

Canton Public Schools



Administrative Evaluation System and Development Plan 2015 - 2016

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Mission Statement

Charting our Course

Our Vision

Opening Minds ...

... Transforming Lives

As a leader among schools in Connecticut and a source of pride in the community, the Canton Public Schools shape the future of its students by opening minds and transforming lives through creative and innovative programs.

Our Mission

The Canton Public Schools unite with families and the community to provide challenging educational experiences and opportunities that develop the intellectual, physical, social and emotional potential of our students. Our mission is to prepare productive, tolerant and responsible citizens with the character and independence to embrace and contribute to the world.

Together We Make a Difference

We commit ourselves to using innovative as well as research-based ideas to:

- promote high student achievement
- practice focused educational leadership
- make sound financial choices

We accept this challenge and invite our stakeholders to join us in transforming this vision into reality.

Our Values

Individually and collectively the Community, Families, Faculty, and the Canton Board of Education hold these values for themselves and for the children they serve.

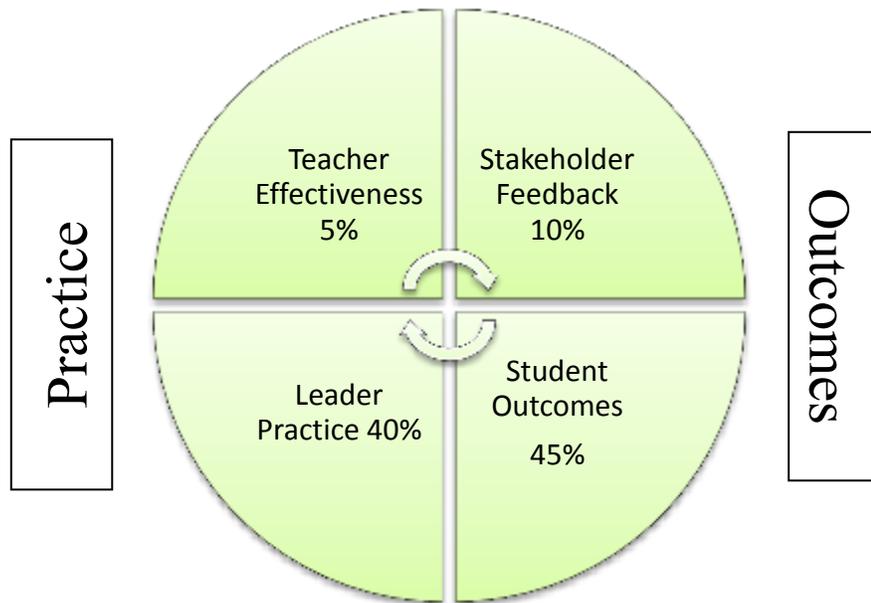
All children deserve an educational environment where they are: ... valued for themselves as unique individuals ... treated with love, respect, and care by their educators and peers ... guided and taught to challenge themselves in ways that stretch them as individuals ... provided a safe environment in which to learn, take risks, and excel

All children shall have the benefit of: ...high quality resources ...exposure to varied opportunities to inspire all the various aspects of their academic, intellectual, and social interests ...a community that understands the value of its supportive role in ensuring the tradition of a strong educational legacy for each generation of students

All children are entitled to a childhood.

The Model's Four Components

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on 4 components:



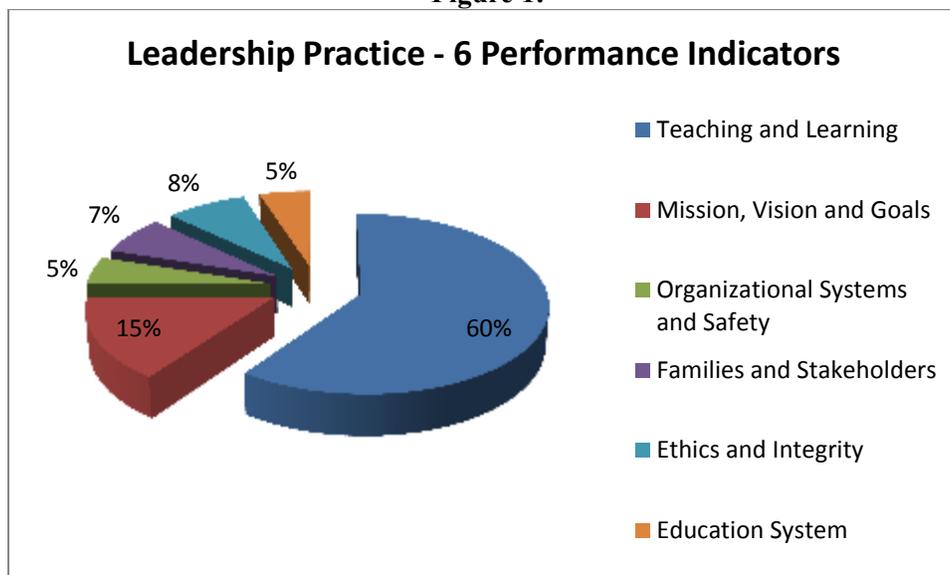
1. Leadership practice (40%)

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating. Leadership practice is described in the *Connecticut School Leadership Standards*, adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Administrators Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through 6 performance expectations.

1. **Vision, Mission, and Goals:** Education leadership ensures 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 leadership ensures the success and achievement of all students by monitoring and continuously improving teaching and learning.
3. **Organizational Systems and Safety:** Education leadership ensures 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 leadership ensures 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 leadership ensures the success and achievement of all students by being ethical and acting with integrity.
6. **The Education System:** Education leadership 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 6 of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational Administrators do. As such, **Performance Expectation 2 (Teaching and Learning)**, comprises sixty percent of the leadership practice rating and the other 5 performance expectations are weighted according to the Figure 1.

Figure 1:



These weightings should be consistent for all administrators.

In order to arrive at these ratings, administrators are measured against the Administrator Evaluation Rubric (Appendix F) which describes administrator actions across 4 performance levels for each of the 6 performance expectations and associated elements. The 4 performance levels are:

- **Meet Standards:** The rubric is anchored at the *Proficient* Level using the indicator language from the *Connecticut School Leadership Standards*. The specific indicator language is highlighted in **bold** at the *Proficient* level.
- **Exceeds Standards:** The *Exceeds* Level focuses on the concepts of developing capacity for action and leadership beyond the individual Administrator. Collaboration and involvement from a wide range of staff, students, and stakeholders is prioritized as appropriate in distinguishing *Exemplary* performance from *Proficient* performance.
- **Needs Improvement:** The *Needs Improvement* Level focuses on Administrators with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Does Not Meet Standards:** The *Does Not Meet Standard* Level focuses on a limited understanding of leadership practices and general inaction on the part of the Administrator.

Each of the concepts demonstrates a continuum of performance across the row, from Below Standard to Exemplary.

Strategies for using the Administrator Evaluation Rubric

Helping administrators get better: The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the *Connecticut School Leadership Standards* in order to serve as a guide and resource for school Administrators and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what

improved practice would be.

Making judgments about administrator practice: In some cases, evaluators may find that an administrator demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

Assigning ratings for each performance expectation: Administrators and evaluators will be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level, and may discuss performance at the Element level, using the detailed indicator rows as supporting information as needed. As part of the evaluation process evaluators and school Administrators should identify a few specific areas for ongoing support and growth.

Arriving at a Leadership Practice Summative Rating:

Summative ratings are based on the preponderance of evidence for each performance expectation in the *Connecticut School Leadership Standards*. Evaluators collect written evidence about and observe the administrator's leadership practice across the 6 performance expectations described in the rubric. 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 evaluator completing the evaluation:

1. The administrator and evaluator meet for a goal-setting conference to identify focus areas for development of the administrator's leadership practice (Appendix A).
2. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified areas for development. Evaluators must conduct a minimum of 2 observations of which 1 must be site-based observations for any administrator and should conduct at least 4 observations of which 2 must be site-based observations for principals who are new to their district, school, the profession, or who have received ratings of developing or below standard. The timeline for observations will be as follows:
The evaluator will provide written feedback and conference with the administrator after the observation using Appendix B.
3. The administrator and evaluator hold a mid-year formative conference, with a focused discussion of progress toward proficiency in the performance areas identified as needing development (Appendix C).
4. Near the end of the school year, but no later than June 30th, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas (Appendix D).
5. The evaluator and the administrator meet to discuss all evidence collected to date by June 30. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of Exceeds, Meets, Needs Improvement, or Below Standard for each Performance Expectation. 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 (Appendix E).

All Administrators:

Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards
Exemplary on Teaching and Learning + Exemplary on at least 2 other performance expectations + No rating below Proficient on any performance expectation	At least Proficient on Teaching and Learning + At least Proficient on at least 3 other performance expectations + No rating below Developing on any performance expectation	At least Developing on Teaching and Learning + At least Developing on at least 3 other performance expectations	Below Standard on Teaching and Learning Or Below Standard on at least 3 other performance expectations

2. Stakeholder Feedback (10%)

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**. All surveys must be kept anonymous and will demonstrate fairness, reliability, validity, and usefulness.

Canton Public Schools uses a variety of survey instruments to assess Administrators’ effectiveness and provide principals/directors with meaningful feedback. These instruments include questions of leadership practice, school practice and school climate.

- **Leadership practice** focus directly on feedback related to an Administrator’s performance and the impact on stakeholders. Leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.
- **School practice** capture feedback related to the key strategies, actions, and events at a school. They collect feedback from faculty and staff, students, and parents.
- **School climate** cover any of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school’s prevailing attitudes, standards, and conditions. They collect feedback from all staff as well as from students and their family members.

For each administrative role, stakeholder’s survey for feedback will include:

Principals:

- All families (parents or guardians)
- All teachers and staff members
- All or a subset of students

Assistant Principals:

- All or a subset of family members
- All or a subset of teachers and staff members
- All or a subset of students

Directors

- Specific subsets of teachers and/or specialized staff
- Relevant family members as appropriate

Assistant Superintendent

- Specific subsets of certified and non-certified staff
- Relevant family members as appropriate

Arriving at a Stakeholder Feedback Summative Rating: Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth target. Exceptions to this include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high.
- Administrators new to the role, in which case, 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: Assign a timeline to these 6 steps.

1. Select appropriate survey measures aligned to the *Connecticut Leadership Standards*
2. Review baseline data on selected measures
3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high)
4. Later in the school year, administer surveys to relevant stakeholders
5. Aggregate data and determine whether the administrator achieved the established target
6. Assign a rating, using this scale

Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Establishing what results in having “substantially exceeded” the target or what constitutes “substantial progress” is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set.

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.

State Measures of Academic Learning

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

- 1 School performance Index (SPI) progress – changes from year to year in student achievement on Connecticut’s standardized assessments [Connecticut Mastery Test (CMT) and the Connecticut Academic Performance test (CAPT)].
- 2 SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut’s standardized assessments
- 3 SPI rating – absolute measure of student achievement on Connecticut’s standardized assessments
- 4 SPI rating for student subgroups – absolute measure of student achievement for subgroups on Connecticut’s standardized assessments

Evaluation ratings for principals on these state test measures are generated as follows:

Step 1: SPI Ratings and Progress are applied to give the administrator a score between 1 and 4, using the table below:

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

Step 2: Scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target.

	SPI > 88	SPI between 88 and 64	SPI < 64
School Performance Index (SPI) progress from year to year	10%	50%	50%
SPI progress for student subgroups	40%	50%	50%
SPI rating	10%	0%	0%
SPI rating for student subgroups	40%	0%	0%

Step 3: The weighted scores in each category are summed*, resulting in an overall state test rating that is scored on the following scale:

Exceeds	Meets	Needs Improvement	Below Standard
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

*Round to the nearest tenth.

Locally Determined Measures

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

- All measures must align to Connecticut or National learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate.

	SLO1	SLO 2	SLO 3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion from district assessments.	
High School Principal	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion from district assessments.	
Elementary or Middle School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
High School AP	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
Director/Central	Broad discretion: Indicators may be based on results in the group of schools,		

\Office administrator	group of students, or subject area most relevant to the administrator’s job responsibilities, or on district-wide student learning results.
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Beyond these parameters, administrators have broad discretion in selecting indicators, including, but not limited to:

- Student performance or growth on state-administered assessments and/or district adopted assessments not included in the state accountability measures (Appendix J).
- Students’ progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students’ performance or growth on school- or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.
- See Appendix J for a non-exhaustive list of assessments and other indicators.

The process for selecting measures and creating student learning objectives 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 follow a pre-determined timeline.

- First, the district established 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.
- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities), and (b) aligned with the school/area improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable student learning objective for the chosen assessments/indicators
- The administrator shares the student learning objectives with her/his evaluator, 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 objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective
 - The professional resources are appropriate to supporting the administrator in meeting their performance targets. We describe the broader purpose and structure of this conversation later.
- The administrator and evaluator 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.

NOTE: It may not be possible to calculate an SPI during the 2015-16 year. In this instance, Guidelines state that, “...the entire 45% of an administrator’s rating on the student learning indicators shall be based on the locally-determined indicators [as] described in subsection 3.3(1)(b).” This administrator rating, in turn, would compose the 5% Whole-School Student Learning Indicator rating for teachers, unless they are otherwise using Student Feedback.

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

Exceeds	Meets	Needs Improvement	Does Not Meet
Met all 3 objectives and substantially exceeded at least 2 targets	Met 2 objectives and made substantial progress on the third OR Met all 3 objectives OR Met all 3 objectives and made substantial progress on one other	Met 1 objectives and made substantial progress on at least one other	Met 0 objectives OR Met 1 objective and did not make substantial progress on either of the other two.

Arriving At Student Learning Summative Rating*:

To arrive at an overall student learning rating, the ratings for the state assessment and the locally-determined ratings in the two categories are plotted on this matrix: (Round up at .5 level)

		Overall Practice Rating			
		4	3	2	1
Overall Outcomes Rating	4	Rate Exceeds	Rate Exceeds	Rate Meets	<i>Gather further information</i>
	3	Rate Exceeds	Rate Meet	Rate Meet	Rate Needs Improvement
	2	Rate Meet	Rate Meet	Rate Needs Improvement	Rate Needs Improvement
	1	<i>Gather further information</i>	Rate Needs Improvement	Rate Needs Improvement	Rate Below Standard

* After all data (including state test data) is available, the evaluator may adjust the summative rating if the

state data impacts the student related indicators enough to change the final rating. Such revisions should take place as soon as the state test data are available and before August 15th.

4. Teacher Effectiveness (5%)

Teacher effectiveness – as measured by an aggregation of teachers’ student learning objectives – is 5% of an administrator’s evaluation.

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 principals take to increase teacher effectiveness - from hiring and placement to ongoing professional development to feedback on performance – the principal evaluation model also assesses the outcomes of all of that work.

In the Canton Public Schools evaluation model, teachers are assessed in part on their accomplishment of student learning objectives. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes.

In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that administrator evaluators and their evaluatees discuss strategies in working with teachers to set rigorous SLOs.

Exceeds	Meets	Needs Improvement	Does Not Meet
>80% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	>60% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	>40% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	<40% of teachers are rated proficient or exemplary on the student growth portion of their evaluation

Administrators will be responsible for the teachers they directly evaluate. Central Office administrators will be responsible for all of the teachers under their assigned level and area.

Administrator Evaluation Process

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. We describe an annual cycle (see Figure 2 below) for administrators and evaluators to follow and believe that this sequence of events lends well to a meaningful and manageable process.

Time-Line at a Glance:

Due Date	Activity	Associated Forms
July	Orientation and Context Setting Meeting	Appendix A
August	Goal Setting and Plan Development	Appendix A
Before January 1 st	Observations	Appendix B
	Non-Tenured Administrators: Minimum of 4 observations with feedback.	
	Tenured Administrators: Minimum of 2 observations with feedback.	
Before February 28 th	Mid-Year Reflection	Appendix C
Before Summative Evaluation	Observations	Appendix B
	Non-Tenured Administrators: Minimum of 2 observations with feedback.	
	Tenured Administrators: Minimum of 1 observation with feedback.	
Before April 30 th	Self-Reflection	Appendix D
Before June 30 th	Summative Evaluation	Appendix E
Before August 15 th	Summative Evaluation Adjustments: After all data (including state test data) is available, the evaluator may adjust the summative rating if the state data impacts the student related indicators enough to change the final rating. Such revisions should take place as soon as the state test data are available and before August 15 th .	Appendix E

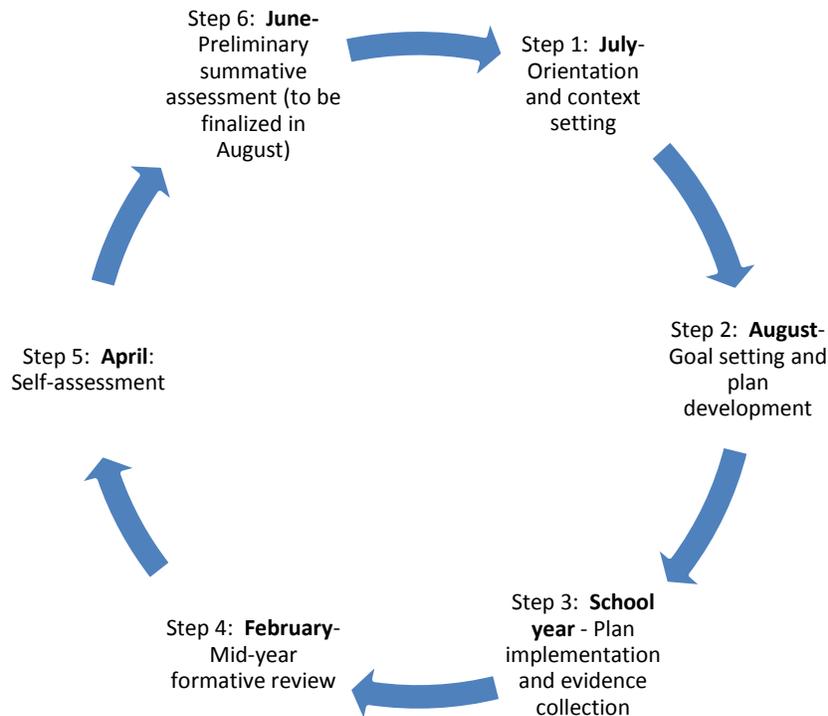
Overview of the Process:

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a mid-year formative review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring, and Auditing:

The role of the Supervisor is an essential one. To that end, Canton's Administrators/Department Chairs are provided with a minimum of 18 hours of professional development in each year, and engage in ongoing professional development throughout every school year. Supervisory professional development will focus on the underlying principles above and throughout this document, including, but not limited to: calibrating their classroom observation skills with other district supervisors; identifying effective classroom techniques and instructional strategies; using data effectively to write SMART goals, Student Learning Objectives (SLOs), and Indicators of Academic Growth (IAGDs); providing effective and honest face-to-face and written feedback; distinguishing between objective and subjective evaluation; providing special assistance; and using the District's management system *Protraxx* to assess proficiency and calibration. The Canton Administrators/Department Chairs/Teachers have participated in training and have conducted *Instructional Rounds* for the past 4 years. This process happens 6-8 times a year and allows the team to come to understand rigor, higher order thinking, student engagement, and what makes up excellent teaching. On an ongoing basis, we will continue to calibrate what we view as superior instruction to make sure we are consistent in our practices. The team will also work collaboratively to understand its surveying and survey analysis processes and the interconnectedness of evaluation to the District's other initiatives, such as PBIS, Common Core alignment, and 21st Century skills and technology-integration. An outside consultant will be brought in for the 2015-2016 school year to assist with calibration. Last school year, Robyn Jackson was the consultant for the Canton Public Schools.

