilities and limited resources that administrators have, the model aligns with other responsibilities (e.g., writing a school improvement plan, implementing PBIS, reporting data, developing student and parent feedback goals, and so on) and to highlight the need for evaluators to build important skills in setting goals, observing practice, and providing high quality feedback.

## B. EVALUATION CATEGORIES AND FOCUS AREAS

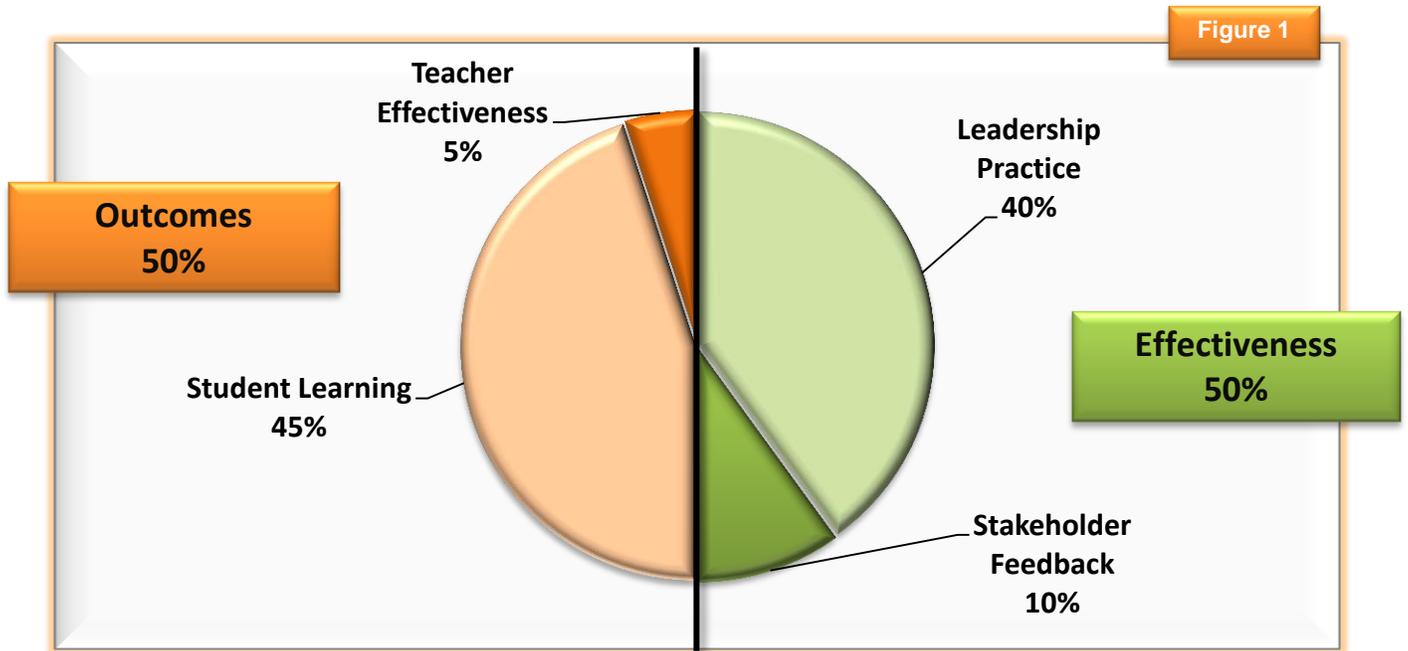
Orange's model defines **successful leadership** in terms of the actions taken by our administrators that research has shown to impact the essential aspects of school life – vision, planning, communication, decision-making, creative problem-solving, commitment, organization, follow-through, and so on. The results that come from this successful leadership will lead to improved teacher effectiveness and student achievement, and improved positive perceptions of the administrator's leadership among parents and the community.

Thus, this Plan consists of multiple measures to paint an accurate and comprehensive picture of each administrator's performance. All Orange's administrators will be evaluated in four categories, which are grouped into two major focus areas as shown in the visual representation (Figure 1) on the next page.

The four categories are:

1. **Leadership Practice** (40%) -- An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence
2. **Stakeholder Feedback** (10%) -- assessed by administration of a survey with measures that align to the Connecticut Leadership Standards
3. **Student Learning** (45%) – Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrators' evaluation.
4. **Teacher Effectiveness** (5%) – as measured by an aggregation of teachers' student learning objectives.

Leadership Practice (40%) and Stakeholder Feedback (10%) are then combined into the first focus area which is **Effectiveness** (50%). Student Learning (45%) and Teacher Effectiveness (5%) are combined into the second focus area which is **Outcomes** (50%)



### C. DEFINITION OF CATEGORIES

The two Effectiveness Indicators are Leadership Practice (40%) and Stakeholder Feedback (10%)

#### Leadership Practice

In Orange, a combination of self-evaluation, goal-setting to improve leadership practice, and collegial analysis and feedback will be used to improve each individual’s skills and performance. The Plan includes six rubrics, based on the *Common Core of Leading: Connecticut School Leadership Standards*, adopted by the Connecticut State Board of Education in June of 2012.

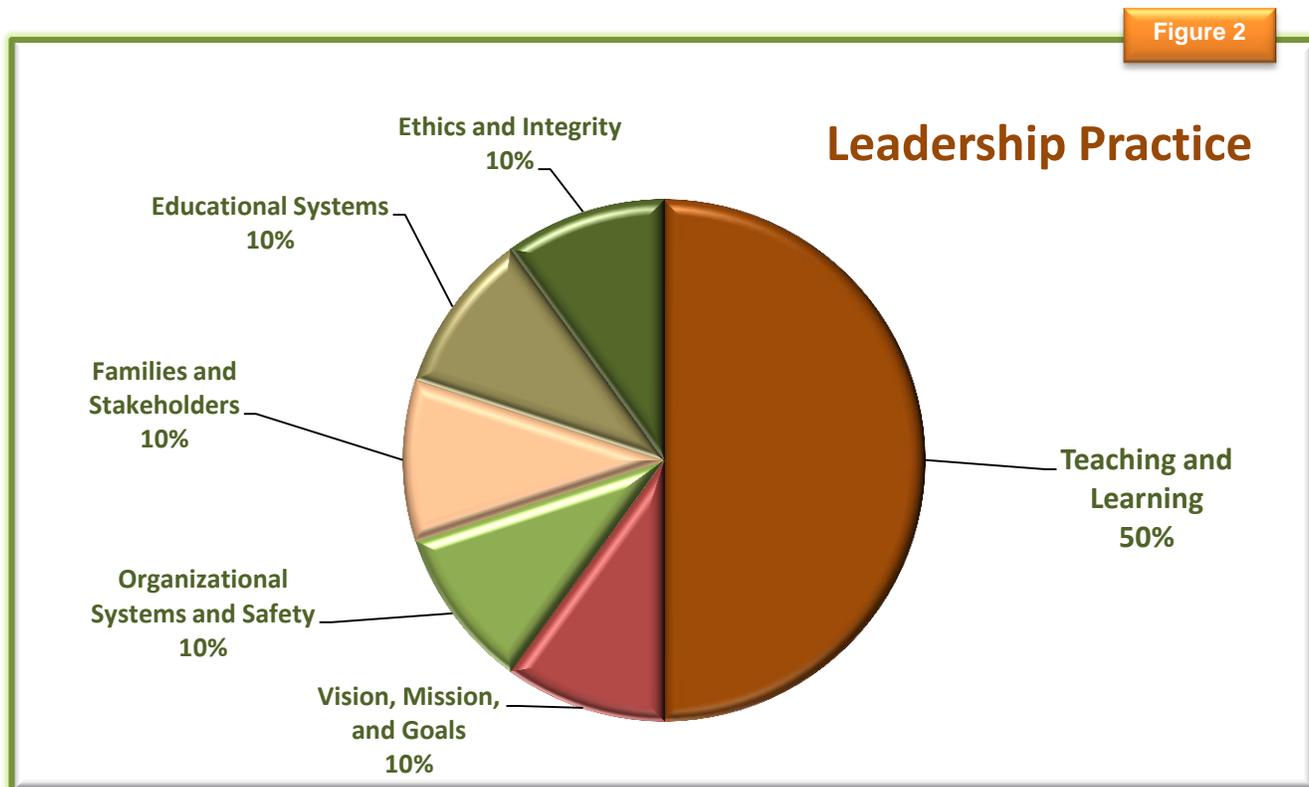
Leadership practice is described in that document through six Leadership Practice expectations:

1. Vision, Mission, and Goals: Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.
2. Teaching and Learning: Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.
3. Organizational Systems and Safety: Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
4. Families and Stakeholders: Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.
5. Ethics and Integrity: Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.

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

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, #2: Teaching and Learning is at the core of what effective educational leaders do. As such, the Teaching and Learning Rubric is weighted to comprise half of the Leadership Practice rating and the other five performance expectations are equally weighted. (See Figure 2 below.)