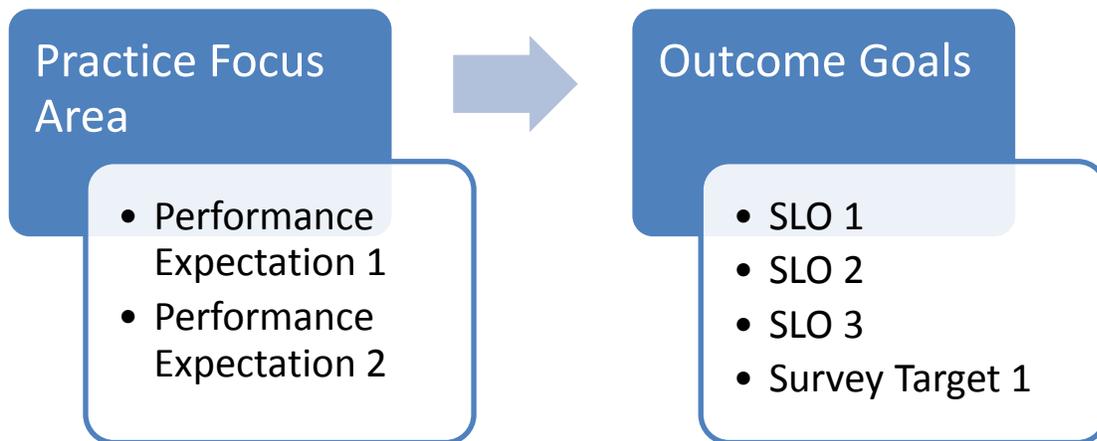
Figure 2: Administrator Evaluation Cycle



Step 1: Orientation and context setting: To begin the process, the administrator needs 5 things to be in place:

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index rating.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated student learning priorities for the year.
4. The administrator possesses an improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

Step 2: Goal-Setting and Plan Development: Before a school year starts, administrators identify 3 student learning objectives and 1 survey target, drawing on available data, the superintendent’s priorities, their school improvement plan, and prior evaluation results (where applicable). They also determine 2 areas of focus for their practice. We call this “**3-2-1 goal-setting**”.



Administrators should start with the outcomes they want to achieve. This includes setting 3 student learning objectives and 1 target related to stakeholder feedback.

Choosing from among the elements of the Connecticut School Leadership Standards, administrators identify the areas of focus for their practice that will help them accomplish their SLOs and survey targets. Administrators are rated on all 6 Performance Expectations; **identifying 2 specific focus areas for growth** (see Appendix A). It is likely that at least one, and perhaps both, of the practice focus areas will be in Instructional Leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

- Are there any assumptions about specific goals that need to be shared because of the local school context?
- Are there any elements for which proficient performance will depend on factors beyond the control of the principal? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas, and the resources and supports – comprise an individual's evaluation plan. In the event of any disagreement, the superintendent, or designee, will mediate a resolution.

Step 3: Plan Implementation and Evidence Collection: As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator with tenured administrators, this must include at least 1 (1 before January 1st and 1 before summative evaluation conference), site visits, where at least 1 must be in a school setting. For non-tenured administrators, this must include 4 (2 before January 1st and 2 before summative evaluation conference),

site visits, where at least 2 must be in a school setting. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of administrators and provide invaluable insight into his or her performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school visits to observe administrator practice can vary significantly in length and setting (see box below for some examples). We recommend that evaluators plan their visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice. The evaluator will provide both verbal and written feedback after each observation (Appendix B). The evaluator will provide both feedback related to the performance expectations and elements based on the *Canton Leadership Standards*, Appendix F.

Besides the school visit requirement, we don't prescribe any evidence requirements. Rather, we rely on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

The administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to their focus areas and goals:

- Data Systems and Reports for Student Information;
- Artifacts of Data Analysis and Plans for Response;
- Observations of Teacher Team Meetings;
- Observations of Administrative/Leadership Team Meetings;
- Observations of Classrooms where the administrator is present;
- Communications to Parents and Community; and or
- Communications with Staff, Students, and Families.

Further, the evaluator will develop a schedule of site visits with the administrator to collect evidence and observe the administrator's work. The first formal site visit should take place in the fall after the goal-setting conference to ground the evaluator in the school context and the administrator's evaluation plan. Visits should be frequent, purposeful, and adequate for sustaining a professional conversation about an administrator's practice.

Step 4: Mid-year formative review: Midway through the school year (by February 28th) is an ideal time for a formal check-in to review progress. In preparation for meeting:

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

The administrator and evaluator hold a mid-year formative conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and of practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point.

Step 5: Self-Assessment: In the spring, the administrator assesses their practice on all 18 elements of the Canton Leadership Standards. For each element, contained in the Canton Administrator Evaluation/Observation Form, the administrator determines whether he/she:

- Needs to grow and improve practice on this element;

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

The administrator should also review their focus areas and determine if they consider themselves on track or not. The administrator submits their self-assessment to their evaluator using Appendix D. We believe this process provides the administrator an opportunity for self-reflection to inform their rating for the year.

Step 6: Summative Review and Rating: The administrator and evaluator meet in the late spring to discuss the administrator’s self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, we recommend that evaluators use the meeting as an opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

The evaluator completes the summative evaluation report, shares it with the administrator, and adds it to the administrator’s personnel file with any written comments attached that the administrator requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not be available at the time for a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be **significantly** impacted by state standardized test data, the evaluator may recalculate the administrator’s summative rating when the data is available and submit the adjusted rating no later than August 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

Initial ratings are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the student learning objectives should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the student learning objectives should count for the full assessment of student learning.

Summative Rating:

Each administrator shall annually receive a summative rating in one of 4 levels:

1. **Exceeds:** Substantially exceeding indicators of performance
2. **Meets:** Meeting indicators of performance
3. **Needs Improvement:** Meeting some indicators of performance but not others
4. **Does Not Meet:** Not meeting indicators of performance

Meets represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, proficient administrators can be characterized as:

- Meeting expectations as an instructional administrator

- Meeting expectations in at least 3 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities

Supporting administrators to reach proficiency is at the very heart of this evaluation model.

Exceeds ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for Administrators district-wide or even statewide. Few administrators are expected to demonstrate Exemplary performance on more than a small number of practice elements.

A rating of **Needs Improvement** means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected, and two consecutive years at the Developing level is, for an experienced administrator, a cause for concern. On the other hand, for principals in their first year, performance rated Developing is expected. If, by the end of 3 years, performance is still Developing, there is cause for concern.

A rating of **Does Not Meet** indicates performance that is below proficient on all components or unacceptably low on one or more components.

Determining Summative Ratings*:

The process for determining summative evaluation ratings has three categories of steps: (a) determining a practice rating, (b) determining an outcomes rating, and (c) combining the two into an overall rating.

(a) PRACTICE: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The **practice** rating derives from an administrator's performance on the six performance expectations of the Administrator evaluation rubric and the three stakeholder feedback targets. As shown in the Summative Rating Form in Appendix E, evaluators record a rating for the performance expectations that generates an overall rating for Leadership practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either exemplary or below standard, respectively.

(b) OUTCOMES: Student Learning (45%) + Teacher Effectiveness (5%) = 50%

The outcomes rating derives from the two student learning measures – state test results and student learning objectives – and teacher effectiveness outcomes. As shown in the Summative Rating Form in Appendix E, state reports provide an assessment rating and evaluators record a rating of the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating, but the rating is adjusted upward or downward one level in the event that the teacher effectiveness is either exemplary or below standard, respectively.

(c) OVERALL: Practice (50%) + Outcomes (50%) = 100%

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

Overall Summative Rating		Leadership Practice			
		Exceeds (4)	Meets/Proficient (3)	Needs Improvement (2)	Below Standard (1)
Overall Outcome Rating	Exceeds (4)	Exceeds	Exceeds	Meets/Proficient	Gather more information
	Meets (3)	Exceeds	Meets/Proficient	Meets/Proficient	Gather more information
	Needs Improvement (2)	Meets/Proficient	Needs Improvement	Needs Improvement	Does Not Meet Standard
	Does Not Meet (1)	Gather more information	Does Not Meet Standards	Does Not Meet Standard	Does Not Meet Standard

* After all data (including state test data) is available, the evaluator may adjust the summative rating if the state data impacts the student related indicators enough to change the final rating. Such revisions should take place as soon as the state test data are available and before August 15th.

Support and Development

ADMINISTRATIVE INDUCTION AND SUPPORT

An administrator new to the Canton Public School District or new to the administrative team is assigned an administrative mentor from the membership of the AAC, Inc., for a period of one year. The purposes of the mentorship are to provide induction into pertinent administrative policies and procedures as well as to provide strategies and suggestions for enabling the new administrator to meet the *Leadership Standards*.

The superintendent meets with the new administrator on a regular basis to assist and guide him/her in acquiring the requisite knowledge and skills of the position. As defined in the AAC, Inc.'s contract, the new administrator will be encouraged to participate in local, regional, and/or national professional development opportunities.

The Board of Education will support the new administrator by ensuring that he/she receives the state-mandated training, supervision, and evaluation.

EVALUATION – INFORMED PROFESSIONAL LEARNING

Student success depends on effective teaching, learning and leadership. The Canton Public Schools vision for professional learning is that each and every educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. Canton Public Schools educators must engage in strategically planned, well-supported, standards-based, continuous professional learning focused on improving student outcomes.

Throughout the process of implementing our model administrators will be able to take part in:

1. Professional learning communities
2. Attend state and national conferences
3. Participate in Instructional Rounds
4. Participate in classroom walkthroughs
5. Opportunity to work with an Executive Coach

It is the goal of the Canton Public Schools to advocate for professional learning and ongoing continuous improvement. Resources to accomplish individual, team, school, and school system goals through blended learning structures and promoting collaboration and professional development through social media and other technological tools will be encouraged.

DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS

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

Effectiveness:

1. “Meets Standards” is the expected standard for all Canton 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 “Meet Standards” or above are considered effective.
2. In general, a **Novice** administrator is effective once the administrator receives at least two sequential “Meets Standards” 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.
3. Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all administrators. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career administrators; participating in development of administrator improvement; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

Ineffectiveness:

4. **Post-Tenure** administrators whose ratings for *either* Administrator Practice or Student Outcomes, or both, fall below “Meets Standards” are considered to be in need of assistance. An ‘Assistance Plan’ for the following year is required. A post-tenure 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.
5. A **Novice** administrator is ineffective if the administrator receives a “Does Not Meet Standards” rating, even in the first year of the novice administrator’s career.

PROCEDURES FOR SPECIAL ASSISTANCE

Underlying principle: This rating has been created to assist and guide the administrator in improving his/her performance. When under consideration for special assistance, the administrator will receive verbal and written notification of the move to special assistance with reasons stated from his/her supervisor. Then, in the spirit of collegiality, the supervisor and the administrator will jointly work through the following procedures in order to reinstate a competent rating:

- A Plan of Action form in (Appendix G) will be developed and include:
 - Identification of what must be accomplished

- Strategies for resolution of the problem/need.
 - Realistic indicators of success.
 - A mutually agreed upon timeline for meeting established performance expectations. The time line should not exceed one calendar year.
- If the administrator successfully fulfills the action plan, he/she will be returned to the **meets standards rating**. Failure to achieve minimum expectations in the specified action plan will move the administrator into **Administrative Concern**.
 - **All feedback regarding this process will be in written form and provided within ten school days.**

PROCEDURES FOR ADMINISTRATIVE CONCERN

Underlying principle: This rating has been created on the basis that it is the responsibility of the administrator to alleviate the concerns as specified in the improvement program. The following procedures will be adhered to:

Procedures for Administrative Concern:

- Within ten days of receiving the written designation of Administrative Concern, a conference must be held with the supervisor to draw up a plan of improvement (use Form F). The superintendent will be involved in this conference, as well. At the administrator's option, a colleague may be selected as an advisor. This is for personal support and is not necessarily an official AAC, Inc., representative. It is understood that the administrator has all the due process rights guaranteed under state law.
- Implementation of the improvement program must begin within six weeks of the Administrative Concern rating. If the program includes professional activities that are normally paid for by the school system, appropriate remuneration will be made.
- A minimum of six conferences to review progress will be made at regular intervals. There will be a written record of all conferences with signatures by both parties.
- The inability to achieve a meets standards rating within ten months could result in a does not meet standards rating and a recommendation for dismissal. Unless an extraordinary circumstance exists, Administrative Concern can last no more than one calendar year.
- For the purpose of reduction in force, a rating of Administrative Concern equates to a meet standards rating.
- It is understood that the grievance procedure can be used at any time during this evaluation process.

When a disagreement occurs between an evaluator and an evaluatee in reference to any part of the Professional Growth Development Plan, the administrator has the right to involve the Superintendent of Schools who shall be the final decision maker in any dispute that cannot reach a resolution. The administrator may use the grievance procedure found in the labor contract between the Administrative Association, Inc., and the Canton Board of Education (see AAC, Inc. contract).

CAREER DEVELOPMENT AND GROWTH

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

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is *developing or below standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

Appendix A

Canton Public Schools Administrator Evaluation Goal Form

<p>This goal-setting form is to be completed by the administrator. The focus areas, goals, activities, outcomes and the timeline will be reviewed by the administrator's evaluator prior to the beginning to work on the goals. The evaluator may suggest additional goals as appropriate. This form must be completed prior to the beginning of the school year.</p>			
Administrator Name:			
Evaluator Name:			
Site/Position:			
Practice Focus Area	SMART goal(s) with measureable Outcomes	Key Activities/Strategies	Timeline for Measuring Goal Outcomes
Focus Area 1:	SLO 1:		
Performance Expectation:	SLO 2:		
Element:	SLO 3:		
Focus Area 1:	Survey Data:		
Performance Expectation:			
Element:			

Staff Member Signature:

Evaluator Signature:

Date:

Date:

Appendix B

Canton Public Schools Administrator Evaluation Observations Form

Administrator Name:			
Evaluator Name:			
Site/Position:			
Observation Type:		Date/Time/Length:	
Performance Expectations and Elements	Identified for Focus Area? (X if Yes)	Notes and Evidence	Rating for Observed indicators*
Vision, Mission and Goals: A. High Expectations for All B. Shared Commitments to Implement and Sustain the Vision, Mission and Goals C. Continuous Improvement toward the Vision, Mission and Goals	<input type="checkbox"/>		
Teaching and Learning A. Strong Professional Culture B. Curriculum and Instruction C. Assessment and Accountability	<input type="checkbox"/>		
Organizational Systems and Safety A. Welfare and Safety of Students, Faculty, and Staff B. Operational Systems C. Fiscal and Human Resources	<input type="checkbox"/>		
Families and Stakeholders A. Collaboration with Families and Community Members B. Community Interests and Needs C. Community Resources	<input type="checkbox"/>		
Ethics and Integrity A. Ethical and Legal Standards of the Profession B. Personal Values and Beliefs C. High Standards for Self and Others	<input type="checkbox"/>		
The Education System A. Professional Influence B. The Educational Policy Environment C. Policy Engagement	<input type="checkbox"/>		

*4 = Exceeds, 3 = Meets, 2 = Needs Improvement, 1 = Below Standard

Additional Comments:

Staff Member Signature:

Evaluator Signature:

Date:

Date:

Appendix C

Canton Public Schools Administrator Evaluation Mid-Year Conference Form

The first four columns of this form will be completed by the administrator and submitted prior to the meeting with the evaluator.			
Administrator Name:			
Evaluator Name:			
Site/Position:			
Practice Focus Area	Outcome Goal	Progress to Date/Interim Outcomes (Measurable)	Further Actions/Revisions Necessary to Achieve Goal
Focus Area 1:	SLO 1:		
Performance Expectation:	SLO 2:		
Element:	SLO 3:		
Focus Area 1:	Survey Data:		
Performance Expectation:			
Element:			

Staff Member Signature:

Evaluator Signature:

Date:

Date:

**Canton Public Schools
Administrator Evaluation Self-Assessment Form**

Administrator Name:				
Evaluator Name:				
Site/Position:				
PART 1: Leadership Practice				
Directions for completion of this section: For each performance expectation and element, rate yourself on where you believe you would score. This form is due to your evaluator no later than April 30 th . You should consider observational feedback when making rating.				
How effective is your Leadership practice in each of the following Performance Expectations (PE)?	1 (Does Not Meet Standards) I need to grow and improve my practice on this PE.	2 (Needs Improvement) I have some strengths on this PE but need to continue to grow and improve.	3 (Meets) I am consistently effective on this PE.	4 (Exceeds) I empower others to be effective on this PE.
Vision, Mission and Goals: A. High Expectations for All B. Shared Commitments to Implement and Sustain the Vision, Mission and Goals C. Continuous Improvement toward the Vision, Mission and Goals				
Teaching and Learning A. Strong Professional Culture B. Curriculum and Instruction C. Assessment and Accountability				
Organizational Systems and Safety A. Welfare and Safety of Students, Faculty, and Staff B. Operational Systems C. Fiscal and Human Resources				
Families and Stakeholders A. Collaboration with Families and Community Members B. Community Interests and Needs C. Community Resources				
Ethics and Integrity A. Ethical and Legal Standards of the Profession B. Personal Values and Beliefs C. High Standards for Self and Others				
The Education System A. Professional Influence B. The Educational Policy Environment C. Policy Engagement				

Part 2: Student Outcome Indicators:

Directions for completion of this section: Based on mid-year data, where do you anticipate your summative ratings will fall on each outcome goal (SLO's and Survey data).