These weightings should be consistent for all principals and Central Office administrators. They will be measured by the six Leadership Practice Rubrics which follow [on page xxx](#) in the next section.

## Stakeholder Feedback

Involvement of parents in the education of their children is a key factor in successful schools. Each school will collect and analyze feedback from parents, teachers, and students in a variety of achievement and environment-related categories and use the data to set collaborative school-wide goals. Goals should be aligned to both the school's improvement plan and, as feasible, its safe schools plan. Surveys must be reliable, representative, and anonymous. The data will be re-collected at the end of a specified period of time. Administrators will then use the most recently collected data to assess progress on goals and achievements in the categories for improvement they selected.

The two Outcomes Indicators are Student Learning (45%) and Teacher Effectiveness (5%)

### Student Learning

Student learning is assessed in equal weight by the performance and progress on the academic learning measures in the state’s accountability system for schools (i.e. the school’s SPI) and performance and growth using locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator’s evaluation.

### Teacher Effectiveness

Teacher effectiveness – as measured by an aggregation of teachers’ student learning objectives (SLOs) – is 5% of an Administrator’s evaluation. Improving teacher effectiveness is central to an administrator’s role in improving students’ achievement. The Administrator is responsible for everything from hiring and placing teachers to their ongoing professional development and feedback on their performance. This section assesses the outcomes of all of that work.

In order to maintain a strong focus on teachers setting ambitious SLOs for *their* evaluation, it is imperative that the Superintendent discuss with the principals their strategies for working with teachers as they set SLOs. Attention to this key responsibility will help ensure teachers set ambitious SLOs.

## D. PERFORMANCE RATINGS OVERVIEW

Based on the Rubrics, and throughout all six of the categories, there are four ratings:

- Exceeds Standards (4)
  - Accomplished (3)
- 
- Needs Improvement (2)
  - Does Not Meet Standards (1)

Having four ratings allows the Superintendent and Administrators to clearly distinguish between effective and ineffective leadership practices. Providing an exceptional rating, “**Exceeds Standards**,” also provides an Exceeds Standards benchmark towards which even very good administrators can strive.

“**Accomplished**” is the *expected* standard for Orange; it is a high standard, not a ‘middle-of-the road’ classification. Most administrators will fall within this rating. Thus, its indicators will be considered first, and the other ratings’ indicators will be scored up or down *in relationship to this expected standard*. All administrators should strive for, and many will attain, at least some ratings of “**Exceeds Standards**,” which represents the ideal -- a reachable, but truly exceptional goal.

## E. TIMELINE

The following timeline (Figure 3) applies:

- In July of 2013, and one full-day in early October, all administrators will be fully-trained in the new Evaluation Plan and its processes during their own professional development.
- Thereafter, professional development regarding the implementation of their own and the teachers' evaluation plans will be ongoing and collegial. It will focus on walk-throughs, analysis, and conversation; on observations and analysis of classroom videos; on Problem of Practice exercises; and on district-level analysis of data at Admin Team meetings.
- Forms will be made available through *TalentEd Perform*.
- In August 2013, every administrator will complete a self-evaluation using the complete set of six Leadership Practice Rubrics. Thereafter, this self-evaluation will take place each May and will be used for goal-setting the following year.
- In addition to the following timeline, the Superintendent may request a conference with the Administrator regarding the six Leadership Practice Rubrics at any time areas of concern related to one or more of the rubrics become apparent.
- In Orange, it is intended that the new Administrator Evaluation Plan becomes an on-going system for positive school and district-wide change. Therefore, the Leadership Team should regularly address the features of the Plan and use it to build collaboration.
- For the first year of implementation, and as often as is deemed appropriate in subsequent years, the Leadership Team may use its bi-weekly Admin Council meetings to develop and facilitate the components of the Plan.

Figure 3

Date	Activity
JULY	<p><b>Orientation and Context-Setting:</b></p> <ul style="list-style-type: none"> <li>• In 2013 only, Administrator completes a self-evaluation using the six Leadership Practice Rubrics</li> <li>• Administrator collects, reviews, and analyzes student data, state-assigned SPI rating, stakeholder survey data, and district goals as communicated by the Superintendent</li> <li>• Superintendent provide Administrator with school improvement template</li> <li>• Administrator develops a school improvement plan that includes Student Learning Objectives (SLOs)</li> </ul>

Figure 3

<p><b>AUGUST</b></p>	<p><b>Goal Setting and Plan Development:</b></p> <ul style="list-style-type: none"> <li>• Administrator identifies three Student Learning Objectives (SLOs), one parent and one student survey target, drawing upon available data, the districts’s priorities, their school improvement plan, and their own self-evaluation.</li> <li>• Administrators identify areas of two specific areas of growth on which to focus to help them accomplish their SLOs and survey targets. One or both may be in Instructional Leadership, but both should connect to improvements in the Outcome Area.</li> <li>• Administrator and Superintendent meet to discuss and agree on selected SLOs, outcome goals, and focus areas, as well as the evidence to be used in assessing the Administrator’s performance.</li> </ul>
<p><b>JANUARY</b></p>	<p><b>Mid-Year and Formative Review:</b></p> <ul style="list-style-type: none"> <li>• Administrator and Superintendent meet to discuss evidence of progress on the SLOs, outcome goals, and focus areas.</li> <li>• The Administrator should use this meeting to highlight changes in the context</li> <li>• Goals may be changed or adjusted at this time.</li> </ul>
<p><b>MAY</b></p>	<p><b>Data Collection, Self-Assessment, and Summative Review:</b></p> <ul style="list-style-type: none"> <li>• Administrators re-survey stakeholders and review the data.</li> <li>• Administrators complete a self-evaluation using the six Leadership Practice Rubrics, determining for each rubric areas where they need to grow and improve; areas where they feel they are strong and can empower others; and areas where they consider themselves to be on-track</li> <li>• Administrator and Superintendent meet in late May or early June to discuss the self-assessment and all evidence collected</li> <li>• The Superintendent uses this meeting to convey strengths, areas for growth, and probable rating.</li> <li>• Summative ratings, with comments by Superintendent and Administrator, if he/she so chooses, must be completed by June 30th.</li> </ul>
<p><b>ONGOING</b></p>	<p><b>Individual and Collegial Practice:</b></p> <ul style="list-style-type: none"> <li>• Administrator implements school improvement plan and collects data.</li> <li>• Superintendent makes at least two purposeful site visits, which include the opportunity to visit classrooms and discuss observations, observe the administrator in meetings, and review data and evidence.</li> <li>• Each Administrator engages in a Problem of Practice exercise and participates in the exercises for colleagues.</li> <li>• Administrative Team engages in additional collegial activities, such as Walk-Throughs, collaborative viewing of classroom videos, and district data-team meetings.</li> </ul>

## F. RUBRICS

Underlying Principle: The purpose of the six Leadership Practice Rubrics is to improve school systems which will in turn result in increased student learning. The guiding assumptions in this process are:

- Every administrator believes instructional improvement is always desirable and possible
- Every administrator believes that excellent instruction is the foremost factor in each student achieving his/her highest potential.
- It is the professional community’s responsibility to define clear performance and accountability measures for teaching, student learning, and professional responsibility.
- Fulfilling these three assumptions will promote a positive educational climate.

The six Leadership Practice Performance Rubrics (hereafter called “Rubrics”) are the culmination of current research about exceptional leadership practices and the Common Core of Leading; and, through the use of specific indicators at each level of performance, they summarize the six domains of leadership.

Self-evaluation using the rubrics is a key component of the Plan, in that only highly reflective administrators can improve their leadership practice. Thus, the rubrics are designed to be developmental in use. They contain a detailed continuum of performance for the indicators in the Connecticut School Leadership Standards and serve as a guide and resource for administrators and the Superintendent to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

## G. CAREER DEVELOPMENT AND GROWTH

Underlying Principle: One significant offering of this Plan is the opportunity for career development and growth for administrators who score in the “Accomplished” and “Exemplary” ranges of evaluation. Rewarding accomplished performance identified through the evaluation process is a critical step in both building confidence in the evaluation system itself and in building the capacity of all administrators.

Examples of such opportunities include, *but are not limited to:*

- leading Professional Development for the Administrative Team
- leading professional book discussion groups among faculty, leadership, or the wider community
- undertaking research-based, *district-supported* initiatives for curriculum, instruction, or technology within their schools, etc.
- coaching peers
- undertaking focused professional development based on their individual goals for continuous growth and development

[NOTE: Internships for 092 graduate-level degree programs, which teachers undertake of their own volition, may resemble, but are independent from, this Plan’s evaluation-based career development and growth. Teachers undertaking 092 programs, who do not meet the requirements for “Accomplished” or above, may need to seek an internship elsewhere to complete their 092 requirements.]