Outcome Goals	Rating and evidence to support rating.
SLO 1:	
SLO 2:	
SLO 3:	
Survey Data:	

**Canton Public Schools
Administrative Evaluation – Summative Rating Form**

<p>This summary rating form is to be completed by the evaluator after the final conference with the administrator. The evaluator will use the preponderance of evidence to assign a rating for each Performance Expectations. The evaluator will also determine progress against the three student learning outcomes and the three stakeholder feedback targets and assign ratings for each. ALL OTHER ELEMENTS ARE CALCULATED BASED ON THESE RATINGS AND OTHER RELEVANT DATA</p>				
Administrator Name:				
Evaluator Name:				
Site/Position:				
Administrator Practice (40%)				
Performance Expectations	Does Not Meet (1)	Needs Improvement(2)	Meets (3)	Exceeds (4)
Vision, Mission and Goals				
Teaching and Learning				
Organizational Systems and Safety				
Families and Stakeholders				
Ethics and Integrity				
The Educational System				
Comments:				
Stakeholder Feedback (10%)				
Stakeholder Feedback Targets	Did not Make Substantial Progress (1)	Made Substantial Progress (2)	Met (3)	Substantially Exceeded (4)
Target 1				
Comments:				
Student Learning Objectives (45%)				
Student Learning Objectives	Did not Make Substantial Progress (1)	Made Substantial Progress (2)	Met (3)	Substantially Exceeded (4)
SLO 1				
SLO 2				
SLO 3				
Comments:				

Leadership Practice Rating
 Stakeholder Feedback Rating
 Overall Practice Rating
 State Assessment Rating
 Student Learning Rating
 Overall Student Learning Rating
 Teacher Effectiveness
 Overall OUTCOMES Rating

See Decision Rule 1
 See Decision Rule 2
 See Decision Rule 3
 See Decision Rule 4
 See Decision Rule 5
 See Decision Rule 6
 See Decision Rule 7
 See Decision Rule 8

Overall Summative Rating		Leadership Practice			
		Exceeds (4)	Meets/Proficient (3)	Needs Improvement (2)	Below Standard (1)
Overall Outcome Rating	Exceeds (4)	Exceeds	Exceeds	Meets/Proficient	Gather more information
	Meets (3)	Exceeds	Meets/Proficient	Meets/Proficient	Gather more information
	Needs Improvement (2)	Meets/Proficient	Needs Improvement	Needs Improvement	Does Not Meet Standard
	Does Not Meet (1)	Gather more information	Does Not Meet Standards	Does Not Meet Standard	Does Not Meet Standard

Summative Rating Form (continued) – Decision Rules

Decision Rule 1: Leadership Practices

Exceeds (4)	Meets(3)	Needs Improvement (2)	Does Not Meet (1)
Exemplary on Teaching and Learning + Exemplary on at least 2 other performance expectations + No rating below Proficient on any performance expectation	At least Proficient on Teaching and Learning + At least Proficient on at least 3 other performance expectations + No rating below Developing on any performance expectation	At least Developing on Teaching and Learning + At least Developing on at least 3 other performance expectations	Below Standard on Teaching and Learning Or Below Standard on at least 3 other performance expectations

Decision Rule 2: Stakeholder Feedback

Exceeds (4)	Meets (3)	Needs Improvement (2)	Does Not Meet (1)
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Decision Rule 3: Overall Practice

If the Stakeholder Rating is	Then the Overall Practice Rating is:
Exceeds (4)	Leadership Practice Rating plus 1
Meets (3) or Needs Improvement (2)	Leadership Practice Rating
Does Not Meet (1)	Leadership Practice Rating minus 1

Decision Rules for Outcomes

Decision Rule 4: State Assessments

Step 1: SPI Ratings and Progress are applied to give the administrator a score between 1 and 4, using the table below:

Score	Exceeds Target (4)	Meets Target (3)	Approaches Target (2)	Don Not meet Target (1)
SPI Progress	> 125% of target progress	100-125% of target progress	50-99% of target progress	< 50% of target progress
Subgroup SPI Progress	Meets performance targets for all subgroups that have SPI < 88 OR all subgroups have SPI >88 OR The school does not have any subgroups of sufficient size	Meets Performance Targets for majority* of subgroups that have SI < 88	Meets Performance Targets for at Least one Subgroup that has SPI < 88	Does not meet performance target for any subgroup that has SPI <88
SPI Rating	89-100	77-88	64-76	< 64
SPI Rating for Subgroups	The gap between the “all students” group and each subgroup is < 10	The gap between the “all students” group and the majority of	The gap between the “all students” group and at least one subgroup is	The gap between the “all students” group and all subgroups is > 10SPI

	SPI points or all subgroups have SPI > 88 OR The school has no subgroups	subgroups is < 10 SPI points	> 10 SPI points	points
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Step 2: Scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target. While districts may weight

	SPI > 88	SPI between 88 and 64	SPI < 64
School Performance Index (SPI) progress from year to year	10%	50%	50%
SPI progress for student subgroups	40%	50%	50%
SPI rating	10%	0%	0%
SPI rating for student subgroups	40%	0%	0%

Step 3: The weighted scores in each category are summed; resulting in an overall state test rating that is scored on the following scale:

Exceeds (4)	Meets (3)	Needs Improvement (2)	Does Not Meet (1)
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

(Round to the nearest tenth)

Decision Rule 5: Overall Student Learning (Local Measures)

Exceeds (4)	Meets(3)	Needs Improvement(2)	Does Not Meet (1)
Met all 3 objectives and substantially exceeded at least 2 targets	Met 2 objectives and made substantial progress on the third OR Met all 3 objectives OR Met all 3 objectives and made substantial progress on one other	Met 1 objectives and made substantial progress on at least one other	Met 0 objectives OR Met 1 objective and did not make substantial progress on either of the other two.

Decision Rule 6: Overall Student Learning

		State Assessment Portion			
Locally-Determined Portion		Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
	Exemplary (4)	Exemplary (4)	Exemplary (4)	Proficient (3)	Gather more Information
	Proficient (3)	Exemplary (4)	Proficient (3)	Proficient (3)	Developing (2)
	Developing (2)	Proficient (3)	Proficient (3)	Developing (2)	Below Standard (1)
	Below Standard (1)	Gather more Information	Developing (2)	Below Standard (1)	Below Standard (1)

Decision Rule 7: Teacher Effectiveness

Exceeds (4)	Meets(3)	Needs Improvement (2)	Does Not Meet Standard (1)
>80% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	>60% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	>40% of teachers are rated proficient or exemplary on the student growth portion of their evaluation	<40% of teachers are rated proficient or exemplary on the student growth portion of their evaluation

Decision Rule 8: Overall Outcome Rating

If the Teacher Effectiveness Rating is	Then the Overall Outcomes Rating is:
Exceeds (4)	Leadership Practice Rating plus 1
Meets (3) or Needs Improvement (2)	Leadership Practice Rating
Does Not Meet Standard (1)	Leadership Practice Rating minus 1

Canton Public Schools - Leader Evaluation Rubric

Performance Expectation 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.

Element A: High Expectations for All

Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.

The Leader...

Indicator	Does Not Meet	Needs Improvement	Meet/Proficient	Exceeds	Look For's/Evidence
<i>Information & analysis shape vision, mission, and goals</i>	Relies on their own knowledge and assumptions to shape school-wide vision, mission, and goals.	Uses data to set goals for students and shapes a vision and mission based on basic data and analysis.	Uses varied sources of (school specific) information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.	Uses a wide-range of data (includes school and community based data) to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.	School improvement plan includes reference to student performance, demographic, attendance, behavior and school climate data. Annual Review of programs and practices to shape the schools' vision and mission. Data team minutes reflect vision, mission and goals.
<i>Alignment to policies</i>	Does not align the school's vision, mission, and goals to district, state or federal policies.	Establishes school vision, mission, and goals that are partially aligned to district, state and federal policies.	Aligns the vision, mission, and goals of the school to district, state, and federal policies.	Collaborates with others to build the capacity of all staff to ensure the vision, mission, and goals are aligned to district, state, and federal policies	Actions align to the school, district, state and federal policies and practices. Explains and illustrates with staff the alignment of the policies to the school's mission, seeking feedback if appropriate.

Diverse perspectives, collaboration, and effective learning

Provides limited opportunities for stakeholder involvement in developing and implementing, the school's vision, mission and goals.

Creates a vision, mission and goals that set lower expectations for students.

Offers staff and other stakeholders some opportunities to participate in the development of the vision, mission and goals.

Develops a vision, mission and goals that set high expectations for most students.

Incorporates diverse perspectives and collaborates with all stakeholders to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.

Collaboratively creates a shared vision of high expectations with all stakeholders and builds staff capacity to implement a shared vision for high student achievement.

Publicly models belief in the potential of every student to achieve at high levels.

Actions match the mission, vision and goals. Agendas and minutes of collaborative stakeholder meetings. Public presentations, including website information.

Performance Expectation 1: Vision, Mission, and Goals

Element B: Shared Commitments to Implement and Sustain the Vision, Mission, and Goals

Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitments among all stakeholders.

The Leader...

Indicator	Does Not Meet Standard	Needs Improvement	Meets/Proficient	Exceeds	Look For's/Evidence
<i>Shared understandings guide decisions & evaluation of outcomes.</i>	<p>Tells selected staff and stakeholders about decision making processes related to implementing and sustaining the vision, mission and goals.</p> <p>Provides limited involvement for staff and stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.</p>	<p>Develops basic understanding of the vision, mission and goals with staff and stakeholders.</p> <p>Provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.</p>	Develops shared (deeper) understandings, commitments, and responsibilities with the school community and other stakeholders for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission, and goals to guide decisions and evaluate actions and outcomes.	Engages and empowers staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals.	<p>Alignment of the School Improvement Plan to the vision, mission and goals.</p> <p>Establishes advisory group(s).</p> <p>Establishes and implements a School or District Data Teams.</p> <p>Professional Development offerings aligned to the selected improvement strategies based on vision, mission and goals.</p>
<i>Communicates vision; Advocates for effective learning for all</i>	Is unaware of the need to communicate or advocate for the school's vision, mission, and goals or for effective learning for all.	Builds stakeholders' understanding and support for the vision, mission, and goals and generates some support for equitable and effective learning opportunities for all students.	Publicly advocates the vision, mission, and goals so that the school community understands and supports equitable and effective learning opportunities for all students.	<p>Effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission.</p> <p>Persuasively communicates the importance of equitable learning opportunities for all students and the impact on students and the community if these opportunities are not available.</p>	<p>Shares school/district mission with all stakeholders.</p> <p>Explains the relationship between the school data and the mission, vision and goals.</p> <p>Utilizes grouping practices to support beliefs.</p> <p>Communicates policies and procedures.</p> <p>Implements and sustain programs which align with the vision, mission, and goals.</p> <p>Agendas and/or minutes of collaborative stakeholder meetings.</p> <p>Presentations & materials shared/distributed.</p>

Performance Expectation 1: Vision, Mission, and Goals

Element C: Continuous Improvement toward the Vision, Mission, and Goals

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

The Leader...

Indicator	Does Not Meet Standard	Needs Improvement	Meets/Proficient	Exceeds	Look For's/Evidence
<i>Analyzes data to identify needs and gaps between outcomes and goals</i>	Is unaware of the need to continually analyze data and information to assess progress toward student achievement goals and the vision and mission.	Continually uses data to identify gaps between current outcomes and goals for some areas of school improvement.	Uses data systems and other sources of information on a continuous basis to identify strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.	Collaboratively reviews and analyzes data and other information with staff and stakeholders on a continuous basis to identify individual student needs and gaps to goals. Works with faculty to collectively identify specific areas for improvement at the school, classroom, and student level.	Engages in School/District Improvement Planning. Implements Data Driven Decision-Making Process & Protocols. Analyzes data, including student work. Participates in School/District Data Teams. Surveys focus groups for feedback.
<i>Uses data and collaborates to design, assess, and change programs</i>	Is unaware of the need to use data, research or best practice to inform and shape programs and activities.	Uses data and processes for planning, prioritizing, and managing change, and inquires about the use of research and best practices to design programs to achieve the school's vision, mission, and goals.	Uses data, research, and best practice to shape programs and activities and regularly assesses their effects. Analyzes data and collaborates with some stakeholders in planning and carrying out changes in programs and activities.	Engages all stakeholders in building and leading a school-wide continuous improvement cycle. Collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices.	Develops school/district improvement action plans based on current research, best practices and data. Operationalizes action plans based on current research, best practices and data. Presents plans to stakeholders, incorporating feedback. Minutes and agendas from meetings.
<i>Identifies and addresses barriers to achieving goals</i>	Does not proactively identify barriers to achieving the vision, mission, and goals, or does not address identified barriers.	Manages barriers to the achievement of the school's vision, mission and goals on a situational level.	Identifies and addresses barriers to achieving the vision, mission, and goals.	Focuses conversations, initiatives and plans on minimizing barriers to improving student achievement, and is unwavering in urging staff to maintain and improve	Provides a system of communication to identify barriers. Revises school/district Improvement Plan to address barriers. Uses data to identify

				<p>their focus on student outcomes.</p> <p>Uses challenges or barriers as opportunities to learn and to develop staff.</p>	<p>barriers to achieving the goals.</p> <p>Minutes and agendas from meetings.</p>
<p><i>Seeks and aligns resources</i></p>	<p>Is unaware of the need to seek or align resources necessary to sustain the school’s vision, mission, and goals.</p>	<p>Aligns resources to some initiatives related to the school’s vision, mission, and goals.</p>	<p>Seeks and aligns resources to achieve the vision, mission, and goals.</p>	<p>Builds capacity of the school and its staff to provide services that sustain the school’s vision, mission, and goals.</p> <p>Prioritizes the allocation of resources to be consistent with the school’s vision, mission, and goals.</p>	<p>Communicates needs to all stakeholders.</p> <p>Aligns budget, resource allocation, staffing and PPBES Proposals to school/district improvement plans.</p>

Performance Expectation 2: Teaching and Learning

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

Element A: Strong Professional Culture

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

The Leader...

<i>Indicator</i>	<i>Does Not Meet</i>	<i>Needs Improvement</i>	<i>Meets/Proficient</i>	<i>Exceeds</i>	<i>Look For's/Evidence</i>
Closes achievement gaps	<p>Is unaware of the achievement gap.</p> <p>Is working toward improvement for only some students with no data.</p>	<p>Uses student outcome data to build their own awareness of achievement gaps.</p> <p>Is developing a personal commitment to improvement for all students.</p>	Develops shared understanding and commitment to close achievement gaps so that all students achieve at their highest levels.	<p>Regularly shares ongoing data on achievement gaps and works with faculty to identify and implement solutions.</p> <p>Establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels.</p>	<p>Establishes data team to analyze student outcomes, including subgroup data. Develops and implements school/district improvement plan. Communicates data/plan to stakeholder(s). Uses student data to inform interventions. Develops meeting agendas focused on improving outcomes for all students.</p>
Supports and Evaluates Professional Development	<p>Provides professional development that is misaligned with faculty and student needs.</p> <p>Does not monitor classroom instruction for the implementation of professional development content.</p>	<p>Provides professional development for staff that addresses some but not all needs for improvement.</p> <p>Does not evaluate the implementation of PD within the classroom.</p>	Supports and evaluates professional development to broaden faculty teaching skills to meet the needs of all students.	<p>Works with staff to provide job embedded professional development and follow-up supports aligned to specific learning needs.</p> <p>Collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes.</p>	<p>Uses data from classroom observations to inform PD. Develops system to ensure the implementation of PD. Surveys staff to assess professional development needs. Develops PD based on school/district improvement plan. PD is differentiated based on need.</p>
Fosters Inquiry and Collaboration for Improvement	<p>Establishes most strategies and directions for growth without staff collaboration and is rarely open to new ideas and strategies.</p> <p>Is uninvolved in faculty conversations to resolve student learning challenges.</p>	<p>Models learning and seeks opportunities for personal growth.</p> <p>Encourages staff collaboration and growth to improve teaching and learning.</p>	<p>Seeks opportunities for personal and professional growth through continuous inquiry.</p> <p>Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.</p>	<p>Develops processes for continuous inquiry with all staff and inspires others to seek opportunities for personal and professional growth.</p> <p>Builds a culture of candor, openness to new ideas, and</p>	<p>Membership in professional organizations. Shares professional literature. Seeks opportunities for personal and professional growth. Creates structures for staff to speak freely about ideas</p>

				collaboration with all staff to improve instruction	to improve teaching. Links research/reading to school improvement. Schedules collaboration/department meeting time.
Supports Teacher Reflection and Leadership	<p>Provides insufficient time and resources for teachers to work together on instructional improvement.</p> <p>Provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.</p>	<p>Recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.</p> <p>Encourages some teachers to seek leadership opportunities and/or provides no support for teachers seeking leadership opportunities</p>	Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.	<p>Provides time and resources for teacher collaboration and builds the capacity of teachers to lead meetings focused on improving instruction.</p> <p>Builds a strong instructional leadership team, builds the leadership capacity of promising staff, and distributes leadership opportunities among staff.</p>	<p>Conducts conversations with staff about future goals.</p> <p>Provides leadership opportunities.</p> <p>Provides PD opportunities.</p> <p>Provides common planning time.</p> <p>Data Team Meeting minutes.</p> <p>Staff reflections on their evaluations.</p>
Provides Feedback to Improve Instruction	<p>Ineffectively uses data, assessments, or evaluation methods to support feedback.</p> <p>Does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.</p>	<p>Provides sporadic feedback based on data, assessments, or evaluations.</p> <p>Monitors some teachers practice for improvements based on feedback.</p>	Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.	<p>Provides regular, timely, and constructive feedback to all staff and monitors for implementation and improved practice.</p> <p>Creates a culture of candid feedback and opportunities for staff to review each other's data and instructional practice and provide feedback to each other.</p>	<p>Conducts classroom visits with timely written feedback referencing applicable data and assessments addressing strength and areas for growth.</p> <p>Uses data in pre-post conference(s).</p>

Performance Expectation 2: Teaching and Learning

Element B: Curriculum and Instruction

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

The Leader...