# Part 1: Leadership Practice

Underlying Principle: Accomplished administrators are continuous, self-reflective learners. They are relentless in their quest to find the right combinations of organization and collaboration, of influence and advocacy, of vision and constraint, all to create an environment in which children and their teachers excel. The Rubrics provide administrators the opportunity to reflect upon their performance relative to the districts' expectations, the Common Core of Leading, and quality research. Each rubric is designed to provide administrators with a profile of their strengths as well as areas in which to set goals for improvement.

Effective implementation of the six Rubrics will accomplish the following:

1. Define, recognize, and reinforce Exceeds Standards leadership through specific indicators
2. Provide guided assistance in helping administrators individually and collectively identify next steps
3. Provide follow-up structures to support an administrator's areas of weakness.
4. Provide information to the Superintendent and Admin Team about their Professional Development needs.

"School leadership is about hiring great people and empowering them, and it requires a delicate balance between evaluation and encouragement."

Leadership practice is described in that document through six Leadership Practice expectations:

- 10% 1. **Vision, Mission, and Goals:** Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance. (10%)

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- 50% 2. **Teaching and Learning: Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning. (50%)**

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- 10% 3. **Organizational Systems and Safety:** Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment. (10%)
- 10% 4. **Families and Stakeholders:** Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources. (10%)
- 10% 5. **Ethics and Integrity:** Education leaders ensure the success and achievement of all students by being ethical and acting with integrity. (10%)
- 10% 6. **Educational Systems:** Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal, and cultural contexts affecting education. (10%)

## A. THE RUBRIC PROCESS (40%)

In July 2013, and in May every year thereafter, the administrator will complete the six Leadership Practice Rubrics independently by selecting one indicator for each letter in the rubric. The indicator for each letter should be clearly highlighted in yellow, thereby creating an easily recognizable visual pattern. Administrators may not leave indicators blank in their self-evaluations.

Then, in a private conference, the Superintendent and Administrator will meet to discuss areas of strength and areas for improvement. They should also discuss strategies for improvement.

## B. THE OBSERVATION PROCESS

Each administrator should be observed in his/her school two or more times per year. All observations should include visits to classrooms, which are followed by analysis, conversation, and written feedback *within two days of the school visit*.

The Superintendent is not expected to provide an overall rating for each school observation visit, but he/she should use observations to collect evidence for the summative assessment of both the Leadership Practice Rubrics and the individual's goals. During school visit observations, both the Superintendent and the Administrator should note and discuss specific, evidence-based details about the schools progress in meeting its improvement plan, as well.

The Superintendent's observations may be based on the administrator's participation in leadership meetings and professional development, and in his/her leadership at faculty meetings, Board Meetings, PPT's, in conferences with parents, team meetings, and so on. It may also be based on written letters, presentations, data collections, and so on.

## C. THE STAKEHOLDER FEEDBACK PROCESS (10%)

Underlying Principles: Parents, students, teachers, and community members are a vital component in assessment of the success of school administrators. Surveys measuring stakeholder satisfaction may be conducted at the district level, but should be filtered and analyzed at the school level. Surveys must be valid and reliable. They must be administered in a way that allows *all* stakeholders to participate and makes stakeholders feel comfortable providing feedback *anonymously* and without fear of retribution. The survey should be administered every spring and trends analyzed from year-to-year. Adequate participation and representation of school stakeholder population is important; ensuring success in this area may include careful timing of the survey during the year, incentivizing participation, and pursuing multiple means of soliciting responses.

In the first year of implementation of this Plan, 2013-2014, Orange's baseline stakeholder feedback will come from the "Strategic Planning Committee's 2012-2013 Survey" and the Grades 2, 4, and 6 student surveys which can be filtered by school. Subsequent surveys must align to some or all of the Connecticut Leadership Standards, so that feedback is applicable to measuring performance against those standards.

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Administrators will work collectively with their staff to analyze the data and create a TWO (2) school-wide SMART goals based on specific areas of the community and student surveys needing attention. A new survey will be administered in Spring 2014 and should contain questions which measure the SMART Goal and serve as the success indicator for the 2013-2014 school year. It should also include the broad questions which will become the baseline for future goal-setting.

There are several types of surveys – some with broader applications – that align generally with the areas of feedback that are relevant for administrator evaluation. These include:

- Leadership practice surveys which are given to teachers, students, staff, or parents focus directly on feedback related to a leader’s performance and his/her impact on the stakeholders. These types of surveys are readily available
- School practice surveys capture feedback related to the key strategies, actions, and events at the school. They tend to focus on measuring awareness and impact from parents and other members of the community, but they can include faculty and staff and even students.
- School climate surveys cover many of the same subjects as school practice surveys, but are also designed to probe for insiders’ (i.e. students, staff, and parents) perceptions, attitudes, and expectations.

The share drive folder will contain many samples of survey and survey questions. The survey used in Orange in the Fall of 2012 is included at the end of this document for reference.

## D. ARRIVING AT EFFECTIVENESS SUMMATIVE RATING

Summative ratings are based on the preponderance of evidence for each performance expectation in the six Leadership Practice Rubrics. The Superintendent collects written evidence about and observes the principal’s leadership practice across the six performance expectations described in the rubrics. Specific attention is paid to leadership performance areas identified as needing development.

This is accomplished through the following steps, undertaken by the Administrator being evaluated and by the Superintendent:

1. The Administrator and the Superintendent meet in July for a Goal-Setting Conference to identify focus areas for development of the Administrator’s leadership practice.
2. The Administrator collects evidence about his/her practice and the Superintendent collects evidence with particular focus on the identified focus areas for development.
3. The Superintendent must conduct at least two (2) school site observations for each Administrator and should conduct at least four (4) school site observations for Administrators who are new to Orange or the school or who have received ratings of developing or below standard.
4. The Superintendent and the Administrator hold a Mid-Year Formative Conference, with a discussion of progress in the focus areas identified as needing development.
5. Near the end of the school year, the Administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the Superintendent, identifying areas of strength and continued growth as well as progress on their focus areas.
6. The Superintendent and the Administrator meet to discuss all evidence collected to date. Following the conference, the Superintendent uses the preponderance of evidence to assign a summative rating of exceeds standards, accomplished, needs improvement, or does not meet standards for each performance expectation.

7. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

<b>Exceeds Standards (4)</b>	<b>Accomplished (3)</b>	<b>Needs Improvement (2)</b>	<b>Does Not Meet Standards (1)</b>
<input type="checkbox"/> <u>Exceeds Standards</u> on Teaching and Learning (4 x 5)  <b>AND</b>  <input type="checkbox"/> <u>Exceeds Standards</u> on at least 1 other rubric (4 X 1)  <b>AND</b>  <input type="checkbox"/> No score below <u>Accomplished</u> on any rubric (4 X 3)	<input type="checkbox"/> <u>Accomplished</u> or <u>Exceeds Standards</u> on Teaching and Learning (3 x 5) (4 x 5)  <b>AND</b>  <input type="checkbox"/> <u>Accomplished</u> or higher on at least 3 other rubrics (3 x 5) (3 x 3)  <b>AND</b>  <input type="checkbox"/> No rating below <u>Needs Improvement</u> on any rubric ( 2 x 2)	<input type="checkbox"/> <u>Needs Improvement</u> or <u>Accomplished</u> on Teaching and Learning (2 x 5) (3 x 5)  <b>AND/OR</b>  <input type="checkbox"/> <u>Needs Improvement</u> on 4 or more other rubrics (2 x 5) (2 x 4)  <b>AND</b>  <input type="checkbox"/> No rating below <u>Needs Improvement</u> on any rubric (3 x 1)	<input type="checkbox"/> <u>Does Not Meet Standards</u> or <u>Needs Improvement</u> on Teaching and Learning (1 x 5) (2 x 5)  <b>OR</b>  <input type="checkbox"/> <u>Does Not Meet Standards</u> on 4 or more of other rubrics (4 x 1) (1 x 2)
<b>36 – 40</b>	<b>28 -- 35</b>	<b>20 -- 27</b>	<b>&lt;20</b>
<b>Total: _____</b>			

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Feedback from stakeholders – assessed by administration of a survey with measures that align to the Connecticut Leadership Standards – is 10% of an administrator’s summative rating.

Ratings should reflect the degree to which an administrator makes growth on the stakeholder goals (2 required), using data from the prior year or beginning of the year as a baseline for setting the parent and student feedback goals.