Indicator	Does Not Meets	Needs Improvement	Meets/Proficient	Exceeds	Look For's/Evidence
<i>Aligns Curriculum, Instruction, and Assessment to Standards</i>	Is unaware of how to align curriculum with standards, instruction and assessments.	Builds their own understanding of state and national standards. Develops curriculum, instruction and assessment methods that are loosely aligned to standards, teaching, professional development and assessment methods.	Develops a shared understanding of curriculum, instruction, and alignment of standards-based instructional programs. Ensures the development implementation and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and assessment methods.	Builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meets or exceed state and national standards. Monitors and evaluates the alignment of all instructional processes.	Offers PD to aid in instruction aligned to standards. Conducts observations/evaluations which focus on staff instruction of content standards. Allocates time for collaboration on curriculum standards. Ensures the implemented curriculum is aligned to Common Core standards.
<i>Improves Instruction for the Diverse Needs of All Students</i>	Supports the use of instructional strategies that do not meet the diverse learning needs of students.	Uses evidence-based instructional strategies and instructional practices that address the learning needs of some but not all student populations.	Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations.	Builds the capacity of staff to collaboratively identify differentiated learning needs for student groups. Works with staff to continuously adjust instructional practices and strategies to meet the needs of every student.	Allocates time for staff to collaborate based on the needs of all students. Provides differentiated professional learning based on individual needs. Implements effective SRBI practices.

<i>Collaboratively Monitors and Adjusts Curriculum and Instruction</i>	<p>Is unaware of how to analyze student progress using student work.</p> <p>Supports the use of curriculum and instruction that fail to consistently meet the needs of all students.</p>	<p>Analyzes student work and monitors student progress with occasional collaboration from staff.</p> <p>Facilitates adjustments to curriculum and instruction that meet the needs of some but not all students.</p>	Develops collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.	Empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student.	Engages staff in the monitoring of student performance. Monitors and adjusts curricula and instruction based on student performance. Implements protocols and processes of SRBI. Monitors and adjusts teacher schedules to maximize student outcomes.
<i>Provides Resources and Training for Extended Learning</i>	Identifies only limited resources and supports for extending learning beyond the classroom.	Promotes learning beyond the classroom, provides inconsistent support and resources to faculty around extending learning opportunities.	Provides faculty and students with access to instructional resources, training, and ethical support to extend learning beyond the classroom walls.	<p>Builds strong faculty commitment to extending learning beyond the classroom.</p> <p>Collaborates with faculty to attain necessary resources and provide ongoing training and support for extended learning.</p>	<p>Student enrollment in extended learning activities. Rubrics/assignments from teachers which utilize extended learning. Links from school website for students to utilize. Links from school website for staff to utilize PD360 Secondary Level: Internships with local community/career options Community service opportunities. Early college experience.</p>
<i>Supports the Success of Faculty and Students as Global Citizens</i>	<p>Focuses only on established academic standards as goals for student and staff skills.</p> <p>Provides limited support or development for staff or students associated with the dispositions for a global citizen.</p>	Supports some staff and students in developing their understanding of the knowledge, skills, and dispositions needed for success as global citizens.	Assists faculty and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens.	Establishes structures for staff to continuously discuss the skill, knowledge, and dispositions necessary for success as global citizens. faculty and students have multiple opportunities to develop global knowledge, skills, and dispositions.	<p>Engages in informal conversations with staff/students about life-skills. Facilitates conversations with staff about relating teaching and learning to global citizenship. Hold staff to expectations of being a global citizen. Encourages community involvement.</p>

Performance Expectation 2: Teaching and Learning

Element C: Assessment and Accountability

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

The Leader...

Indicator	Does Not Meet	Needs Improvement	Meets/Proficient	Exceeds	Look For's/Evidence
<i>Uses Multiple Sources of Information to Improve Instruction</i>	<p>Monitors limited sources of student information and staff evaluation data.</p> <p>Does not connect information to school goals and/or instruction.</p>	<p>Develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction.</p> <p>Is learning to use multiple sources of information to identify areas for improvement.</p>	Uses district, state, national, and international assessments and multiple sources of information to analyze student performance, advance instructional accountability, and improve teaching and learning.	Builds the capacity and accountability of staff to monitor multiple sources of information and a range of assessments for each student. Empowers staff members to continuously use multiple sources of information to adjust instructional strategies and improve teaching and learning.	School/district improvement plans. Data Team Meetings. Alignment of curriculum to the Common Core Standards Schedule of observations/evaluations.
<i>Staff Evaluation</i>	<p>Conducts occasional classroom observations for some staff.</p> <p>Does not connect evaluation results to professional development or school improvement goals.</p>	<p>Completes evaluations for all staff according to stated requirements.</p> <p>Uses some evaluation results to inform professional development.</p>	Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.	<p>Sets and monitors meaningful goals with each staff member, accurately differentiates ratings, and provides additional evaluation activity and feedback for Developing or Below Standard teachers.</p> <p>Develops and supports individual staff learning plans and school improvement goals based on evaluations.</p>	Demonstrates fidelity of implementation of the evaluation process.
<i>Communicates Progress</i>	Provides limited information about student progress to faculty and families.	Provides updates on student progress to faculty and families.	Interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.	<p>Builds the capacity of all staff to share ongoing progress updates with families and other staff members.</p> <p>Consistently connects results to the vision, mission, and goals of the school and frequently updates staff and families around progress and needs for improvement.</p>	<p>Monitors fidelity of the use of PowerSchool for accessibility to parents.</p> <p>Compiles aggregates to all stakeholders data to all stakeholders.</p> <p>School/District Improvement Plan.</p>

Performance Expectation 3: Organizational Systems and Safety

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

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

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

The Leader...

Indicator	Does Not Meet	Needs Improvement	Meets/Proficient	Exceeds	Look For's/Evidence
Safety and security plan	Insufficiently plans for school safety.	Develops a safety and security plan and monitors its implementation. Creates minimal engagement with the community around safety plan.	Develops, implements, and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.	Continuously engages the school community in the development, implementation, and evaluation of a comprehensive safety and security plan.	Enforces standards and expectations for behaviors during emergency procedures Fire and Lock-down drills. Published security plan. School climate and culture survey data.
Positive school climate for learning	Is unaware of the link between school climate and student learning. Acts alone in addressing school climate issues.	Seeks input and discussion from school community members to build his/her own understanding of school climate. Plans to develop a school climate focused on learning and social/emotional safety.	Advocates for, creates, and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.	Supports ongoing collaboration from staff and community to review and strengthen a positive school climate. Develops a school climate that supports and sustains learning, social/emotional safety, and success for every member of the school community.	Observable behaviors in multiple environments. Social and Civic expectations. School climate plan. School climate survey results. Agendas/minutes from school climate team meeting and/or SIT.
Community norms for learning	Uses his/her own judgment to develop norms for behavior. Does not consistently implement or monitor norms for accountable behavior.	Develops and informs staff about community norms for accountable behavior. Monitors for implementation of established norms.	Involves families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.	Builds ownership for all staff, community, and students to develop and review community norms for accountable behavior. Students, staff, and parents all hold themselves and each other accountable for following the established norms.	Parent involvement in school committees. Agendas/minutes from parent meetings. School climate survey results communication by administrator (website/newsletter, etc.).

Performance Expectation 3: Organizational Systems and Safety

Element B: Operational Systems

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

Indicator	Does Not Meet	Needs Improvement	Meets/Proficient	Exceeds	Look For's/Evidence
Evaluate and improve operational systems	<p>Ineffectively monitors operational processes.</p> <p>Makes minimal improvements to the operational system.</p>	<p>Reviews existing processes and plans improvements to operational systems.</p>	<p>Uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise processes to improve the operational system.</p>	<p>Continuously evaluates and revises school processes.</p> <p>Plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.</p>	<p>Communicates new procedures and initiatives.</p> <p>Uses effective problem solving methods.</p> <p>Budget reflects school/district needs.</p> <p>Documentation related to effective school practices.</p>
Safe physical plant	<p>Maintains a physical plant that does not consistently meet guidelines and legal requirements for safety.</p>		<p>Ensures a safe physical plant according to local, state, and federal guidelines and legal requirements for safety.</p>	<p>Develops systems to maintain and improve the physical plant and rapidly resolve any identified safety concerns.</p>	<p>Observable conditions with evidence of drills.</p> <p>Maintenance logs.</p> <p>Accident reports.</p> <p>Certificates of inspection logs.</p>
Data systems to inform practice	<p>Uses existing data systems that provide inadequate information to inform practice.</p>	<p>Monitors communication and data systems to provide support to practice.</p>	<p>Facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice.</p>	<p>Gathers regular input from faculty on new communications or data systems that could improve practice.</p> <p>Seeks new capabilities and resources based on school community input.</p>	<p>Website communication.</p> <p>Provides professional development for the implementation of the data systems.</p> <p>Monitors the timeliness of data entry.</p> <p>Meeting agenda/minutes.</p>
Equipment and technology for learning	<p>Uses existing equipment and technology or technology that ineffectively supports teaching and learning.</p>	<p>Identifies new equipment and technologies and/or maintains existing technology.</p> <p>Is learning about how technology can support the learning environment.</p>	<p>Oversees acquisition, maintenance, and security of equipment and technologies that support the teaching and learning environment.</p>	<p>Develops capacity among the school community to acquire, maintain and ensure security of equipment and technology and to use technology to improve instructional practices and enhance communication.</p>	<p>Allocates time for staff member to participate in professional learning programs to support the implementation of new technologies.</p> <p>Logs of computer lab and mobile storage carts usage.</p>

Performance Expectation 3: Organizational Systems and Safety

Element C: Fiscal and Human Resources

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

The Leader...

Indicator	Does Not Meet	Needs Improvement	Meets/Proficient	Exceeds	Look For's/Evidence
<i>Aligns resources to goals</i>	Operates a budget that does not align with district or state guidelines. Allocates resources that are not aligned to school goals.	Develops and operates a budget within fiscal guidelines. Aligns resources to school goals and to strengthening professional practice.	Develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations. Seeks, secures and aligns resources to achieve vision, mission, and goals to strengthen professional practice and improve student learning.	Works with community to secure necessary funds to support school goals. Aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning.	Establishes processes for all staff members to become involved in preparing the budget. Appropriately allocates funding to support the school's mission & areas of improvement. Discusses budget with staff and parent groups.
<i>Recruits and retains staff</i>	Uses hiring processes that involve few recruiting sources. Provides limited support for early career teachers and has few strategies to retain teachers.	Reviews and improves processes for recruiting and selecting staff. Provides support to early career teachers but has limited strategies to develop and retain effective teachers.	Implements building and district practices to recruit, support, and retain highly qualified staff.	Involves stakeholders in processes to recruit, select, and support effective new staff. Implements strategies and practices that successfully retain and develop effective staff in the school and district.	Designs and operationalizes induction and mentoring programs. Participates in recruitment and interview process. Collaborates with local universities to provide internship and student teaching opportunities.
<i>Conducts staff evaluations</i>	Does not consistently implement district/state evaluation processes. Evaluation results are not used to improve teaching and learning	Prioritizes and completes staff evaluation processes. Is beginning to connect evaluation process and results to professional learning.	Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.	Coordinates staff to conduct staff evaluation processes and differentiate evaluation process based on individual teacher performance. Works with staff to connect evaluation processes to professional learning and instructional improvement.	Implements teacher evaluation process with fidelity. Visibility giving and receiving feedback on instructional practice. Results from administrator's survey.

Performance Expectation 4: Families and Stakeholders

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

Element A: Collaboration with Families and Community Members

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

The Leader...

Indicator	Does Not Meet	Needs Improvement	Meets/Proficient	Exceeds	Look Fors'/Evidence
<i>Accesses family and community resources</i>	Is unaware of how to access resources or support from families and the community.	Reaches out to the broader community to access resources and support. Secures community resources that are not consistently aligned to student learning.	Coordinates the resources of schools, family members, and the community to improve student achievement.	Consistently seeks and mobilizes family and community resources and support aligned to improving achievement for all students.	Presents budget, prioritizing resources to instructional improvements to staff and parent groups. Provides opportunities for students to explore career opportunities. Invites community/parent organizations to open house. Provides ASIST tutors to Open Choice students to support transition and acculturation. Referrals to Special Services. Support for SRBI programs for students at-risk. Student Success Plans.
<i>Engages families in decisions</i>	Provides limited opportunities for families to engage in educational decisions. Does not ensure that families feel welcome in the school environment.	Welcomes family involvement in some school decisions and events that support their children's education.	Welcomes and engages all families in understanding the decision-making process to support their children's education.	Engages families consistently in understanding and contributing to decisions about school-wide and student-specific learning needs.	Schedules Parent Advisory Meeting Schedules parent/teacher conferences and other programs during the year to support parents. Ensures parent access to PowerSchool. Naviance. Weekly e-mail Blast. NPS Website. School Messenger System. SSP's.
<i>Communicates with families and community</i>	Uses limited strategies to communicate with families and community members. Limits opportunities for families and community members to share input or concerns with the school.	Shares information and progress with families. Provides opportunities for families and community members to share input and concerns with the school.	Uses a variety of strategies to engage in open communication with staff and families and community members.	Uses a variety of strategies and builds the capacity of all staff to facilitate open and regular communication between the school and families and community members.	Contribute article(s) to news publications related to school events. Announcements made to community via electronic billboard. Visibility at community events. Support student/staff in

community outreach programs.
Attends Chamber of Commerce
Meetings.
Invites families and community
members to scholars' breakfast
and awards nights.

Performance Expectation 4: Families and Stakeholders

Element B: Community Interests and Needs:

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

The Leader...

Indicator	Does Not Meet	Needs Improvement	Meets/Proficient	Exceeds	Look Fors'/Evidence
<i>Communicates effectively</i>	Ineffectively communicates with members of the school community.	Communicates clearly with most people. Seeks more opportunities to interact with stakeholders.	Demonstrates the ability to understand, communicate with and interact effectively with people.	Communicates with and interacts effectively with a wide range of stakeholders. Builds the skills of staff to ensure clear two-way communication and understanding with all stakeholders.	Formal and informal communications. Weekly Updates. Parent Teacher Association/Organization Meeting agendas and minutes. Parent emails/newsletters Memos. Daily News Program. School Messenger. Email Blasts. Surveys communications. Electronic communications. Weekly updates.
<i>Understands and accommodates diverse student and community conditions</i>	Uses limited resources to understand diverse student needs. Demonstrates limited knowledge of community conditions and dynamics.	Collects information to understand diverse student and community conditions. provides some accommodations for diverse student and community conditions.	Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.	Uses assessment strategies and research with all staff to build understanding of diverse student and community conditions. Collaborates with staff to meet the diverse needs of students and the community.	Researches and engages in professional learning regarding the diversity needs of the district. Provides for and/or facilitates professional development offered for faculty. SIP School Data Team Student Surveys
<i>Capitalizes on diversity</i>	Demonstrates limited awareness of community diversity as an educational asset.	Values community diversity. Develops some connections between community diversity and educational programs.	Capitalizes on the diversity of the community as an asset to strengthen education.	Integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.	Researches and engages in professional learning regarding the diversity needs of the district. Provides for and or facilitates professional development offered for faculty SIP School Data Team Student Surveys
<i>Collaborates with community programs</i>	Establishes limited collaboration with community programs. Community programs address few student learning needs.	Collaborates with community programs to meet some student learning needs.	Collaborates with community programs serving students with diverse needs.	Builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.	Provide interpretive services for students/families with diverse language needs. Refers families to programs that reflect their family needs.

Performance Expectation 4: Families and Stakeholders

Element C: **Community Resources:**

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

The Leader...

Indicator	Does Not Meet	Needs Improvement	Meets/Proficient	Exceeds	Look Fors'/Evidence
<i>Collaborates with Community agencies</i>	Works with community agencies when needed. Provides limited access to community resources and services to children and families.	Collaborates with some community agencies for health, social, or other services. Provides some access to resources and services to children and families.	Collaborates with community agencies for health, social and other services that provide essential resources and services to children and families.	Proactively identifies and prioritizes essential resources and services for children and families. Collaborates with community agencies to provide prioritized services and consistently evaluates service quality.	Communicates with/referrals to a range of community agencies. Agendas/Minutes for meetings with organizations.
<i>Develops relationships with community agencies</i>	Develops limited relationships with community agencies. Community partnerships inconsistently meet the needs of the school community.	Develops relationships with community organizations and agencies. Evaluates some partnerships to ensure benefit to agencies and school community.	Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.	Develops ongoing relationships with community agencies aligned to school needs. Assesses partnerships on a regular basis to ensure mutual benefit and shared resources for school and agency.	Communications with support staff. Makes accessible Information/Flyers to students and families regarding school and community resources. Displays Connections with colleges and businesses
<i>Applies resources to meet the needs of children and families</i>	Does not consistently align resources to the educational needs of the school.	Aligns resources to the educational needs of students. Supports the educational needs of most families.	Applies resources and funds to support the educational needs of all children and families.	Identifies educational needs of students and families and aligns all resources to specific needs.	School Budget Assessment of staff levels, case loads and parent needs Assessment of case loads Survey of student, staff and parent needs Schedule of interventions

Performance Expectation 5: Ethics and Integrity

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

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

The leader...

Indicator	Does Not Meet	Needs Improvement	Meets/Proficient	Exceeds	Look For's/Evidence
Professional responsibility	Does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.		Exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.	Continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.	Interactions and communication with all stakeholders are always professional. Written communications, memos, etc. Engaging staff in collaborative activities
Ethics	Does not consistently demonstrate personal and professional ethical practices.		Models personal and professional ethics, integrity, honesty, justice, and fairness and holds others to the same standards.	Actively promotes personal and professional ethics, integrity, honesty, justice and fairness in all stake holders.	Maintains confidentiality. Conducts themselves in a professional manner, in all manners of communication. Treats all staff members with respect and in a fair manner. Surveys.
Educational Equity	Does not consistently promote educational equity and social justice for students.	Earns respect and is building professional influence to foster educational equity and social justice for all stakeholders.	Uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.	Removes barriers to high quality education that derive from all sources of educational disadvantage or discrimination. Promotes social justice by ensuring all students have access to educational opportunities.	Provides for educational opportunities across all levels and sub-groups. Provides instructional support for all learners. Advocates for all students Surveys results. Course offerings. PPBES proposals.
Rights and Confidentiality	Does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.		Protects the rights of students, families and staff and maintains confidentiality.	Builds a shared commitment to protecting the rights of all students and stakeholders. Maintains confidentiality, as appropriate.	Maintains confidentiality. Surveys. Observations. Communications

Performance Expectation 5: Ethics and Integrity

Element B: Personal Values and Beliefs:

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

The leader...

Indicator	Does Not Meet	Needs Improvement	Meets/Proficient	Exceeds	Look For's/Evidence
<i>Respects the dignity and worth of each individual.</i>	Does not consistently treat everyone with respect.		Demonstrates respect for the inherent dignity and worth of each individual.	Promotes the recognition of the dignity and worth of everyone. Builds a shared commitment to diversity and equitable practices for all stakeholders.	Maintains a professional tone in verbal and written communications. Promotes positive communications.
<i>Models respect for diversity and equitable practices</i>	Does not consistently demonstrate respect for diversity and equitable practices for all stakeholders.		Models for and actively engages in the participation of most of the stakeholders and acts on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.	Promotes active engagement in the participation and support of all stakeholders towards the vision, mission and goals to provide equitable, appropriate, and effective learning opportunities.	Provides for educational opportunities across all levels and sub-groups. Provides instructional support for all learners. Advocates for all students Surveys results. Course offerings. PPBES proposals. Evidence of committee input in outcome.
<i>Advocates for mission, vision and Goals</i>	Does not consistently advocate for or act on commitments stated in the mission, vision and goals.	Advocates for the vision, mission and goals.	Advocates for and acts on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.	Advocates and actively engages the participation and support of all stakeholders towards the vision, mission and goals to provide equitable, appropriate, and effective learning opportunities.	Connects vision, mission and goals to meetings and initiatives. Visible vision and mission statement within the school. Provides professional development to meet the vision, mission and goals. Agendas/meeting minutes, professional development handouts. Surveys
<i>Ensures a positive learning environment</i>	Does not consistently address challenges or contribute to a positive learning environment.	Addresses some challenges or engages others to ensure values and beliefs promote the school vision, mission and goals.	Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission, and goals needed to ensure a positive learning environment.	Skillfully anticipates and overcomes challenges and collaborates with others to ensure that values and beliefs promote the school vision, mission, and goals needed to ensure a positive learning environment.	Implements emergency plans and crisis plans. Creates structured process to address and resolve concerns of stakeholders Provides follow up communication for issues and concerns. Facilitates dialogue among stakeholders.

Performance Expectation 5: Ethics and Integrity

Element C: High Standards for Self and Others.

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

The leader...

Indicator	Does Not Meet	Needs Improvement	Meets/Proficient	Exceeds	Look For's/Evidence
<i>Lifelong learning</i>	Does not consistently engage in or seek personal professional learning opportunities.	Recognizes the importance of personal learning needs. uses some research and best practices for professional growth.	Models, reflects on, and builds capacity for lifelong learning through an increased understanding of research and best practices.	Models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.	Attends to professional development needs of self and staff. Models reflective practice. Revises practice based on new learning. Shares new learning with others. Understands current trends and research. Shares best practices.
<i>Support of professional learning</i>	Does not consistently support and use professional development to strengthen curriculum, instruction and assessment.	Supports professional development that is primarily related to curriculum and instructional needs	Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.	Supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment.	Allocates resources for staff to attend individualized learning opportunities. Documentation of attendance Budget Teacher Schedules Allows time within schedule for teacher collaboration. Agendas, memos and minutes for collaborative meetings
<i>Allocates resources equitably</i>	Does not equitably use resources to sustain and strengthen organizational performance.	Allocates resources which address some organizational needs.	Allocates resources equitably to sustain a high level of organizational performance.	Actively seeks and provides resources to equitably build sustain and strengthen organizational performance.	Allocates resources for staff to attend individualized learning opportunities out of district. District supporting documentation of attendance Budget Teacher Schedules
<i>Promotes appropriate use of technology</i>	Demonstrates a limited understanding of technology and ethical implications for its use.	Promotes the use of technology and has addressed some legal, social and ethical issues.	Promotes understanding of the legal, social and ethical use of technology among all members of the school community.	Is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.	Visible technology use policy. Provides opportunities for professional development for the use of social media. Implementation of Professional Development Provides information to school community about appropriate use of social media.

<i>Inspires student success</i>	Ineffectively builds trust, respect and communication to achieve expected levels of performance and student success.	Promotes communication and is building trust and respect to strengthen school performance and student learning.	Inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.	Creates a collaborative learning community which inspires and instills trust, mutual respect and honest communication to sustain optimal levels of performance and student success.	Posted information on district website. Models appropriate behavior. Recognizes staff and student achievements. Open and honest communication. Recognition of public communication of achievements of students and staff.
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Performance Expectation 6: The Education System

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

Element A: Professional Influence

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

The Leader...

PLEASE UPDATE THIS TO REFLECT WHAT ELEMENT A STANDARDS SHOULD SAY OF THE SEED DOC

Indicator	Does Not Meet Standard	Needs Improvement	Meet/Proficient	Exceeds	Look For's/Evidence
<i>Promotes public discussion about educational laws, policies and regulations</i>	Does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education.	Follows current education legislation. Seeks opportunities to engage in professional learning activities to understand issues and implications, and share information with the school community.	Promotes public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.	Engages the entire school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school and district as appropriate.	Data teams. Staff /district meetings. BOE policies. Parent/stakeholder meetings. School Improvement Plans. Communication with Stakeholders.
<i>Builds relationships with stakeholders and policymakers</i>	Takes few opportunities to build relationships with stakeholders in educational issues.	Develops and engages in discussions around education issues. Maintains a professional relationship with stakeholders and policymakers.	Develops and maintains a professional relationship with stakeholders to identify, understand, respond to, and influence issues that affect education.	Actively engages with appropriate stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.	Visibility at school events. Agenda items. Meeting minutes. Newsletters.
<i>Advocates for equity, access, and adequacy of student and family resources</i>	Has limited understanding and/or ineffectively uses resources for family services and support through community agencies.	Is learning how to help students and families locate, acquire and access programs, services, or resources to create equity.	Advocates for equity, access, and adequacy in providing for students and family needs using a variety of strategies to meet educational expectations.	Empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.	Communications with professional associations, lawmakers, BOE, Central Office.

Performance Expectation 6: The Education System

Element B: The Educational Policy Environment

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

The Leader...

Indicator	Does Not Meet	Needs Improvement	Meets/Proficient	Exceeds	Look For's/Evidence
<i>Accurately communicate educational performance</i>	<p>Ineffectively communicates with members of the school community.</p> <p>Does not fully understand data analysis and data based decision making.</p>	<p>Reviews school growth measures and student data.</p> <p>Conducts basic data analyses and communicates data about educational performance</p>	Collects, analyzes, evaluates, and accurately communicates data about educational performance in a clear and timely way.	Engages the school community and stakeholders in analysis of school and student data that leads to identifying important indicators of school progress, greater understandings, and implications for growth and refinements to the school or district's mission, vision, and goals.	Communicating the data to appropriate stakeholders. Data Teams.
<i>Improve public understanding of legislation, policy, and laws</i>	Provides incomplete/inaccurate information to the public to understand school or student results, legal issues, practices, and implications.	Shares information about federal, state, and local laws, policies and regulations. Provides information to decision makers and the community.	Communicates effectively with decision-makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations.	Actively communicates and clarifies federal, state, and local laws, policies, and regulations with stakeholders and decision makers to improve public understanding and input.	Membership and participation in professional organizations (CAS, CASP). Participation in community events. Student handbook. District/school websites. Town publications. Information sessions. Parent meetings (i.e., Open House, PTO, and PAC).
<i>Uphold laws and influence educational policies and regulations</i>	Does not consistently uphold laws, regulations.	Upholds federal, state, and local laws and seeks to engage in public discourse about policies and regulations to support education.	Upholds federal, state, and local laws, and influences policies and regulations in support of education.	Works with district, state and/or national leaders to advocate for/or provide feedback about the implementation effectiveness of policies or regulations.	Articulation of policies and procedures Enforcement of policies and procedures

Performance Expectation 6: The Education System

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The Leader...

Indicator	Does Not Meet	Needs Improvement	Meets/Proficient	Exceeds	Look For's/Evidence
<i>Advocates for public policies to support the present and future needs of children and families</i>	Does not advocate for policies and procedures to meet the needs of all students and their families.	Identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies	Advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.	Works with students, families, and caregivers to successfully advocate for equitable and appropriate policies and procedures to close the achievement gap by ensuring all children have an equal opportunity to learn.	Communication of student needs to all stakeholders. Attendance at Town Council Meetings. Attendance or presentations at BOE meetings and sub-committee meetings. Data to support student needs school/district improvement plans.
<i>Promotes public policies to ensure appropriate, adequate, and equitable human and fiscal resources</i>	Is unaware of policies that result in equitable resources to meet the needs of all students. Does not allocate resources appropriately, adequately, or equitably.	Supports fiscal guidelines to use resources that are aligned to meet school goals and student needs. Allocates and distributes school resources among faculty, staff and students.	Promotes public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning.	Aligns with state and national professional organizations that promote public policy and advocate for appropriate, adequate and equitable resources to ensure quality educational opportunities that are equal and fair for all students.	School/district improvement plan. Budget. Allocation of staff.
<i>Collaborates with leaders to inform planning, policies, and programs</i>	Demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.	is learning to collect analyze and share data with others to raise awareness of its impact on decisions affecting student learning on local, district, state, and national levels.	Collaborates with appropriate stakeholders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning, policies, and programs.	Actively engages all stakeholders through conversations and collaboration to proactively change local, district, state, and national decisions affecting the improvement of teaching and learning. Is involved with local, state, and national professional organizations in order to influence and advocate for legislation, policies, and programs that improve education.	Collection/analysis of school/district based data. Professional discourse. School/district improvement plan.

INTERVENTION PLAN AND ASSESSMENT

Name of Administrator _____

Name of Evaluator: _____

Date plan established _____

____Special Assistance
____Administrative Concern

ACTION PLAN:

Identification of specific area of concern:

Strategies for resolution (include timeline):

Conference Log (Dates & Summary of meetings, observations)

The above-named staff member is:

_____ Returned to meets standards rating	Date _____
_____ Moved to Administrative Concern rating	Date _____
_____ Recommended for contract termination	Date _____

Signature of Administrator:_____

Signature of Evaluator:_____

Connecticut Code of Professional Responsibility for EducatorsRegulations of Connecticut State Agencies
Section 10-145d-400a**PREAMBLE**

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the profession, the community and the family.

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The Code shall apply to all educators holding, applying or completing preparation for a certificate, authorization or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers and paraprofessionals.

Responsibility to the Student:

The professional educator, in full recognition of his or her obligation to the student, shall:

- a) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
- b) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;
- c) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
- d) Foster in students the full understanding, application and preservation of democratic principles and processes;
- e) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- f) Assist students in the formulation of worthy, positive goals;

- g) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
- h) Remain steadfast in guaranteeing equal opportunity for quality education for all students;
Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;
- i) Create an emotionally and physically safe and healthy learning environment for all students; and
- j) Apply discipline promptly, impartially, appropriately and with compassion.

Responsibility to the Profession:

- a) The professional educator, in full recognition of his or her obligation to the profession, shall:
- b) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession;
- c) Uphold the professional educator's right to serve effectively;
- d) Uphold the principle of academic freedom;
- e) Strive to exercise the highest level of professional judgment;
- f) Engage in professional learning to promote and implement research-based best educational practices;
- g) Assume responsibility for his or her professional development;
- h) Encourage the participation of educators in the process of educational decision-making;
Promote the employment of only qualified and fully certificated, authorized or permitted educators;
- i) Encourage promising, qualified and competent individuals to enter the profession;
- j) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
- k) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
- l) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
- m) Promote and maintain ongoing communication among all stakeholders; and
- n) Provide effective leadership to ensure continuous focus on student achievement.

Responsibility to the Community:

The professional educator, in full recognition of the public trust vested in the profession, shall:

- a) Be cognizant of the influence of educators upon the community-at-large; obey local, state and national laws;
- b) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- c) Promote the principles and ideals of democratic citizenship; and
- d) Endeavor to secure equal educational opportunities for all students.

Responsibility to the Students Family:

The professional educator in full recognition of the public trust vested in the profession shall:

- a) Respect the dignity of each family, its culture, customs, and beliefs;
- b) Promote, respond, and maintain appropriate communications with the family, staff and administration;
- c) Consider the family's concerns and perspectives on issues involving its children; and
- d) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

The professional educator, in full recognition of his or her obligation to the student, shall not:

- a) Abuse his or her position as a professional with students for private advantage;
Discriminate against students;
- b) Sexually or physically harass or abuse students;
- c) Emotionally abuse students; or
- d) Engage in any misconduct which would put students at risk; and

The professional educator, in full recognition of his or her obligation to the profession, shall not:

- a) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
- b) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
- c) Misrepresent his, her or another's professional qualifications or competencies;
- d) Sexually, physically or emotionally harass or abuse district employees;
- e) Misuse district funds and/or district property; or
- f) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and

The professional educator, in full recognition of the public trust vested in the profession, shall not:

- a) Exploit the educational institution for personal gain;
- b) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
- c) Knowingly misrepresent facts or make false statements.

* Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct please seek advice from your school district or preparation institution.

Professional Development

The General Assembly passed An Act Concerning Educational Reform, Public Act 12 116, which includes substantive changes to the requirements for the professional educator certificate and new requirements for professional development in public schools. The law in its entirety may be accessed at: [Public Act No. 12-116](#)

The following outlines the specific changes that impact current holders of and future applicants for a professional educator certificate and new requirements for planning and implementing professional development programs.

Continuation of the Professional Educator Certificate

Effective July 1, 2012, continuing education units (CEUs) will not be required for applicants requesting continuation of the professional educator certificate. Section 36 of P.A. 12-116 eliminates the requirement for professional educator certificate holders to complete 9.0 CEUs (90 contact hours) during the five-year period for which the professional educator certificate was issued. Anyone applying on and after July 1, 2012, for a continuation of the professional [educator certificate will no longer be required to provide verification of](#) completion of CEUs. [Form ED 179 Application for Continuation of Professional Educator Certificate](#) has been revised to reflect this change.

Degree Requirements for the Professional Educator Certificate

Section 36 of P.A. 12-116 requires anyone applying for a professional educator certificate on and after July 1, 2016, to have completed a master's degree in an appropriate subject matter area related to such person's certification endorsement area, as determined by the State Board of Education, in order to be issued a professional educator certificate. The CSDE, in consultation with the Educator Preparation Advisory Council, will be developing a policy related to "appropriate subject matter degrees" and will seek State Board approval for such policy. Once approved, these guidelines on appropriate subject matter degrees will be provided and applied. Principals and administrators may use these guidelines to advise teachers on advanced degrees that will enhance their ability to improve student learning.

Program of Professional Development (PD) Requirements

The following is a summary of Section 39 of P.A. 12-116, subsections (a) through (d), inclusive, pertaining to the mandate for PD. While implementation of professional development as outlined below is not required until 2013-2014, **we strongly encourage district leadership, in collaboration with teacher representatives, to begin the PD planning process during the 2012-2013 school year and begin to align the PD with the individualized teacher needs identified through the current evaluation process.** In addition, it is the responsibility of the individual teacher, in collaboration with his/her administrator, to identify and participate in appropriate professional development activities to address the needs identified in his/her annual evaluation. Districts and teachers should create a log or other tracking method for the professional development that has been completed which may be reviewed and audited by the CSDE going forward.

(a) Requirements for PD (effective 7/1/13)

- Provide a minimum of 18 hours annually of PD;

- Preponderance of small group or individual instructional setting;
- Comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
- Focus on refining and improving various effective teaching methods that are shared between and among educators;
- Foster collective responsibility for improved student performance; and
- Shall be comprised of professional learning that meets the following criteria-
 - aligns with rigorous state student academic achievement standards;
 - conducted among educators at the school and facilitated by principals; coaches, mentors, distinguished educators, or other appropriate teachers;
 - occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement; and
 - includes a repository of best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating.

(b) Planning of PD

- Develop a PD plan for certified employees pursuant to C.G.S. subsection (b) of section 10- 220a for implementation starting the 2013-2014 school year;
- Providers may include the board of education, regional educational service center, cooperative arrangement with another board of education or any PD provider approved by the Commissioner of Education;
- The time and location of PD activities shall be in accordance with either an agreement between the board of education and the exclusive bargaining unit or, in the absence of such agreement or to the extent such agreement does not provide for the time and location of all such activities, in accordance with a determination by the board of education; and
- Focus of Activities:
 - determined by each board of education with the advice and assistance of the teachers employed by such board, including representatives of teacher's bargaining unit, in full consideration of priorities and needs related to student outcomes as determined by the State Board of Education;
 - based on results and findings of teacher and administrator performance evaluations, to improve teacher and administrator practice and provide professional growth;
 - improve the integration of reading instruction, literacy and numeracy enhancement, and cultural awareness into instructional practice;
 - include strategies to improve English language learner instruction into instructional practice; and
 - include during each five-year period a minimum of 15 hours in training in the evaluation and support of teachers for every administrator.