- For Administrators with high ratings, the rating should reflect the degree to which measures remain high.
- For Administrators new to their schools or roles, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

- Select appropriate SMART goals relative to the previous survey data
- Set 1 target for both parent feedback and student feedback
- In the spring, administer surveys to relevant stakeholders
- Aggregate data and determine whether the Administrator achieved the established target

<b>Exceeds Standards (4)</b>	<b>Accomplished (3)</b>	<b>Needs Improvement (2)</b>	<b>Does Not Meet Standards (1)</b>
Substantially exceeded <b>STUDENT</b> target (by more than 5%)	Met target	Made substantial progress, but did not meet target	Made little or no progress against target
Substantially exceeded <b>PARENT</b> target (by more than 5%)	Met target	Made substantial progress, but did not meet target	Made little or no progress against target
			<b>Total:</b> _____

Domain 1: Vision, Mission, and Goals

NOT FOR USE

	4	3	2	1
Diverse Perspectives	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Makes a quick assessment of the school's strengths and weaknesses.	Is unable to gather much information on the school's strong and weak points.
Vision	Wins staff, student, and school community buy-in for a succinct, inspiring, results-oriented vision; empowers staff and other stakeholders in implementing and sustaining the vision and goals.	Develops a memorable, succinct, results-oriented vision and goals that are known, implemented, and sustained by all staff.	Distributes a boiler-plate vision that few colleagues remember, or talks about the vision and goals with only the beginning steps of implementing and sustaining	Does not share, or dictates, a vision.
Strategy	Collaboratively crafts a comprehensive, results-oriented, strategic school plan with annual goals, develops strategies for measuring progress, and engages all stakeholders in the process.	Gets input and writes a comprehensive, measurable strategic school plan for the current year, regularly assesses progress and carries out changes in programs or activities.	Writes a cumbersome or vaguely accountable strategic school plan, asks stakeholders about the progress they think is being made, and adjusts programs as deemed necessary.	Recycles the previous year's cumbersome or vaguely accountable strategic school plan, is unaware of progress or steps to take to ensure goals are met.
Data Analysis	Collaboratively uses a wide range of data to inform stakeholders of the gap between current student achievement and the collective vision for students' future success.	Uses varied sources of data to motivate colleagues by comparing students' current achievement levels with rigorous expectations.	Presents data without a vision or a vision without data; bases decisions on anecdotal observations or own assumptions.	Bemoans students' low achievement data, and shows fatalism about bringing about significant change.
Targets	Gets strong staff commitment for 3 or 4 bold, ambitious student achievement targets which impact all students; effectively articulates urgency regarding targets.	Builds staff support for 2 or 3 student achievement targets which affect the learning opportunities of all students; publically advocates for these targets.	Expresses confidence that student achievement will improve each year through students' and teachers' hard work; generates support for equal opportunities for all.	Takes one year at a time and does not provide achievement targets, or focuses targets only on students who are struggling.
Teamwork	Recruits a strong leadership team and develops its skills and commitment to a high level.	Recruits and develops a leadership team with a balance of skills.	Enlists one or two like-minded colleagues to provide advice and support.	Works solo with little or no support from colleagues.
Accountability	Uses a wide variety of well-aligned data points (grades, attendance, behavior, bench-marks, surveys, and other valuable indicators) to monitor, adjust, and drive continuous improvement toward mission and goals.	Monitors data in several key areas and applies the right data points to illustrate successes in the school's improvement efforts; effectively aligns indicators with goals.	Monitors data to report progress on school mission and goals, but frequently uses misaligned indicators, such as attendance or discipline records, to document school successes.	Monitors limited sources of student, staff, and community data in measuring vision and goals; is attentive to the wrong indicators and/or inattentive to the important indicators.

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Removes Barriers	Masterfully focuses on minimizing barriers and is unwavering in focusing staff on student achievement; uses barriers as opportunities to learn and develop staff; wins over those who fear change or harbor low expectations.	Identifies and addresses barriers to change, works on persuading resistant staff members to get on board, and manages other barriers such as low expectations, and fear of change.	Manages barriers on a situational level and is discouraged by barriers such as staff resistance, fear of change, and low expectations.	Does not proactively identify possible barriers or is thwarted and immobilized by barriers, such as staff resistance, fear of change, and low expectations.
Resources and Support	Fosters a sense of urgency, willing support, and shared responsibility among all stakeholders for achieving annual goals; prioritizes the allocation of resources to build capacity of the school and staff.	Builds ownership and support among stakeholders for achieving annual goals; seeks and aligns resources to the goals	Presents the annual plan to stakeholders and asks them to support it; aligns some resources to initiatives related to goals.	Gets the necessary signatures for the annual plan, but there is little ownership or support; is either unaware of how to support goals or incapable of seeking and aligning resources.
Delegation	Has highly competent people in key leadership roles and is able to entrust them with carrying out their portions of the schools' vision and goals as outlined in the school improvement plan.	Delegates some portions of the school improvement plan to competent staff members and checks on their progress.	Doesn't delegate some key areas of the school improvement plan to staff, but does them him or herself.	Does almost everything in the school improvement plan him or herself.
	<b>X 4 =</b>	<b>X 3 =</b>	<b>X 2 =</b>	<b>X 1 =</b>
<b>Total _____ Total divided by 10 = _____</b>				

Domain 2: Teaching and Learning

NOT FOR USE

	4	3	2	1
Baselines	Ensures that all teams use all the summative data from the previous year and fresh diagnostic data to plan instruction; establishes a culture which ensures all students achieve at high levels.	Provides teacher teams with previous-year test data and in-house data and asks them to assess students' current levels when setting achievement goals; works towards all students achieving at their highest level.	Refers teachers to the previous year's test data as a baseline for current-year instruction; recognizes gaps, but works towards all students achieving proficiency.	Does not provide historical test data to teachers; is unaware of gaps; or is working towards improving achievement of only some students
Professional Development	Orchestrates aligned, high-quality coaching, mentoring, workshops, school visits, and other professional learning aligned to student achievement and to staff needs; collaborates with staff to implement, monitor, and adjust for optimum effectiveness.	Organizes aligned, on-going coaching and training that builds classroom proficiency; evaluates professional development based on classroom implementations and makes adjustments as necessary	Provides staff development workshops that address some, but not all needs and rarely engage staff or improves instruction; uses show-and-tell reporting to check on implementation.	Provides for workshops which are misaligned, and/or leaves teachers mostly on their own in terms of professional development; does not monitor the implementation of professional development content.
Empowerment	Develops time and processes for continuous inquiry; builds a culture of candor and openness to new ideas; gets teams to take ownership for using data, student work samples, and research to drive constant refinement of instruction.	Fosters a respect for new ideas and inspires collaboration; orchestrates time for regular teacher team meetings which are the prime focus for discussions about student achievement and improvements in instruction.	Encourages staff to collaborate; suggests that teacher teams work together to address students' learning problems.	Does not emphasize or build systems for teamwork and teachers work mostly in isolation from colleagues.
Evaluation	Visits 3 or 4 classrooms a day and gives helpful, face-to-face and feedback to each teacher within 24 hours; sets and monitors meaningful goals for each staff member and provides supports; when necessary, counsels out or dismisses an ineffective teacher, scrupulously adhering to the evaluation plan.	Makes 2 or 3 unannounced visits to a few classrooms every day and gives helpful feedback to teachers; implements the district evaluation plan; when necessary, counsels out or dismisses an ineffective teacher, following the evaluation plan.	Tries to get into classrooms but is often distracted by other events and rarely provides feedback; uses some of the evaluation findings to arrange professional development; moves an ineffective teacher in-and-out of support plans, or is stymied by procedures.	Only observes teachers in the required evaluation format; does not connect evaluation results with professional development or school goals; either does not collect or ignores evidence that a teacher is ineffective.
Feedback	Provides regular, timely, and constructive feedback to all staff and monitors for implementation; courageously engages in difficult conversations with below-proficient teachers, helping them improve.	Provides timely and accurate feedback using evaluation methods that improve instruction; capably provides redirection and follow-up support to teachers who are less than proficient.	Provides sporadic feedback and monitors some teacher's progress for improvement; criticizes struggling teachers but does not give them much help improving their performance.	Does not consistently provide effective feedback or monitor changes in practice; shies away from giving honest feedback and redirection to teachers who are not performing well.