(c) Attestation to CSDE about PD Program

- The CSDE will develop a process for districts to provide attestation about planning, qualification of professional development providers, and communication, evaluation and documentation of PD activities. Over the next year, CSDE will work with superintendents/stakeholders to develop this attestation process for implementation in the 2013-2014 school year.
- Districts should communicate to individual educators their responsibility to participate in the PD that is agreed to within the annual evaluation

process. Districts will be attesting to the CSDE on the certification application forms that a person has "served successfully." Included in the determination of "served successfully" will be the review of evidence that the educator has participated in PD in accordance with his/her annual evaluation plan.

(d) CSDE Audit of PD Program and Fine for Noncompliance

- The CSDE will develop a process for auditing school district's professional development programs. If the school district is not in compliance with any provision of section 39 of P.A.12-116, the State Board of Education may require forfeiture of a sum from a grant payment, as determined by the Commissioner of Education, imposed in the fiscal year following the fiscal year in which noncompliance is determined. The forfeiture may be waived if the noncompliance is determined to be due to circumstances beyond the control of the school district.

(e) Alliance Districts

- The CSDE especially requests and requires that Alliance Districts develop plans and protocols for evaluation-informed PD per (d) above.

Management of Professional Development Data

Many school districts have purchased and used specific software to manage CEU data. With the legislative changes related to professional development focusing more on individual or small-group job-embedded processes, school districts will need to evaluate their needs to determine whether your current software remains a resource you want to use or whether you require a different approach to managing and tracking this data. Keep in mind that under the new legislation, professional development needs and activities should be based upon findings of teacher and administrator performance evaluations and based on student outcomes. This may be a specific matter you wish to discuss with your teachers to determine how to best document and track professional development activities in an efficient and accurate way.

The law in its entirety may be accessed at: <http://www.cga.ct.gov/2012/ACT/PA/2012PA-00116-R00SB-00458-PA.htm>

Educator Certificate Information and Applications: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&Q=321230&sdePNavCtr=#45442>

Canton Public Schools



System for Educator Evaluation and Development Evaluation Plan

2015-2016

Written: March 7, 2013

Adopted by Board of Education: March 13, 2013

Amended by the Board of Education: October 8, 2013

Revised: March 20, 2014

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Revised: March 27, 2015

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This Plan and all related forms and support materials are available for download at www.cantonschools.org.

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Introduction

The Canton Public Schools' Educator Evaluation Plan covers all certified persons represented by the Education Association of Canton (EAC). The evaluation process is based on these foundations: the Common Core of Teaching, Canton Board of Education Goals, district and school goals, the Connecticut SEED Document, a significant body of research, and Kim Marshall's Teacher Evaluation Rubrics.

We care about...

- Our children, our community, and the best education we can provide
- Making sure our resources are used most effectively to deliver opportunities for a great education

We believe all children deserve to...

- Be treated with respect and dignity in the classroom
- Have a well-rounded curriculum and first-class resources
- Have supportive adults who share the responsibility for their achievement and well-being
- Be encouraged to reach their highest potential

We believe all children are entitled to...

- Equal opportunities to experience a high-quality educational program
- An education that is supportive, challenging, and rewarding
- A learning environment that is safe and secure and supports their individual growth
- A comprehensive education that meets their needs
- The best efforts of the entire Canton community

We believe all children shall have the benefits of...

- Challenges that stretch them as individuals
- Quality programs that will prepare them for life after graduation
- An informed, caring staff who will provide them with a motivating, enriching curriculum
- A caring community

Becoming an expert teacher is not an inborn gift bestowed upon a chosen few, but a journey through a challenging, rose-filled and often thorny garden that requires constant focus and attention.

B. TEACHER EVALUATION COMMITTEE

Chairs

Dr. Jordan E. Grossman, Assistant Superintendent
Susanne Russell, Education Association of Canton

Board of Education Representative

Dana Kosior

Administrative Representative

Kevin Hanlon
Eric Verner

Cherry Brook Primary School

Linda Caraher
Laurie Burrill
Lisa Deltano

Canton Intermediate School

Lisa Deltano
Erik Perotti
Allison McKay

Canton Middle School

Kelly Casorio

Canton High School

Marsha Jorgensen
Michelle Ott

Overview

Excellent schools begin with great 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 teachers are one of the most important school-level factors in student learning and effective leadership is an essential component of any successful school.

The Canton Public School District is committed to raising the overall quality of our schools' teachers and administrators. To meet this goal, a committee of dedicated professionals met to consider all of Connecticut's new evaluation requirements and guidelines as outlined in the Connecticut SEED documents and to draft a new approach which best meets Canton's unique needs.

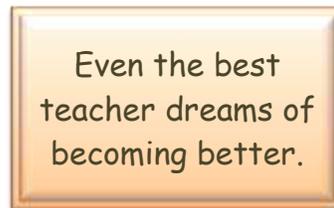
Educator evaluation is the cornerstone of this approach and the new Plan will contribute to the improvement of our schools. High-quality evaluations are necessary for the individualized professional development and support that every educator needs. Evaluations will also identify our professional strengths and provide new professional opportunities, bring greater accountability and transparency to our classrooms, and instill our community with even greater confidence in our schools.

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

A. DESIGN PRINCIPLES

Use multiple, standards-based measures of performance

An evaluation plan that uses multiple sources of information and evidence results in a fair, accurate, and comprehensive picture of each teacher's performance. The new Plan defines four categories of teacher performance: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and student feedback (5%).



Promote professional judgment and consistency

Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, this Plan aims to minimize the variance among our school leaders' evaluations of classroom practice and support fairness and consistency within and across the Canton Public Schools.

Foster dialogue about student learning

This Plan hinges on both the inherent values of self-evaluation and of the professional conversations among teachers and administrators. The dialogue in the new Plan occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

Encourage feedback and professional development to support teacher growth

Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. The Plan promotes a shared language of excellence to which professional development, coaching, and feedback can align to improve practice.

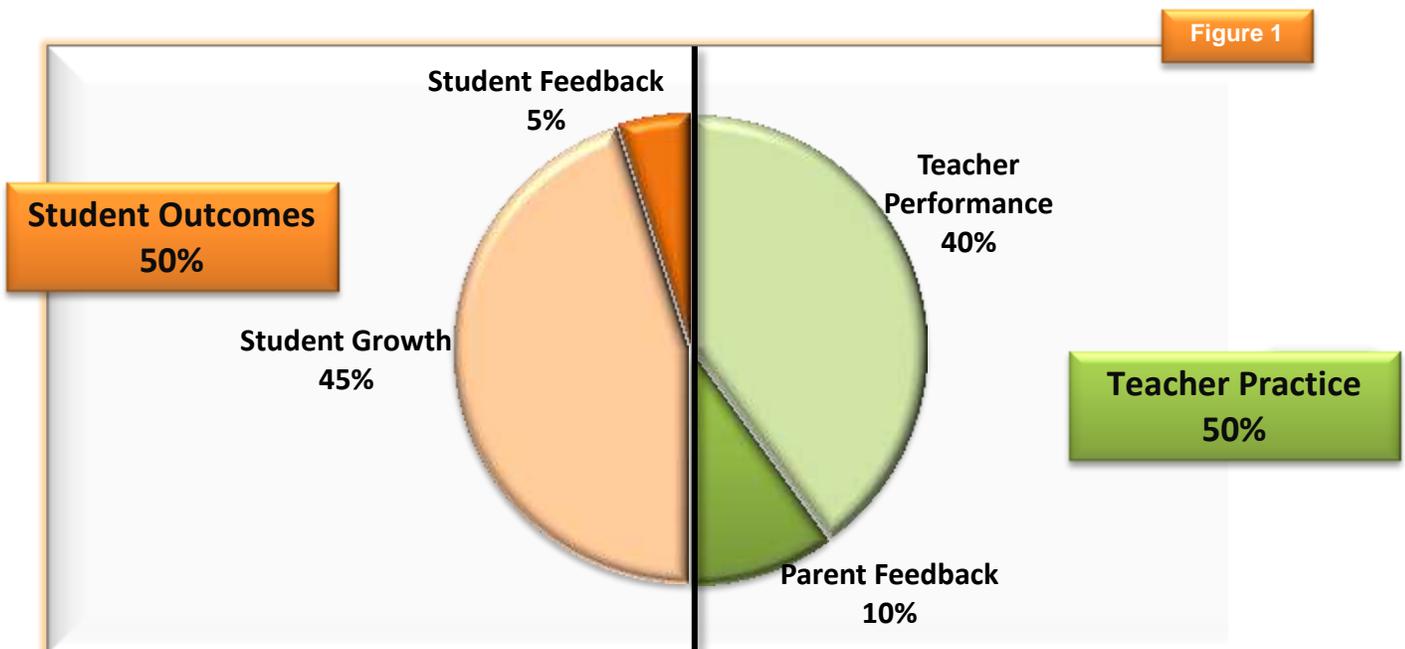
B. EVALUATION CATEGORIES AND FOCUS AREAS

The Plan consists of multiple measures to paint an accurate and comprehensive picture of each teacher’s performance. All of Canton’s teachers will be evaluated in four categories, which are grouped into two major focus areas as shown in the visual representation (Figure 1) below.

The four categories are:

1. Observation of Teacher Performance (40% of final evaluation)
2. Parent Feedback (10% of final evaluation)
3. Student Growth (45% of final evaluation)
4. Student Feedback (5% of final evaluation)

Observation of Teacher Performance (40%) and Parent Feedback (10%) are then combined into the first focus area which is Teacher Practice. Student Growth (45%) and Student Feedback (5%) are combined into the second focus area which is Student Outcomes.



C. DEFINITION OF CATEGORIES

The two Teacher Practice Indicators are Teacher Performance (40%) and Parent Feedback (10%)

Teacher Performance

In Canton, a combination of self-evaluation, goal-setting to improve practice, and classroom observations will be used to evaluate the teacher's knowledge and application of a complex set of skills and competencies. The Plan includes five Domains, based on the work of Marshall and the CCT Rubric.

Parent 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 in a variety of achievement and environment-related categories and use the data to set a collaborative school-wide goal. Surveys must be reliable, representative, and anonymous. The data will be re-collected at the end of a specified period of time. Supervisors will then use their teachers' collective success and each teacher's individual professional contributions to the achievement of this goal when assessing this category.

The two Student Outcomes Indicators are Student Growth (SLOs) (45%) and Student Feedback (5%)

Student Growth

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth to be measured for teacher evaluation purposes, the teacher must analyze his/her own achievement data from the previous year's class, as well as the current level of achievement for his/her incoming students. Data analysis will lead to goal setting, and the ongoing collection of data, as well as the end-of-the year data, will become the measurement of success.

Student Feedback

Student feedback will be used similarly to parent feedback in that each school will collect and analyze feedback in a variety of classroom and school environment-related categories and then use the data to set a collaborative school-wide goal. Teachers may also choose to use their own classroom data collections, depending upon their instructional goal in the Teacher Performance category. The same parameters for effective surveying apply.

D. RUBRICS

Underlying Principle: The purpose of the four Teacher Performance Domains is to improve instruction, which will result in increased student learning. The guiding assumptions in this process are:

- Every teacher believes instructional improvement is always desirable and possible
- Every teacher 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 four Teacher Evaluation Performance Domains are the culmination of current research about exceptional teaching practices; through the use of specific indicators at each level of performance, they summarize these four domains of exceptional teaching:

1. Classroom Environment, Student Engagement and Commitment to Learning
2. Planning for Active Learning
3. Instruction for Active Learning
4. Professional Responsibilities and Teacher Leadership

Effective teacher evaluation is a powerful combination of reflection, collaboration, and anticipated growth; the teacher should be the lead in it.

Self-evaluation using the rubrics is a key component of the Plan, in that only highly reflective teachers can improve their instructional practice.

E. PERFORMANCE RATINGS OVERVIEW

Based on the Rubrics, and throughout all five of the domains, there are four ratings:

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

Having four ratings allows supervisors and teachers to clearly distinguish between effective and ineffective teaching practices. An exceptional rating, “**Exceeds Standards**,” also provides an exemplary benchmark towards which even very good teachers can strive.

“**Meets Standards**” is the *expected* standard for Canton teachers. Most teachers 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 teachers should strive for, and some will attain, some ratings of “**Exceeds Standards**,” which represents the ideal – a reachable, but truly exceptional goal.

F. TIMELINE

The following timeline (Figure 2) is familiar to current teachers in Canton.

- All teachers were fully trained in the new Teacher Evaluation Plan and Process during Professional Development sessions. Thereafter, Professional Development regarding the implementation of the Plan will focus on updates and changes to the Plan, as well as identification of effective classroom strategies and the analysis of data. A full orientation will be provided only for teachers new to the District. Support materials, including exemplary samples of all four Domains, will also be made available.
- In addition to the following timeline, a supervisor may request a conference with the teacher, using the four Teacher Practice Domains, at any time areas of concern related to one or more of the rubrics become apparent.

Figure 2

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Teacher Orientation to new Evaluation Plan (Professional Development)	X										
New/Non-tenured teacher completes a self-evaluation using the four Domains for Teacher		X									
Standardized data distributed to teachers	X										
School Faculty Meeting (set school-wide Parent Feedback Goal and school-wide Student Feedback Goal)		X									
Teacher writes Teacher Practice Goal, SLOs, individual Parent Feedback Goal, individual Student Feedback Goal		X									
Teachers and grade-level teams collect and analyze data and student work samples		X	X	X	X	X	X	X	X	X	X
Fall Goal-Setting Conference (Teacher and Supervisor)			X								
Teacher completes the mid-year self-evaluation form for all goals						X					
Mid-Year Check-in with Supervisor on goals							X				
Parent and Student Surveys administered by Principal									X		
New teacher/Non-tenured teachers have meeting with supervisor to discuss plans for the following year based on performance									X		
Teacher Completes the Summative self-evaluation on ALL goals; prepares data and artifacts										X	
Teacher completes a self-evaluation using the four Rubrics for Teacher Practice										X	
End-of-Year Check-in with Supervisor on goals											X

Part 1: Teacher Practice

Underlying Principle: Accomplished teachers are continuous, self-reflective learners. They are relentless in their quest to find the right combination of instructional strategies, motivational techniques, and appropriate content to allow all students to excel. The Rubrics provide both teachers and administrators the opportunity to reflect upon performance patterns relative to the Canton Public Schools' Standards, to the Common Core of Teaching, and to quality research. Each Rubric is designed to provide teachers with a profile of their strengths as well as areas in which to set goals for improvement.

Effective implementation of the four Domains will accomplish these objectives:

1. Define, recognize, and reinforce exemplary teaching through specific indicators
2. Provide guided assistance in helping teachers individually and collectively identify next steps
3. Provide follow-up structures to support a teacher's areas of weakness
4. Provide information to the Principal and district about Professional Development needs

Thus for these principles to be enacted, the role of the Supervisor is an essential one. To that end, Canton's Administrators/Department Chairs are provided with a minimum of 18 hours of professional development in each year, and engage in ongoing professional development throughout every school year. Supervisory professional development will focus on the underlying principles above and throughout this document, including, but not limited to: calibrating their classroom observation skills with other district supervisors; identifying effective classroom techniques and instructional strategies; using data effectively to write SMART goals, Student Learning Objectives (SLOs), and Indicators of Academic Growth (IAGDs); providing effective and honest face-to-face and written feedback; distinguishing between objective and subjective evaluation; providing special assistance; and using the District's management system *Protraxx* to assess proficiency and calibration. The Canton Administrators/Department Chairs/Teachers have participated in training and have conducted *Instructional Rounds* for the past 5 years. This process happens 6-8 times a year and allows the team to come to understand rigor, higher order thinking, student engagement, and what makes up excellent teaching. On an ongoing basis, we will continue to calibrate what we view as superior instruction to make sure we are consistent in our practices. The team will also work collaboratively to understand its surveying and survey analysis processes and the inter-connectedness of evaluation to the District's other initiatives, such as PBIS, Common Core alignment, and 21st Century skills and technology-integration.

A. THE RUBRIC PROCESS

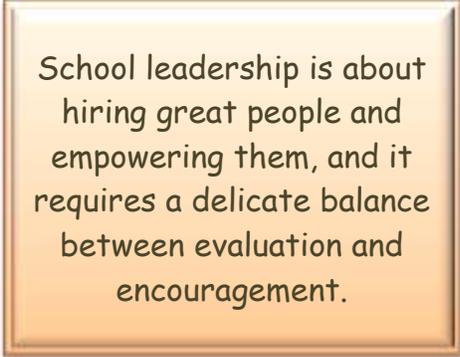
First, the teacher and supervisor will *both* complete the four Teacher Practice Domains independently by selecting one indicator for each letter in the rubric. The indicator for each letter should be clearly highlighted, or circled, thereby creating an easily recognizable visual pattern. Then, in a private conference, the teacher and supervisor will meet to discuss areas of strength and areas for improvement. The differences in their rubric evaluations and all areas in need of improvement (i.e., any ratings in the bottom two bands) should be discussed. The supervisor and teacher should also discuss strategies for improvement.

The Rubric evaluation and discussion will take place in May. It serves as both a factor in the teacher's summative evaluation for that year *and* as the vehicle for developing the following year's Teacher Performance Goal(s) for the annual fall goal-setting conference. New and non-tenured teachers will go through this process in September and May of each year.

If, in the evaluation process, the supervisor and teacher disagree about a specific qualifier in the rubric, the teacher may present evidence for the supervisor to consider and a follow-up conference will be held to review the evidence. At that time, the supervisor's rubric findings may be changed. If the teacher provides evidence, and the parties still disagree, *and* the disputed qualifier changes the overall rubric evaluation, the teacher may initiate dispute resolution. If the teacher does not provide evidence, the supervisor's rating stands.

B. THE OBSERVATION PROCESS

Each teacher should be observed a minimum of 2 times per year. All observations should be followed by feedback, either verbal (e.g., a post-conference,) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, *within two days of the observation*. The Observation Form, which is aligned to the rubrics, is an excellent tool for providing feedback. Supervisors can use their discretion to decide the right number of observations for each teacher based on school and staff needs and in accordance with the Guidelines in Figure 3.



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

The required form for this plan is called “Observation Form” and is based on the same research-based principles of effective teaching described in the rubrics. Canton ascribes to the belief that teachers and supervisors alike should know at the beginning of the year the agreed-upon criteria for effective teaching. They should also recognize that trust and support result from what happens in the *post-observation* conference. It is in *post-conference*, that the supervisor comes to understand the teacher's decision making in the lesson, appreciates and identifies the productive teaching skills, and enables the teacher to grow in effectiveness. Therefore, ‘traditional’ pre-conferences are not required and should be replaced with other, more contemporary and meaningful pre-observation activities, such as collaborative lesson planning, data team analysis and planning, instructional modeling, and so on, in which both the teacher and supervisor participate.

Supervisors should at least two times a year meet with Year 1 and Year 2 teachers and teachers who are receiving ‘Special Assistance’ to go over the lesson planning phase in a pre-conference. Supervisors may also regularly attend grade-level team meetings and use team discussions as a framework for later observations.

Observations from 10 – 40 or more minutes may occur at any time and will always be followed by verbal and/or written feedback. Whenever an observation form is completed, after the post-conference discussion, both the supervisor and teacher must sign-off to acknowledge the observation is complete. The supervisor and the teacher should both retain copies.

Supervisors are not expected to provide an overall rating for each observation, but they should use observations to collect evidence for the summative assessment of both the Teacher Practice Rubrics and the teacher's Teacher Practice Goal. During observations, evaluators should note specific, evidence-based details about what the teacher and students said and did in the classroom. The supervisor might record “[Teacher's name] asked, ‘Which events led up to the Alaskan oil spill?’” which is factual, rather than “[Teacher's name] asks good questions,” which is judgmental. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the Observation Form/Rubric and *then* make a judgment about which performance level the evidence supports.

A Supervisor’s evaluation of a teacher may be based on observations of the teacher in the classroom, in the halls or on the playground, in PPTs, in conferences with parents, at Professional Development activities, at team meetings, at faculty meetings, and so on. These are examples of the term Review of Practice. It may also be based on written lesson plans, teacher-created materials, samples of student work, data collections, and so on.

Classroom walk-through data collections may have a dual purpose. First, the data collected electronically may be used by a grade-level team or the whole school to document progress towards a shared instructional goal; for example, to document an increase higher-order questioning or to document a reduction in transitioning time. In such cases, an individual teacher’s data *should not be* reported out to the larger group without the teacher’s permission. Second, the individual teacher and supervisor may choose a specific electronic tool to support an individualized goal. For example, the teacher might seek to improve a group of students’ on-task behavior or to increase classroom engagement during discussions. In this case, the data *should* be shared with the teacher, and the teacher may count such data as evidence of improved performance.

If, in the course of any classroom walk-throughs, whenever a supervisor sees a pattern of concern he/she would like to address with a teacher, the walk-through should be followed by a classroom observation with post-conference feedback.

It is understood that, at any time, without notice, a supervisor may observe a teacher during any professional activity.

Figure 3

Teacher Category	Observations
First and Second Year Novice Teachers	<ul style="list-style-type: none"> • 3 or more In-Class Formal /Informal Observations • All of which include a post-conference with verbal and written feedback • 2 of which include a pre-planning conversation • 2 of which are 30+ minutes
Teachers Who Do Not Meet Standards Teacher Improvement and Remediation Plan	<ul style="list-style-type: none"> • 6 or more In-Class Formal/Informal Observations (within 120 days) • Address specific performance indicators, as outlined in the Special Assistance Plan • All of which include a post-conference with verbal and written feedback • All of which are 30+ minutes
Teachers Who Meet Standards or Above	<ul style="list-style-type: none"> • 2 or more In-Class Formal/Informal Observations/Review of Practice • 1 of which must be 30 minute Formal Observation • All of which include verbal and written feedback

C. FEEDBACK

The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and ratings, where appropriate, on observed components of the Rubrics or of the teacher's Performance Goal
- Prioritized commendations and recommendations for 'next steps' planning
- Next steps and recommendations for supports the teacher can use to improve his/her practice
- A timeframe for follow-up if follow-up is requested.

D. RATINGS

Based on the rubrics, there are four ratings: Exceeds Standards (4), Meets Standards (3), Needs Improvement (2), and Does Not Meet Standards (1).

For evaluation purposes, a final rating will be made for each of the four rubrics by adding the numeric value of each indicator and dividing by the total number of indicators *for that rubric*. This is necessary because the rubrics themselves are weighted.

When a teacher's rating in one or more of the rubrics falls below "Meets Standards," a Special Assistance Plan for improvement must be put in place. It is not necessary that a teacher be placed on "Needs Improvement" prior to being placed on "Does Not Meet Standards."

The supervisor's complete final set of the five domains, highlighted, and the Teacher Evaluation Rubrics Summary or the non-classroom teacher Evaluation Rubrics Summary will be signed by the supervisor and the teacher and given to the supervisor to forward to Central Office where it will be kept in the teacher's personnel file.

The three questions that deserve million-dollar price tags are those we pose as teachers every day:

1. Are my students experiencing the education I hope for them?
2. How do I know?
3. And, if some are not, how can I help?

E. PERFORMANCE RUBRICS

1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote *student engagement, independence and interdependence* in learning and facilitate a positive learning community by:

Indicator 1a

Creating a positive learning environment that is responsive to and respectful of the learning needs of all students².

Does Not Meet Standards

Needs Improvement

Meets Standards

Exceeds Standards

Attributes

In addition to the characteristics of Proficient, include one or more of the following for each attribute:

Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/ or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
Respect for student diversity³	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/ or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/ or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

² *Learning needs of all students*: Includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/ talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomic and environment on the learning needs of students.

⁴ *Student diversity*: Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

Indicator 1b Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

	Does Not Meet Standards	Needs Improvement	Meets Standards	Exceeds Standards
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Attributes

In addition to the characteristics of Proficient, include one or more of the following for each attribute:

Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate. OR Teacher seamlessly responds to misbehavior without any loss of instructional time.
Promoting social competence⁴ and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. OR Students are encouraged to independently use proactive strategies ⁵ and social skills and take responsibility for their actions.

⁴**Social competence:** Exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).

⁵**Proactive strategies:** Include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote **student engagement, independence and interdependence** in learning and facilitate a positive learning community by:

Indicator 1c	Maximizing instructional time by effectively managing routines and transitions ⁶ .			
	Does Not Meet Standards	Needs Improvement	Meets Standards	Exceeds Standards

Attributes

In addition to the characteristics of Proficient, include one or more of the following for each attribute:

Routines and transitions appropriate to needs of students	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.
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⁶ **Routines and transitions:** Routines are non-instructional organizational activities such as taking attendance or distributing materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.

2: Planning for Active Learning

Teachers plan instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 2a Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge⁷ for all students.

	Does Not Meet Standards	Needs Improvement	Meets Standards	Exceeds Standards
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Attributes

In addition to the characteristics of Proficient, include one or more of the following for each attribute:

Content of lesson plan⁸ is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards. ⁹	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
Use of data to determine students' prior knowledge and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
Literacy strategies¹⁰	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.

Text in RED reflects Common Core State Standards connections.

⁷ **Level of challenge:** The range of challenge in which a learner can progress because the task is neither too hard nor too easy. **Bloom's Taxonomy** - provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. **Webb's Depth of Knowledge (DOK)** a scale of cognitive demand identified as four distinct levels (1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work). **Hess's Cognitive Rigor Matrix** - aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

⁸ **Lesson plan:** a purposeful planned learning experience.

⁹ **Connecticut content standards:** Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

¹⁰ **Literacy strategies:** Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning.

2: Planning for Active Learning

Teachers plan instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 2b

Planning instruction to cognitively engage students in the content.

	Does Not Meet Standards	Needs Improvement	Meets Standards	Exceeds Standards
Attributes				<i>In addition to the characteristics of Proficient, include one or more of the following for each attribute:</i>
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher- directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse¹¹ or inquiry-based learning¹² and / or application to other situations.	Plans to release responsibility to the students to apply and/ or extend learning beyond the learning expectation.
Instructional resources¹³ and flexible groupings¹⁴ support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

Text in RED reflects Common Core State Standards connections.

¹¹ **Discourse:** Is defined as the purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning): or dialogue through technological or digital resources.

¹² **Inquiry-based learning:** Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource rather than dispenser of knowledge.

¹³ **Instructional resources:** Includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

¹⁴ **Flexible groupings:** Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

2: Planning for Active Learning

Teachers plan instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 2c

Selecting appropriate assessment strategies¹⁵ to monitor student progress.

	Does Not Meet Standards	Needs Improvement	Meets Standards	Exceeds Standards
Attributes	<i>In addition to the characteristics of Proficient, include one or more of the following for each attribute:</i>			
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

¹⁵ **Assessment strategies** are used to evaluate student learning during and after instruction.

1. **Formative assessment** is a part of the instructional process, used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (FAST SCASS, October 2006).
2. **Summative assessments** are used to evaluate student learning at the end of an instructional period. Summative assessment helps determine to what extent the instructional and learning goals have been met.

3: Instruction for Active Learning

Teachers plan instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 3a Implementing instructional content¹⁶ for learning.

	Does Not Meet Standards	Needs Improvement	Meets Standards	Exceeds Standards
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Attributes

In addition to the characteristics of Proficient, include one or more of the following for each attribute:

Criteria for student success	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites student to explain the content to their classmates.
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
Literacy strategies¹⁷	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary .	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary .	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary .	Provides opportunities for students to independently select literacy strategies that support their learning .

Text in RED reflects Common Core State Standards connections.

¹⁶ **Content:** Discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

¹⁷ **Literacy strategies:** To convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning.

3: Instruction for Active Learning

Teachers plan instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 3b

Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	Does Not Meet Standards	Needs Improvement	Meets Standards	Exceeds Standards
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Attributes

In addition to the characteristics of Proficient, include one or more of the following for each attribute:

Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
Instructional resources¹⁸ and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and / or flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Text in RED reflects Common Core State Standards connections.

¹⁸ **Instructional resources:** Includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

3: Instruction for Active Learning

Teachers plan instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 3c

Assessing student learning, providing feedback to students and adjusting instruction.

	Does Not Meet Standards	Needs Improvement	Meets Standards	Exceeds Standards
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Attributes

In addition to the characteristics of Proficient, include one or more of the following for each attribute:

Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
Feedback¹⁹ to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students learning.	Encourages peer feedback that is specific and focuses on student learning.
Instructional Adjustments²⁰	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.

¹⁹ **Feedback:** Effective feedback provided by the teacher is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

²⁰ **Instructional adjustment:** Based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration and leadership** by:

Indicator 4a

Engaging in continuous professional learning to impact instruction and student learning.

	Does Not Meet Standards	Needs Improvement	Meets Standards	Exceeds Standards
Attributes				<i>In addition to the characteristics of Proficient, include one or more of the following for each attribute:</i>
Teacher self-evaluation/reflection and impact on student learning	Insufficiently reflects on/ analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
Response to feedback	Unwillingly accepts feedback and recommendations for improving practice.	Reluctantly accepts feedback and recommendations for improving practice, but changes in practice are limited.	Willingly accepts feedback and makes changes in practice based on feedback.	Proactively seeks feedback in order to improve a range of professional practices.
Professional learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration and leadership** by:

Indicator 4b		Collaborating to develop and sustain a professional learning environment to support student learning.			
		Does Not Meet Standards	Needs Improvement	Meets Standards	Exceeds Standards
Attributes					<i>In addition to the characteristics of Proficient, include one or more of the following for each attribute:</i>
Collaboration with colleagues	Attends required meetings to review data but does not use data to adjust instructional practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.	
Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards.		Acts in accordance with ethical codes of conduct and professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.	

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by **developing and demonstrating professionalism, collaboration and leadership** by:

Indicator 4c Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

	Does Not Meet Standards	Needs Improvement	Meets Standards	Exceeds Standards
Attributes				<i>In addition to the characteristics of Proficient, include one or more of the following for each attribute:</i>
Positive school climate	Does not contribute to a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationship with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.
Culturally responsive communications²¹	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally- responsive manner.	Leads efforts to enhance culturally-responsive communications with families and the community.

²¹ **Culturally-responsive communications:** Using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experiences.

F. ADDITIONAL RUBRICS

Reading or Curriculum Specialist/Consultant/Coordinator

Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards	Reading or Curriculum Specialist/Consultant
Curriculum, Instruction, and Assessment				
				Aligns curriculum and instruction with State, district, and school assessments and goals
				Develops calendars or scope and sequence maps of curriculum and content standards
				Writes and models mini-lessons and lessons using research-based instructional strategies when appropriate
				Works with the Assistant Superintendent, Principals, other Coordinators, and teachers to improve continuity across the grades in curriculum and instruction
				Keeps abreast of developments in job-specific curricula and instruction, including new technologies
				Updates the curricula in <i>Curriculum Mapper</i> as changes are made and assessments developed
Leadership and Management				
				Conducts and/or participates in grade-level meetings to improve curricula and instruction; such as, but not limited to demonstrating/modeling difficult concepts, developing common assessments, analyzing data, revising units, performing virtual experiments, suggesting or demonstrating supplementary materials (CD's, websites)
				Works directly with teachers in the classroom to implement the most effective instructional strategies
				Provides strategies for differentiating instruction
				Leads professional development to enhance instruction, as requested by the principal
				Confers regularly with the principal and works collaboratively on school goals
				Takes initiative in solving problems, establishing collaboration among staff members, and communicating a vision within the school
				Trains and supervises paraprofessionals and tutors, as assigned
				Supervises the budgeting, care, use, and inventory of the related resources

Overall Rating:

_____ Exceeds Standards

_____ Meets Standards

_____ Needs Improvement (Placement in Special Assistance)

_____ Does Not Meet Standards (Placement in Administrative Concern)

Comments by Supervisor:

Supervisor's signature: _____ Date: _____

Comments by Teacher:

[Optional, attached]

Teacher's signature: _____ Date: _____

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

Department Chair and Director of Guidance

Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards	
Department Chair Director of Guidance				
Management and Leadership				
				Confers regularly with the principals and works collaboratively on school goals
				Contributes to school-based leadership teams and collaborates with other chairpersons on interdepartmental matters
				Takes initiative in solving problems and establishing collaboration
				Takes initiative in setting a vision within the department and the school
				Collects and analyzes data about student achievement and progress in coordination with departmental goals
				Maintains effective department organization, including: chairing meetings with middle school and high school teachers accordingly; providing clear, timely agendas; facilitating and archiving notes and decisions; providing resources, etc.
				Publicizes the department's programs and students' achievements, both within and outside the schools
				Positively represents the department and school leadership team within the school community, including Board of Education meetings, Open Houses, curriculum nights, etc.
				Acts as liaison (mediates, bridges, coordinates) among department members, students, and parents as appropriate
Curriculum, Instruction, and Assessment				
				Aligns curriculum and instruction with State, District, and school assessments and goals
				Writes and models mini-lessons and lessons using research-based instructional strategies when appropriate
				Works with the Assistant Superintendent, Principals, other Department Chairs, and teachers to improve continuity across the grades in curriculum and instruction
				Keeps abreast of developments in content area and instruction, including new technologies
				Oversees the updating of the curricula in <i>Curriculum Mapper</i> as changes are made and assessments developed
Supervision				
				Supervises the development of departmental curricula and the use of appropriate instructional strategies
				Observes department members engaged in their jobs and makes specific suggestions for the improvement of instruction and/or professional interactions

Department Chair Director of Guidance

Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards	
				Oversees the Professional Growth Plans of department members
				Promotes the professional growth and development of department members and plans for specific professional development as needed
				Confers frequently with department members, both individually and as a group
				Coordinates the overall evaluation of classroom instruction, including the use of classroom walk-throughs, observations, mentoring, coaching, modeling, etc.
				If holding an 092 certification, evaluates department members
Budget				
				Supervises the budgeting, care, use, and inventory of the department's resources
				Evaluates new texts and materials according to District guidelines
				Screens requests, prepares budget, and administers the department budget through <i>Budget Sense</i>

Overall Rating:

- _____ Exceeds Standards
 _____ Meets Standards
 _____ Needs Improvement (Placement in Special Assistance)
 _____ Does Not Meet Standards (Placement in Administrative Concern)

Comments by Supervisor:

Supervisor's signature: _____ Date: _____

Comments by Teacher:

[Optional, attached]

Teacher's signature: _____ Date: _____

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

Library Media Specialist

Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards	<h1>Library Media Specialist</h1>
Management and Leadership				
				Provides full library services including scheduling and use of library areas and computer stations for all students and staff
				Creates an inviting environment for students and staff
				Provides program planning, curriculum development, facility use, and budget development
				Coordinates the acquisition and circulation of collections that enrich the curriculum and promote learning
				Develops operational procedures for all functions of the library which ensure its smooth delivery of services and protect its resources
				Develops library media programs that support the philosophy, goals, and objectives of the District and meet regional, state, and professional standards
				Encourages the use of appropriate technologies to support teaching and learning
				Works persistently to make students, teachers and parents familiar with fine books and other materials for young people
				Actively promotes the use of appropriate and high-quality text materials and Internet resources in the media center and elsewhere in the schools
Curriculum, Instruction, and Assessment				
				Aligns curriculum and instruction with State, District, and school assessments and goals
				Writes and models mini-lessons and lessons using research-based instructional strategies when appropriate
				Works with the Assistant Superintendent, Principals, Department Chairs, and teachers to improve continuity across the grades in curriculum and instruction
				Keeps abreast of developments in content area and instruction, including new technologies
				Oversees the updating of the curricula in <i>Curriculum Mapper</i> as changes are made and assessments developed
Instruction				
				Writes and updates, using <i>Curriculum Mapper</i> , an engaging information literacy curriculum aligned to State and District standards
				Instructs students in research, technology, and identifying, locating, and interpreting information housed in and outside the library media center
				Promotes literature appreciation and reading for pleasure beyond the classroom
				Ensures that the media center curriculum and resources address the needs of all levels of readers in the school community