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Curriculum	Builds the capacity of all staff to collaboratively align and develop standards-based curriculum and instruction; ensures that teachers backwards-design high-quality, aligned units; monitors and provides feedback on units.	Develops a shared understanding of standards-based curriculum, instruction, and alignment; asks teacher teams to cooperatively plan curriculum units following a common format; often provides feedback.	Builds and communicates own understanding of curriculum and standards; occasionally reviews teachers' daily lesson plans but not unit plans.	Is unaware of how to align curriculum and instruction with standards and assessments; does not review lesson or unit plans.
Ideas	Builds strong faculty commitment to extending learning beyond the classroom; ensures that the whole staff is current on professional literature and constantly exploring best practices; provides the resources necessary to support this.	Reads and shares research and fosters an on-going, school-wide discussion of best practices; provides access to instructional resources to extend learning beyond the classroom.	Occasionally passes along interesting articles and ideas to colleagues; provides inconsistent support and resources for staff learning	Provides only limited resources; Rarely reads professional literature or discusses best practices.
Differentiation	Builds the capacity of staff to collaboratively differentiate for student groups; fosters a no-blame, highly productive search for root causes of mediocre or underachievement; encourages risk-taking and hypothesis-testing in adjusting instructional practices to meet the needs of all students.	Promotes the instructional strategies which improve learning for high achievers and struggling students; asks that data meetings go beyond what students got wrong and delve into why; encourages differentiation as what's fair for all students.	Suggests that teachers look at work samples and focus on the areas in which students had the most difficulty; encourages strategies which address the learning needs of some students, but not all.	Does not exercise leadership in looking for underlying causes of student difficulties; does not distinguish between various instructional strategies.
Global Understanding	Ensures that all teachers have opportunities to discuss and implement the high-quality curriculum materials and technology which will promote their students' success as future global citizens; provides training on how to implement these resources.	Gets teachers effective literacy, math, science, and social studies materials and technology which support the skills students need for global citizenship.	Works with select staff members to procure the curriculum materials and technology for their classrooms which will support their students' development of 21 <sup>st</sup> century skills.	Leaves teachers to fend for themselves in promoting 21 <sup>st</sup> century skills.
Celebration	Boosts morale and a sense of efficacy among school staff by getting colleagues to regularly celebrate and own student achievements and measurable student gains.	Draws attention to student, classroom, and school-wide successes, giving credit where credit is due.	Congratulates individuals on their successes.	Takes credit for improvements in school performance, or misses opportunities to celebrate success.
	<b>X 4 =</b>	<b>X 3 =</b>	<b>X 2 =</b>	<b>X 1 =</b>
<b>Total _____ Total divided by 10 = _____</b>				

Domain 3: Organizational Systems and Safety **NOT FOR USE**

	4	3	2	1
Safety and Security	Continuously engages the school community in the development, implementation, and evaluation of a comprehensive safety and security plan.	Develops, implements and evaluates a comprehensive safety and security plan with collaboration among district, school community, and public safety officials.	Creates and develops a safety and security plan with minimal school community engagement.	Insufficiently plans for school safety.
School Climate	Supports the ongoing collaboration of the staff and school community in strengthening school climate; ensures the school climate supports and sustains learning, social/emotional success, and safety for all.	Advocates for, creates, and supports the collaboration required in building a positive school climate which promotes both student achievement and the well-being of all.	Seeks input and discussion to build the staff's understanding of the school's climate and its relationship to student learning, but does not develop a plan.	Is unaware of the link between school climate and learning; acts alone when addressing school climate issues.
Behavior Norms	Gets staff buy-in for clear, school-wide student-behavior, standards, routines, and consequences; deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.	Sets expectations for student behavior and establishes school-wide routines and consequences; deals quickly with disruptions to learning and looks for underlying causes.	Urges staff to demand good student behavior, but allows different standards in different classrooms; deals firmly with students who are disruptive in classrooms, but doesn't get to the root causes.	Often tolerates discipline violations and enforces the rules inconsistently; tries to deal with disruptive students but is overwhelmed by either the number of problems or the response from teachers and/or parents.
Prevention	Continuously evaluates and revises school processes; takes the initiative so that time-wasting activities and crises are almost always prevented or deflected; proactively improves systems to support new instructional strategies.	Uses problem-solving skills and knowledge of operational planning to constantly improve processes; is effective at preventing and/or deflecting many timewasting crises and activities.	Reviews existing processes when problem occur and makes adjustments if possible; tries to prevent them, but crises and time-wasters sometimes eat up lots of time.	Ineffectively monitors operational processes, and as a result, large portions of each day are consumed by crises and time-wasting activities.
Physical Plant	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus; develops systems to maintain and improve the physical and rapidly resolve safety issues.	Supervises staff to keep the campus clean, attractive, and safe.	Works with custodial staff to keep the campus clean and safe, but there are occasional lapses.	Leaves campus cleanliness and safety to custodial staff and there are frequent lapses.
Outreach	Frequently solicits and uses feedback and help from support staff (technology, facilities, 21 <sup>st</sup> Century), as well as parents, and external partners on new ideas that could improve systems and practice.	Regularly reaches out to support staff (technology, facilities, 21 <sup>st</sup> Century), parents, and external partners for feedback and help.	Occasionally asks support staff (technology, facilities, 21 <sup>st</sup> Century) students, parents, or external partners for feedback.	Rarely or never reaches out to others for feedback or help.
Expectations	Has total staff buy-in on exactly what is expected for daily, ongoing management of safety and security protocols.	Makes sure staff know what is expected for management of safety and security protocols.	Periodically reminds teachers of policies on safety and security.	Is constantly reminding staff what they should be doing regarding safety and security.

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Budget	Aligns and reviews budget regularly; skillfully manages the budget to maximize opportunities for student achievement and staff growth; works with community to achieve additional funding goals.	Seeks, secures, and aligns resources to achieve the school's goals and maximize student and staff opportunities.	Manages budget and finances with few errors, but sticks to past practice and misses opportunities to support the school's improvement plan.	Makes errors in managing the budget and finances and misses opportunities to meet school goals; allocates resources based on past practice.
Staff	Implements practices that retain and develop effective teachers in the best possible assignments; assigns staff for maximized student learning; collaboratively with other staff or community members recruits, hires, and supports highly-effective teachers who share the school's vision.	Implements practices that support highly-qualified staff in every position; collaboratively recruits and hires effective teachers.	Moves or assigns staff to avoid confrontation; hires teachers based on the recommendations of outsiders or who seem to fit his or her philosophy of teaching.	Avoids reassignments; makes last-minute appointments to teaching vacancies based on candidates who are available.
Efficiency	Deals quickly and decisively with the highest-priorities; delegates to team members responsibly and appropriately; remains sharp and focused on what's important.	Has a system for dealing with priorities, responsibilities, and administrative chores; is focused and balanced.	Tries to stay on top of priority items and administrative chores but is often behind, unfocused, or unable balance responsibilities.	Is way behind or unfocused and cannot attend to the school's needs.
	<b>X 4 =</b>	<b>X 3 =</b>	<b>X 2 =</b>	<b>X 1 =</b>
<b>Total _____</b>		<b>Total divided by 10 = _____</b>		

Domain 4: Families and Stakeholders

NOT FOR USE

	4	3	2	1
Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Reaches out to parents and tries to understand when they are critical.	Makes little effort to reach out to families and is defensive when parents express concerns.
Access	Consistently seeks and mobilizes family and community resources to support goals aligned to school improvement and achievement for all students.	Seeks out and coordinates those resources from families and the community which will best meet the needs of the school and support student achievement.	Reaches out to families and the broader community to accepted resources, but secures resources that are not consistently aligned with the school's goals.	Is unaware of how to access resources or support from families or other community members
Transparency	Is transparent about how and why decisions were made, involving stakeholders whenever possible.	Ensures that staff members and families are informed about how and why key decisions are being made.	Tries to be transparent about decision-making, but due to time-constraints or other circumstances, stakeholders are often shut out.	Makes decisions with little or no consultation with stakeholders , causing frequent miscommunications and problems.
Communication	Uses a wide variety of strategies and builds the capacity of staff to provide ongoing back-and-forth, open, and meaningful communication with families and the wider community.	Sends home school newsletters and uses press releases to communicate with parents and community; expects teachers to have regular channels of back-and-forth communication with the parents.	Shares information with families on an 'as needed' basis; communicates with individuals; suggests that teachers regularly communicate back-and-forth with parents.	Leaves parent contact and communication up to individual teachers; limits the opportunities for families to communicate.
Effectiveness	Communicates and interacts professionally and effectively with a wide range of stakeholders, matching message and tone to the occasion; builds the capacity of staff to ensure clear and appropriate two-way communications.	Demonstrates the ability to understand, communicate with, and interact effectively with stakeholders.	Communicates effectively with most people in most situations, but sometimes does not match message and tone to the occasion.	Ineffectively or unprofessionally communicates within the school community.
Celebration	Publicly celebrates kindness, effort, achievement, and improvement and builds students', staff's, and families' pride in their school.	Praises staff and student success and achievement and works to build school spirit.	Praises staff who do something extra and students who are well-behaved and/or get good grades.	Rarely praises students or staff and fails to build school pride.
Diversity	Integrates community diversity as appropriate into the multiple aspects of the school community; builds sensitivity to diversity of all kinds among staff and students.	Capitalizes on diversity within the community as an asset to strengthening student learning and understanding; ensures school programs meet diverse needs.	Values community diversity, develops some connections, but does not capitalize on opportunities within the school; meets the needs of some diverse students.	Has limited awareness of diversity as an educational asset; does not understand the needs of diverse students.

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Support	Is highly effective getting counseling, mentoring, and other supports for high-need students; proactively identifies essential resources and services for children and families.	Identifies struggling students and works to get support services to meet their needs; collaborates with community agencies for health, social, and other services as needed for children and families.	Tries to get crisis counseling for highly disruptive and troubled students; provides some access to outside resources and services as needed.	Focuses mainly on discipline and punishment with highly disruptive and troubled students; is unaware of the supports of additional resources.
Relationships	Builds strong relationships with community agencies and key district and external personnel and gets them excited about the school's mission.	Builds relationships with community agencies and district and external staffers so they will be helpful with programs, paperwork, or processes.	Is correct and professional with community agencies and district and external staff but does not enlist their active support.	Neglects relationship building with community agencies and district and external staff, therefore has lost their support.
Conferences PPTs	Orchestrates productive parent/teacher meetings, PPTs, Open Houses, report card conferences, etc. in which parents and students get specific suggestions on next steps.	Works to maximize all face-to-face parent/teacher opportunities with timely, relevant, and accurate information.	Makes sure that report cards, IEPs and reports are completed and provided to parents.	Provides little or no monitoring of the conferencing and reporting process.
	<b>X 4 =</b>	<b>X 3 =</b>	<b>X 2 =</b>	<b>X 1 =</b>
<b>Total</b> _____		<b>Total divided by 10 =</b> _____		

Domain 5: Ethics and Integrity

NOT FOR USE

	4	3	2	1
Ethical Expectations	Holds high expectations for self and staff to ensure professionalism, ethics, integrity, justice, and fairness.	Models personal and professional ethics, integrity, justice, and fairness; expects others to follow suit.	X	Does not consistently model personal and professional ethics and integrity.
Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs; promotes the dignity and worth of all.	Communicates respectfully with parents and is sensitive to different families' cultures and values; models respect for all.	X	Is often insensitive to or unaware of the culture and beliefs of students' families; does not treat everyone with respect.
Bureaucracy	Deftly handles bureaucratic, contractual, and legal issues with utmost confidentiality and so they never detract from, and sometimes contribute to, improved teaching and learning.	Manages bureaucratic, contractual, and legal issues confidentially, efficiently, and effectively.	X	Frequently mishandles bureaucratic, contractual, and legal issues in ways that rights of children, staff members, and families are not protected
Inspiration	Uses personal honesty and integrity to inspire confidence and instill mutual respect, open communication, and optimal levels of performance and success.	Inspires others and instills a sense of trust and mutual respect which contributes to achieving goals.	X	Ineffective attempts have not inspired the trust and respect of others.
Fairness	Equitably, and/or fairly, seeks and distributes resources to build and sustain the schools' improvement goal and increase and student achievement.	Allocates resources equitably to sustain a high level of organizational success.	Allocates resources to some people or to address some improvement, but not others.	Does not equitable distribute resources, or uses resources as rewards or punishments related to achievement.
Compliance	Fulfills all compliance and reporting requirements with fidelity, uses information to create new opportunities to support learning.	Fulfills with fidelity all compliance and reporting responsibilities to the district and beyond.	Meets minimum compliance and reporting responsibilities with occasional lapses in attention to deadlines.	Completes compliance and reporting responsibilities using old data or has difficulty keeping the school in compliance by meeting the requirements.
Presentation	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses unprofessionally and/or violates boundaries.	Regularly acts and/or dresses unprofessionally and/or violates boundaries.
Judgment	Is invariably ethical, honest, and forthright; uses impeccable judgment and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses confidential information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses confidential information.
Growth	Actively seeks cutting-edge leadership ideas and engages in activities which will expand own potential.	Seeks out effective leadership ideas from colleagues, workshops, and other sources and implements them well.	Can occasionally be persuaded to try out new leadership practices.	Is not open to ideas for improving leadership

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Self-Reflection	Models the self-reflection and continuous growth process by publically sharing with students and staff own learning and research and the relationship of these to improvement and best practices.	Reflects on and builds own capacity for life-long learning through increased understanding of experiences, research, and best practices.	Recognizes the importance of personal learning and uses some research and best practices for personal growth.	Resists reflection and change in personal practices.
	<b>X 4 =</b>	<b>X 3 =</b>	<b>X 2 =</b>	<b>X 1 =</b>
<b>Total _____ Total divided by 10 = _____ X .10</b>				

Domain 6: Educational Systems

NOT FOR USE

	4	3	2	1
Systems	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions; ensures systems for efficient, friendly student entry, dismissal, meal times, transitions, and recesses; maximizes the school day.	Creates a schedule that provides meeting times for all key teams; provides systems for orderly student entry, dismissal, meals, class transitions, and recesses; schedules with instruction and minimal disruption in mind,	Creates a schedule with some flaws and few opportunities for team meetings; systems for student entry, dismissal, transitions, and meal times may be haphazard; instructional time is frequently lost.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet. Rarely supervises student entry, dismissal, and common spaces and therefore is unaware the systems create frequent problems.
Behavioral Systems	Gets staff buy-in for a behavioral system with clear, district-wide and school-wide student behavior standards, routines, and consequences; is highly effective getting counseling, mentoring, and other supports for high-need students.	Sets school-wide behavioral expectations for students, and establishes school-wide routines and consequences; identifies struggling students and works to get support services to meet their needs.	Without implementing a behavior system, urges staff to demand good student behavior, but allows different standards in different classrooms; tries to get crisis counseling for highly-disruptive and troubled students.	Often tolerates low expectations for student behavior, and/or enforces the rules inconsistently; focuses mainly on discipline and punishment with highly-disruptive and troubled students.
Safety Nets	Advocates for and provides effective programs for all students with inadequate home supports.	Advocates for and provides programs for most students whose parents do not provide adequate support.	Provides ad hoc, occasional support for students who are not adequately supported at home.	Does not provide assistance for students with inadequate home supports.
Current	Has cutting edge knowledge of the current educational and social issues which impact school systems and frequently makes adjustments to stay current (green schools, Internet safety, emergency management).	Investigates current educational and social systems and issues and incorporates latest research in development of school policies, programs, and curriculum (green schools, Internet safety, emergency management).	Is aware of current issues and encourages teachers to incorporate these topics in their curriculum.	Is unaware of current issues and relies on status quo.
Strategies	Implements proven macro strategies (e.g., looping, flipped classrooms, team teaching, push-in vs. pull-out models) that boost student learning.	Suggests effective macro strategies (e.g., looping, team teaching) to improve student learning, and supports them when teachers are interested.	Explores macro strategies that teachers or other administrators suggest might improve achievement, but hesitates to implement them.	Plays it safe and sticks with the status quo.
Board Policy	Implements Board of Education policy with fidelity, and works collaboratively to research, revise, and reeducate stakeholders regarding new policies which will benefit the school and district and positively affect programs and achievement.	Implements Board of Education policy and suggests policy changes which could positively affect the schools.	Often checks Board of Education policy after a decision has been made and readjusts decisions to accommodate policies.	Is out of line with Board of Education policy and must be advised of such so corrections in decisions and programs can be made.

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Educational Issues	Engages the entire school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school and/or district as appropriate.	Promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.	Follows current education legislation, participates in professional learning activities to understand issues and implications, and shares information with the school community.	Does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education.
Shares Performance	Engages the school community and stakeholders in analysis of school and student data that leads to identifying strengths to celebrate and needs to address in school improvement plan goals.	Collects, analyzes, accurately communicates data about educational performance in a clear and timely way; uses data to set goals.	Reviews school growth measures and student data and conducts basic data analyses of overall educational performance.	Ineffectively communicates with members of the school community about data, trends, and implications for improvement.
Policy	Actively communicates and clarifies federal, state and local laws, policies and regulations with stakeholders to improve public understanding and input.	Communicates effectively with the community to improve public understanding of federal, state and local laws, policies and regulations.	Provides information to the community about federal, state and local laws, policies and regulations.	Does not provides information or provides incomplete information to the staff about legal issues and implications.
Builds Relationships	Actively engages local, regional, and/or national stakeholders and policymakers through participation in school programs and meetings or through other various modes of communication.	Develops and maintains relationships with a range of stakeholders and policymakers to influence their participation in the school and their impact on significant issues.	Identifies some issues that affect education and maintains a professional relationship with the local stakeholders and policymakers.	Takes few opportunities to engage stakeholders in the school.
	<b>X 4 =</b>	<b>X 3 =</b>	<b>X 2 =</b>	<b>X 1 =</b>
<b>Total _____</b>		<b>Total divided by 10 = _____</b>		

# Part II: Outcomes

## A. MULTIPLE STUDENT LEARNING INDICATORS

Underlying Principles: Every Administrator is in the profession to help children learn and grow, and to help teachers think carefully and critically about what knowledge, skills, and talents they will nurture in their students each year. In addition, Administrators have taken on responsibility for the systems thinking that will both manage and advance their schools. They are responsible for both removing the impediments to learning and expanding the vision and horizons which will advance it. They aspire to make their schools excellent. As a part of the Evaluation Plan process, Administrators will document those aspirations and anchor them in data.

According to the State Model, student learning is assessed in equal weight by:

1. Performance and progress on the academic learning measures in the state’s accountability system for schools, i.e. the SPI
2. Performance and growth on locally-determined measures.

### STATE MEASURES OF ACADEMIC LEARNING

Currently, the state’s accountability system includes four measures of student academic learning:

- School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut’s standardized assessment, the Connecticut Mastery Test (CMT)
- SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut’s standardized assessments
- SPI rating – absolute measure of student achievement on Connecticut’s standardized assessment
- SPI rating for student subgroups – absolute measure of student achievement for subgroups on Connecticut’s standardized assessments

Evaluation ratings for Administrators on these state test measures will be generated as follows:

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>SPI Progress</b>	<b>&gt; 125% of target progress</b>	<b>100 - 125% of target progress</b>	<b>50 - 99% of target progress</b>	<b>&lt; 50% of target progress</b>
<b>Subgroup SPI Progress</b>	<input type="checkbox"/> Meets performance targets for all subgroups that have SPI <88  <b>OR</b>	<input type="checkbox"/> Meets performance targets for 50% or more of sub-groups that have SPI <88	<input type="checkbox"/> Meets performance targets for at least one sub-group that has SPI <88	<input type="checkbox"/> Does not meet performance target for any subgroup that has SPI <88

	<input type="checkbox"/> all subgroups have SPI > 88  <b>OR</b>  <input type="checkbox"/> The school does not have any subgroups of sufficient size			
<b>SPI Rating</b>	<b>89-100</b>	<b>77-88</b>	<b>64-76</b>	<b>&lt; 64</b>
<b>SPI Rating for Subgroups</b>	<input type="checkbox"/> The gap between the “all students” group and each subgroup is < 10 SPI points or all subgroups have SPI > 88  <b>OR</b>  <input type="checkbox"/> The school has no subgroups	<input type="checkbox"/> The gap between the “all students” group and 50% or more of sub-groups is < 10 SPI points	<input type="checkbox"/> The gap between the “all students” group and at least one subgroup is > 10 SPI points.	<input type="checkbox"/> The gap between the “all students” group and all subgroups is > 10 SPI points.

**LOCALLY-DETERMINED MEASURES**

Administrators establish two (2) student learning objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- Indicators may focus on student results from a subset of teachers, grade levels, or subjects.
- Measures may include student performance or growth on district-adopted assessments not included in the state accountability measures
- Measures may include students’ performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

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

## Orange Public Schools

1. First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
2. The Administrator uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
3. The Administrator chooses student learning priorities for her/his own evaluation that are
  - Aligned to district priorities (unless the school is already doing well against those priorities)
  - Aligned with the school improvement plan.
4. The Administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators.
5. The Administrator shares the SLOs with the Superintendent, informing a conversation designed to ensure that:
  - The objectives are adequately ambitious.
  - There is adequate data that can be collected to make a fair judgment about whether the Administrator met the established objectives.
  - The professional resources are appropriate to supporting the Administrator in meeting the performance targets.
6. The Administrator and the Superintendent collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this portion, as follows:

<b>Exceeds Standards (4)</b>	<b>Accomplished (3)</b>	<b>Needs Improvement (2)</b>	<b>Does Not Meet Standards (1)</b>
Substantially exceeded <b>FIRST</b> target (by more than 5%)	Met target	Made substantial progress, but did not meet target	Made little or no progress against target
Substantially exceeded <b>SECOND</b> target (by more than 5%)	Met target	Made substantial progress, but did not meet target	Made little or no progress against target
			<b>Total:</b> _____

## B. TEACHER EFFECTIVENESS (5%)

Underlying Principles: Improving teacher effectiveness is central to an Administrator’s role in driving improved student learning outcomes. That is why, in addition to measuring the actions that Administrators take to increase teacher effectiveness – from hiring, scheduling, and placement to ongoing professional development to feedback on performance – the Administrator evaluation model also assesses the outcomes of all of that work.

Teacher effectiveness – as measured by an aggregation of teachers’ student learning objectives (SLOs) is 5% of an Administrator’s evaluation. As part of Connecticut’s teacher evaluation state model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing Administrator’s contribution to teacher effectiveness outcomes. In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that the Superintendent discuss with the Administrators their strategies in working with teachers to set SLOs.

<b>Exceeds Standards (4)</b>	<b>Accomplished (3)</b>	<b>Needs Improvement (2)</b>	<b>Does Not Meet Standards (1)</b>
> 80% of teachers are rated accomplished or exceeds standards on the student growth portion of their evaluation	> 60% of teachers are rated accomplished or exceeds standards on the student growth portion of their evaluation	> 40% of teachers are rated accomplished or exceeds standards on the student growth portion of their evaluation	< 40% of teachers are rated accomplished or exceeds standards on the student growth portion of their evaluation

## C. DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS

The Orange School District differentiates between effectiveness and ineffectiveness as follows:

Effectiveness:

1. “Accomplished” is the expected standard for all Orange Administrators. Most Administrators will fall within this rating. All Administrators should strive for, and some will sometimes attain, “Exceeds Standards,” which represents the highest ideal -- a reachable, but truly exceptional goal. Administrators who are “Accomplished” or above are considered effective.
2. In general, a **Novice** Administrators is effective once the Administrators receives at least two sequential “Accomplished” ratings, one of which is in the current year. A “Needs Improvement” rating will only be permitted in the first year of a novice Administrator’s career.

Ineffectiveness:

3. Administrators are seen to be in need of an assistance plan if their ratings for either Effectiveness or Outcomes, when compiled, fall below “Accomplished”. Please see the following “Summative Rating Matrix.” An ‘Assistance Plan’ for the following year is required in the area (Effectiveness or Outcomes) or in both areas which are in need of improvement. An Administrator shall be deemed ineffective if the Administrator receives *two sequential* overall ratings of “Needs Improvement” or if the Administrator

receives *one* “Does Not Meet Standards” rating at any time. In such extreme cases, a pattern *may* consist of one year’s rating.

4. An Administrator who receives “Needs Improvement” in Effectiveness and “Accomplished” in Outcomes, must set goals to bring his/her practice into the “Accomplished” range.
5. An Administrator is ineffective if the Administrator receives a “Does Not Meet Standards” rating, even in the first year of the Administrator’s career.

## D. TALENT-ED PERFORM AND PERSONNEL FILES

The TalentEd Perform Platform will retain:

Through the TalentEd Perform Platform, the **Administrators** will have access to the following for themselves and for every teacher they supervise:

1. ALL CATEGORIES OF GOALS
2. MID-YEAR REFLECTIONS
3. END-OF-THE-YEAR REFLECTIONS
4. ALL OBSERVATIONS (Classroom and Professional)
5. PRE- and POST OBSERVATION FORMS (optional, but required for new teachers and teachers on remediation action plans)
6. RUBRICS and FINAL RUBRICS
7. SUMMATIVE REVIEWS

In addition, the **Administrator** should retain in his/her own personal files:

1. DATA
2. ARTIFACTS -- which support his/her goals
3. LOG of PROFESSIONAL DEVELOPMENT ACTIVITIES (undertaken collaboratively and independently in pursuit of goals)
  - a. Books and articles read
  - b. DVD workshops and demos watched
  - c. Administrative Instructional Rounds
  - d. Administrative ‘Problem of Practice’ Activities
  - e. Conferences attended
4. LOG OF ADDITIONAL PROFESSIONAL ACTIVITIES which happen outside the district, such as representation of district on Regional and State Committees
5. LOG OF SCHOOL AND DISTRICT COMMUNITY ACTIVITIES AND MEETINGS

## SUMMATIVE ADMINISTRATOR EVALUATION

Category	Score	Multiplier	Points (Score x Multiplier)
Leadership Practice Rubrics (40%)		40	
Stakeholder Feedback (10%)		10	
<b>TOTAL "EFFECTIVENESS"</b>			
Student Learning (45%)		45	
Teacher Effectiveness (5%)		5	
<b>TOTAL "OUTCOMES"</b>			

Rating Table for Administrator Evaluation	
175 – 200	<b>Exceeds Standards (4)</b>
127 – 174	<b>Accomplished (3) *</b>
81 - 126	<b>Needs Improvement (2)</b>
50 - 80	<b>Does Not Meet Standards (1)</b>

EFFECTIVENESS					
		Exceeds Standards	Accomplished	Needs Improvement	Does Not Meet Standards
GROWTH	Exceeds Standards	Exceeds Standards	Accomplished	Accomplished *	<i>Gather More Information</i>
	Accomplished	Accomplished	Accomplished	Needs Improvement	Does Not Meet Standards
	Needs Improvement	Accomplished	Needs Improvement	Needs Improvement	Does Not Meet Standards
	Does Not Meet Standards	<i>Gather More Information</i>	Does Not Meet Standards	Does Not Meet Standards	Does Not Meet Standards

**Summative Rating Matrix**

\* Administrator Practice Goals must be written in the areas needing improvement and improvement must be noted.

Final Rating is the intersection of the ratings for EFFECTIVENESS and GROWTH

**FINAL RATING:** \_\_\_\_\_

**Comments by Superintendent:**

Superintendent's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Comments by Administrator:**

Administrator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

[Administrator's signature indicates he/she has seen and discussed the evaluation. It does not necessarily denote agreement.]

# Part III: Additional Information

## A. ADMINISTRATOR IMPROVEMENT AND REMEDIATION PLAN

Underlying Principle: This remediation section has been developed to assist and guide the administrator who is not meeting the district's standards in improving his/her performance. In the spirit of collegiality, the Superintendent and the Principal or Director will jointly analyze the administrative rubrics and work through the following procedures in order to achieve an "Accomplished" rating.

Administrators whose summative evaluation ratings are "Needs Improvement" or "Does Not Meet Standards" will be required to work with their local association president (or designee) and the Superintendent to design a growth plan that address identified deficiencies.

**The plan must include the following components:**

1. A clear description of the administrator's deficiency;
2. A clear description of the expected outcomes;
3. Criteria for success that will result in an evaluation rating of "Accomplished";
4. The resources and support that the local district will provide to the administrator, if necessary;
5. A clear statement of who is responsible for providing each of the designated supports;
6. A clear timeline for activities of the plan, within the school year in which the plan will be implemented; it is required that a mid-plan conference take place among the administrator, local association president or designee, and the Superintendent to determine how effective the plan is to date, and to make any necessary changes to the improvement plan;
7. Any extenuating circumstances that will be taken into account in the implementation of the plan (e.g. summer months, illness, etc.).

The plan will be designed and written using form for "Administrator Performance Remediation Plan" and signed by the administrator, local association president or designee, and the Superintendent. Copies will be distributed to all those who will be involved in the implementation of the plan. The contents will be kept confidential.

**Administrator Performance Remediation Plan must:**

- Be completed within 30 days of beginning of school year
- Span at least 90 school days
- Include a conference held half-way through the expected length of plan
- Include a conference scheduled at end of the plan. The Superintendent will determine the progress as:
  - Fully addressed; return to "Accomplished" rating
  - Partially addressed; plan continues/changes attached (Follow up date, determined by supervisor, to review status of plan)
  - Little or no movement; move to dismissal procedures

**Additional Information to Consider when Developing the Plan**

1. **Deficiency to be addressed** – List the specific standard and component of the administrator framework used in the district, including the wording of same. Describe, in concrete terms, what the administrator specifically does that does not meet the district’s expectations. As appropriate, include the frequency of the behavior.
2. **Expected outcomes** – Give concrete description of what the Superintendent should see the administrator doing that will show that the administrator is now meeting the standard. As appropriate, include how frequently the administrator is expected to exhibit the behavior in order to be successful. When determining the desired outcomes, several factors should be considered, including but not limited to, the number of years of administrative experience the administrator has; the administrator’s unique school climate; other “control factors” pertaining to the staff, students, and school community; the condition of the building; and the resources the school has available.
3. **Action to be taken** – Actions may include: engaging in professional learning, learning new skills, meeting and working with a coach or peer, keeping a log or file of evidence that shows performance changes, etc. Actions may occur simultaneously and/or occur for a short or long period of time.
4. **Resources needed** – Resources might include: time for professional learning, materials and equipment, and access to people. If an administrator works with an outside, professional peer or coach, the resources that person may need should also be listed.
5. **Evidence collected** – For each action taken by the administrator or another person involved in the implementation of the remediation plan, there should be evidence collected that the action was taken, and when appropriate, what the impact of the action was. For example, if one action of the administrator is to implement a different leadership strategy, then some evidence of how that strategy affected the staff/school may be appropriate to include.
6. **Timeline for completing action** – This should be carefully and realistically planned, taking into account the professional responsibilities of the administrator, the school calendar, and unplanned-for-issues that arise (e.g. a school-based crisis or a large number of snow days).
7. **Extenuating Circumstances** – Circumstances that may lead to changes in the plan or extending the timeline may include, but are not limited, to summer months, illness, snow days, student population changes, etc.
8. **Responsibilities** – For each action this area should describe what the specific responsibilities are for each person involved in the action – the administrator, the Superintendent, and/or any others working with the administrator.

The following represents the ADMINISTRATOR REMEDIATION PLAN which is applied through *TalentEd Perform*.

### Administrator Performance Remediation Plan

Administrator:

School:

Date:

<b>Deficiency to be addressed</b> Standard/component number & description:  Specific Administrator behavior that does not meet the standard:				
<b>Expected outcomes</b> Specific behavior/performance the Administrator will exhibit that will show s/he now meets the standard:  Extenuating circumstances to consider:				
<b>Steps to Reach Desired Outcomes</b>				
Actions to be taken	Resources needed	Evidence collected	Timeline for completion	Person Responsible for Action
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
<b>In attendance:</b>				
Name:		Signature:		

Administrator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mid-Plan Conference	
<b>Date:</b>	
Notes during conference / changes to plan:	
<b>In attendance:</b>	
Name:	Signature:
End of Plan Conference	
<b>Date:</b>	
Notes during conference:	
NOT FOR USE	
Administrator status at end of plan period:	
<input type="checkbox"/> Fully addressed; return to "Accomplished" rating <input type="checkbox"/> Partially addressed; plan continues/changes attached (Follow up date to review status of plan, determined by supervisor) <input type="checkbox"/> Little or no movement; move to dismissal procedures	
<b>In attendance:</b>	
Name:	Signature:

## B. PROCEDURES FOR RESOLUTION OF DIFFERENCES

Underlying Principle: Orange Elementary School System believes that evaluation must be a collaborative process between the Superintendent and the Administrator, drawing on the expertise and perspective of both parties. However, recognizing that disagreements may arise during the process and, in accordance with the Connecticut Guidelines for Educator Evaluation, a comprehensive dispute resolution process has been designed and agreed to by the design committee.

The right of appeal is inherent in the evaluation process and is available to every participant at any point in the evaluation process. The appeal procedure is designed to facilitate the resolution of conflicts generated by the evaluation *process*. It is not intended to resolve conflicts arising from differences of opinion gained through observations.

An Appeal Committee will be formed, *composed of four (4) members*; including two (2) Administrator members and two members of the Board of Education, one of whom will be the Chair of the Board of Education.

### **Educator Evaluation Appeal Procedure**

To initiate an appeal, the Administrator must submit the Appeal Initiation Form (next page) to the Superintendent, the Chair of the Board of Education, and his/her Union President. Within three (3) school days of receipt of the appeal, the Superintendent/Board Chair will schedule a joint meeting of the parties involved to be held within seven (7) school days of the original receipt of the appeal.

When the appeal is initiated, the following will occur:

1. The Appeal Committee will convene, appoint its own chairperson, and meet with both parties simultaneously.
2. At the hearing, the parties will present their concerns.
3. When the committee is satisfied that they have sufficient information; they will recess to formulate a resolution. **The Hearing Committee must come to a resolution.**
4. When the Appeal Committee has reached consensus, the chairperson will prepare the written resolution on, the Appeal Initiation Form (next page) which will be delivered to both parties by the Appeal Committee Chair within three (3) school days.

Appeal hearing timelines may be extended by mutual agreement of both parties involved, as well as by their respective bargaining associations.



637 Orange Center Road  
Orange, Connecticut 06477-2432  
[www.oess.org](http://www.oess.org)

# Orange Board of Education

TELEPHONE: (203) 891-8020  
FAX: (203) 891-8025  
SPECIAL EDUCATION: (203) 891-8023  
SCHOOL OF THE 21ST CENTURY: (203) 891-8033

## Initiation of Educator Evaluation Appeals Process

### Description of Dispute

Administrator Name:	Date:
Assignment:	
A conflict exists between: Name:	Name:
With regard to the following issue(s): <b>Please cite specific area, section, process or procedure with the evaluation process that is under appeal. Be as explicit as possible.</b>	
Signature of Appeal Initiator:	Date:
Signature of Chairperson: <b>Upon receipt</b>	* Date:



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## Notification of Appeal Hearing (within 3 days)

To:  
From (Appeal Committee Chair):  
Date:  
Re: Appeal-Procedure

The Committee chosen to hear this appeal is:

1. Chair:
- 2.
- 3.
- 4.

The hearing of the appeal is scheduled as follows: **(within 7 days\*)**

Date:	Time:
Location:	Room:



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## **Administrator Evaluation Appeal Process: Notification of Resolution** (Within 3 days)

To:  
From (Appeal Committee Chair):  
Date:  
Re: Appeal Resolution

In response to your appeal of [fill in date] regarding [fill in complaint], the following resolution has been formulated:

Sincerely,

# APPENDIX

## A. COMMON CORE OF LEADING

[Link to Connecticut's Common Core of Leading](#)

## B. CONNECTICUT SEED WEBSITE

[Link to Connecticut's SEED Website](#)

SEED = System for Educator Evaluation and Development