Library Media Specialist

Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards	
				Informs teachers, administrators, students, and parents of new materials, equipment, and services that meet their information needs
				Conducts book talks and/or lessons providing library instruction for students in consultation with the principal and teachers
Consultation				
				Seeks to integrate library media activities with instructional units in building-level programs
				Consults with planning committees and architects when new or remodeled media center facilities are designed
				Works closely whenever possible, with principals and reading consultants to find ways for the media center to further the school's efforts at helping students improve reading skills

Overall Rating:

- Exceeds Standards
 Meets Standards
 Needs Improvement (Placement in Special Assistance)
 Does Not Meet Standards (Placement in Administrative Concern)

Comments by Supervisor:

Supervisor's signature: _____ Date: _____

Comments by Teacher:

Teacher's signature: _____ Date: _____

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

**CCT DOMAIN 4: School Counselors:
Service Delivery**

Service Providers implement intervention to support student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by:

4.a. Delivery of services

Attributes:

- Service delivery is aligned with developmental expectations or standards
- Prevention/intervention activities are aligned with instructional objectives

Exceeds Standards

In addition to characteristics of proficient:

- Student(s) can explain how the learning is situated within a broader learning context/curriculum

Meets Standards

- Providing the developmental expectations or standards clearly within the broader learning context/curriculum
- Implementing prevention/intervention/instructional content that has a coherent progression aligned with the developmental expectations or standards
- Implementing prevention/ intervention at an appropriate level of challenge, depth and relevant to student(s) developmental expectations and standards and assists student(s) with accessing or understanding the content

Needs Improvement

- Implementing developmental expectations or standards which sometimes lacks clarity or connection with the broader instructional objectives
- Implementing prevention/intervention instructional content that is aligned with instructional objective, but lacks a coherent progression of knowledge, skills or concepts
- Implementing prevention/intervention aligned with student developmental expectations or standards, but at an inappropriate level of challenge and depth for some student(s)

Does Not Meet Standards

- Implementing developmental expectations or standards that are ineffective based on limited clarity or connections to the instructional objectives
- Implementing prevention/intervention instructional content that lacks alignment with instructional objective or lacks coherent sequence of skills, or concepts
- Implementing prevention/ intervention that is routinely at an inappropriate level of challenge

Overall rating: ___ Exceeds Standards

 ___ Meets Standards

 ___ Needs Improvement

 ___ Does Not Meet Standards

**CCT DOMAIN 6: School Counselors:
Professional Responsibility and Leadership**

Service Providers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership by:

6.a. Engaging in continuous professional growth to impact services and student progress

Attributes

- Reflection and self-evaluation to analyze practice and impact on student learning
- Response to feedback
- Learning opportunities to enhance skills and student learning

Exceeds Standards

In addition to the characteristics of proficient:

- Collaborates with colleagues to reflect upon, analyze and improve individual practices to address learning, school and professional needs

Meets Standards

- Reflecting and self-evaluating demonstrates depth of analysis and direct impact on practice and student learning
- Responding constructively to supervisor or peer feedback and proactively discussing areas for growth, professional learning and collaboration
- Taking responsibility for own professional learning and actively initiating and participating in opportunities within and beyond the school to strengthen skills for student learning and apply new learning to practice

Needs Improvement

- Reflecting on and self-evaluating practice and student learning but lacks depth of analysis
- Responding constructively to supervisor or peer feedback and recommendations for professional growth
- Participating in school-based professional learning but initiating few opportunities to strengthen skills and student learning or apply new learning to practice

Does Not Meet Standards

- Reflecting or self-evaluating is insufficient for analyzing practice and impact on student learning
- Responding negatively or reluctantly to supervisor or peer feedback and recommendations for improving practice
- Participating in required professional learning that is limited to attendance at required sessions or opportunities

Overall rating: ___ Exceeds Standards

 ___ Meets Standards

 ___ Needs Improvement

 ___ Does Not Meet Standards

TEACHER PRACTICE Summary – Worksheet

Teacher's Name:

Date:

School:

Teacher Assignment:

Supervisor:

Ratings on Teacher Performance Rubrics: (Average to a tenth of a decimal point and multiply by weight)

1. Classroom Environment, Student Engagement and Commitment to Learning

_____ x .25 = _____

*Each attribute in this domain is scored at 14.3%

1. Planning for Active Learning

_____ x .25 = _____

*Each attribute in this domain is scored at 12.5%

2. Instruction for Active Learning

_____ x .25 = _____

*Each attribute in this domain is scored at 9.1%

3. Professional Responsibilities and Teacher Leadership

_____ x .25 = _____

*Each attribute in this domain is scored at 12.5%

Overall Teacher Performance Rating:

Score: _____ X 40 = _____

Parent Feedback Rating:

Score: _____ X 10 = _____

Teacher Practice Total Score: _____

Rating Table for Teacher Practice	
175 – 200	Exceeds Standards (4)
127 – 174	Meets Standards (3) *
81 - 126	Needs Improvement (2)
50 - 80	Does Not Meet Standards (1)

“

Rating

“**Meets Standards**” is the *expected* standard for Canton teachers. Most teachers will fall within this rating. All teachers should strive for, and some will attain, some ratings of “**Exceeds Standards**,” which represents the ideal – a reachable, but truly exceptional goal.

G. TEACHER PERFORMANCE AND GOAL-SETTING

As mentioned in the Overview, teachers develop one to three Performance Goals that are aligned to the previous year's Rubrics, while also taking into consideration their previous year's data collections, parent feedback, research investigations, and ongoing reflections about their practice. These goals will provide a focus for the coming year's observations and feedback conversations.

How to Write Goals:

At the start of the year, each teacher will work with his or her Supervisor to collaboratively develop the Performance Goal(s). All goals should have a clear link to student achievement and advance the teacher's practice in the Rubrics. Teachers *may* decide to embrace a grade-level team goal or a school-wide goal, but should not feel compelled to do so. For example, if the school decides to focus on improving questioning and discussion techniques, the teacher may choose that goal as well.

Figure 4

- Specific and Strategic
- Measurable
- Aligned and Attainable
- Results-Oriented
- Time-Bound

By June 201x, I will use higher-order questioning and discussion techniques which actively engage at least 85% of my students in discussions which promote deeper understanding of the content, increased interaction among the students, and increased opportunities to extend thinking.

Supervisors should suggest the use of electronic tools that they have available which will help in the collection of data supporting a teacher's goal(s). They should also specifically address their Observations toward these goals as often as possible. Goals and the planned action steps should be discussed formally during the mid-year conference and the end-of-year conference.

H. PARENT FEEDBACK GOAL (10%)

Underlying Principles: Parents are a vital component in assessment of the success of school leaders and teachers. Surveys measuring parent satisfaction should be conducted at the whole-school level, meaning parent feedback will be analyzed at the school level. Parent surveys must be administered in a way that allows all parents to participate and makes parents feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses should be anonymous. Survey should demonstrate fairness, reliability, validity, and usefulness. The parent survey should be administered every spring and trends analyzed from year-to-year.

Canton’s parent feedback will come from the a survey, which can be filtered by school. Teachers will work collaboratively with their Principal to analyze the data and create a school-wide SMART goal based on a specific area of the survey needing attention.

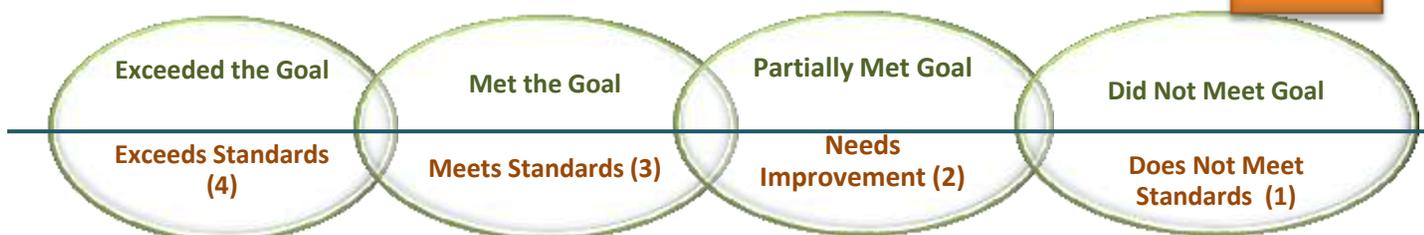
In determining the School-Level Parent Goal, (a SMART goal), the principal and teachers should review the parent survey results at the beginning of the school year in a whole-school faculty meeting, identify a specific area of need, and set 1 – 2 collaborative parent-engagement SMART goals based on the survey results. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving Open House or parent-teacher conferences, etc.

After the School-Level Parent Goal has been set, individual teachers will determine, through consultation and mutual agreement with their supervisor, the parent goal they would like to pursue as part of their evaluation. Teachers will set improvement targets related to the goal they select. For instance, if the School-Level Parent Goal is to improve parent communication, an individual teacher’s improvement target could be sending bi-weekly updates to parents or developing a new website for their class. Part of the supervisor’s job is to ensure (1) the teacher’s individual goal is related to the overall School-Level Parent Goal, and (2) that the improvement targets are aligned and attainable.

Teachers and principals should use their judgment in setting growth/improvement targets for the parent feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implemented their individual strategy by providing examples, and/or (2) they can collect evidence directly from parents to measure the parent-level indicators they generate. For example, a teacher could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

The Parent Feedback rating (10%) should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets and has contributed to the school-wide goal. This is accomplished through a review of the evidence provided by the teacher and the supervisor’s observations of the teacher’s efforts. The following scale applies:

Figure 5



Note: The progress the school makes on the School-Level Parent Goal, as measured by the new survey results, is a component of the Principal’s Evaluation.

Examples: <u>School-Based Goals</u> for Parent Feedback	Examples: <u>Individual Goals</u> which support School-Based Goals
Increase the percentage of parents who say “Always” to the statement “My child's teacher communicates with parents,” from 68% to 90%.	<ul style="list-style-type: none"> • I will send home progress reports for math with each child every two weeks. • Every other Friday, my 6th grade students will use their work folders to write a brief letter to their parents summarizing their progress in reading and math.
Increase the percentage of parents who say “Always” to the statement “I feel comfortable talking about an issue with my child with my child’s teacher,” from 56% to 75%.	<ul style="list-style-type: none"> • I will revise my Curriculum Night letter and my pre-conference handouts to make sure I am ‘inviting’ parents to talk to me. In addition, I will call each child’s parents once by October 15th to encourage communication.
<u>Decrease</u> the percentage of parents who say their <i>first</i> choice for information about our school is ‘other people’ (63% to 40%) while <u>increasing</u> the percentage of parents who say their <i>first</i> choice for information is the school webpage (52% to 70%).	<ul style="list-style-type: none"> • I will update my classroom webpage weekly on Mondays. • I will submit classroom news items for the webpage once per month.

Part II: Student Learning Outcomes

Underlying Principles: Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills, and talents they are responsible to nurture in their students each year. As a part of the Evaluation Plan process, teachers will document those aspirations and anchor them in data.

The Student Outcomes rating includes two categories:

- Student Growth and Development, which counts for 45%;
- Student Feedback, which counts for 5% of the total evaluation rating.

I. STUDENT FEEDBACK GOAL SETTING (5%)

Underlying Principles: The School-Level Student Feedback Goal is not significantly different from the School-Level Parent Goal in that it acknowledges students are excellent assessors of their environment and capable of providing relevant and usable feedback which a school can use to improve. Thus, surveys measuring students' feeling of safety, nurturing, and accomplishment should be conducted and analyzed at the whole-school level. Just as with parents, students should feel comfortable about their anonymity. Surveys should demonstrate fairness, reliability, validity, and usefulness. Student surveys should be administered in the spring and trends analyzed from year-to-year.

Canton's student feedback will come from the survey administered in the Spring of 2015. Teachers will work collaboratively with their principal to analyze their data and create a School-Level Student Feedback Goal (a SMART goal) based on a specific area of the survey needing attention. It should contain questions which measure the School-Level Student Feedback Goal and serve as the success indicator for the year. It should also include broad questions which will become the baseline for future goal-setting

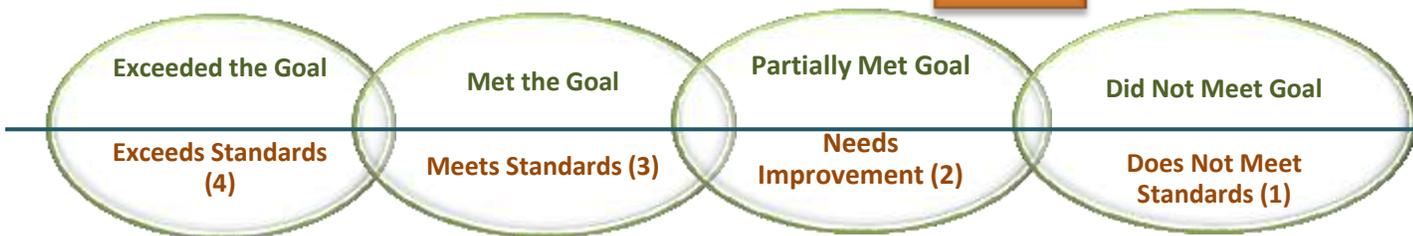
In determining a School-Level Student Feedback Goal, the Principal and teachers should review the student survey results at the beginning of the school year in a whole-school faculty meeting, identify a specific area of need, and set 1 – 2 collaborative School-Level Student Feedback Goals based on the survey results. Possible goals might include improving students' perception of feeling safe on the playground or in the cafeteria, helping students become advocates for themselves in requesting extra help or support when they need it, improving the relevance of nightly homework, using more engaging technologies in instruction, etc.

After the School-Level Student Feedback Goal has been set, teachers will determine through consultation and mutual agreement with their supervisor the individual student goal they would like to pursue as part of their evaluation. Teachers will also set improvement targets related to the individual goal they select. For instance, if the School-Level Student Feedback Goal is to improve the relevance of nightly homework, the school might together research the topic of homework and generate some general guiding principles. A teacher's improvement target could be to regularly ask his/her students questions about homework (How much time did you spend? Did you need help? Did you master the concept? etc.), and then use the data to make changes. Part of the supervisor's job is to ensure (1) the individual goal is related to the School-Level Student Feedback Goal, and (2) that the improvement targets are aligned and attainable.

Teachers and principals should use their judgment in setting growth/improvement targets for the student feedback category. There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implemented their strategy by providing examples, and/or (2) they can collect evidence directly from students to measure student-level indicators they generate. For example, a teacher could conduct interviews with students or a brief student survey to see if they improved on their growth target.

The Student Feedback rating (5%) should reflect the degree to which a teacher successfully reaches his/her student goal and has contributed to the school-wide goal. This is accomplished through a review of the evidence provided by the teacher and the Supervisor’s observations of the teacher’s efforts. The following scale applies:

Figure 6



Note: The progress the school makes on the School-Level Student Feedback Goal, as measured by the new survey results, is a component of the Principal’s Evaluation.

Examples:	
<u>School-Based Goals for Student Feedback</u>	
	Increase the percentage of students who “Agree” or “Agree strongly” with the statement “I feel comfortable asking my teacher for extra help” from 65% to 90%.
	Increase the percentage of students who respond “Always” or “Almost always” to the statement, “I see the purpose behind my homework,” from 42% to 65%.
	Increase the percentage of students who respond “Always” to the statement, “In this school, it is ‘safe’ to answer questions correctly, to do well, and to be ‘smart’,” from 68% to 75%.

J. STUDENT GROWTH AND DEVELOPMENT GOAL SETTING: SLOs (45%)

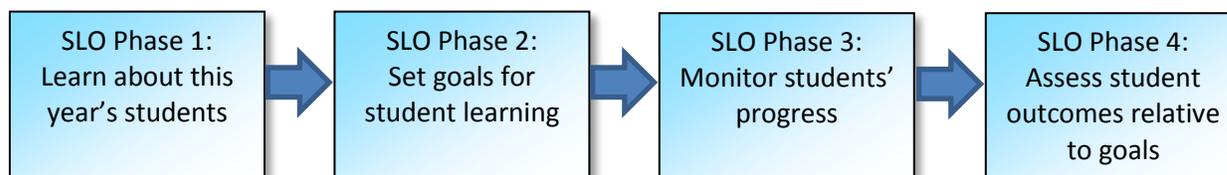
Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students, and context into account. The Canton Public Schools has selected a goal-setting process called **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

Student Learning Objectives will support teachers in using a planning cycle that will be familiar to most educators. While this process should feel generally familiar, we will ask teachers to set more specific and measurable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:

SLO Phase 1:
Learn about this
year's students

This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal-setting in the next phase.

SLO Phase 2:
Set 2 SLOs (goals
for learning)



Option 1: Each teacher will write **two** student Learning Objectives (SLOs). Teachers whose students take a standardized assessment will create one SLO on standardized indicators based on comparison of data across assessments administered over time. And one SLO on non-standardized indicators based on comparison of data across assessments administered over time based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator. All other teachers will develop their two SLOs based on non-standardized indicators. **(22.5% weight for each SLO)**

Option 2: Each teacher will write **one** student Learning Objectives (SLOs). Teachers whose students take a standardized assessment will create one SLO on standardized indicators based on comparison of data across assessments administered over time. All other teachers will develop their one SLO based on non-standardized indicators based on comparison of data across assessments administered over time. **(45% weight for this one SLO)**

Canton Public Schools uses a specific definition of “standardized assessment.” As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

- Administered and scored in a consistent – or “standard” – manner;
- Aligned to a set of academic or performance “standards;”
- Broadly-administered (e.g., nation- or state-wide);
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning. They should each address a central purpose of the teacher’s assignment and it should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning - at least a year’s worth of growth (or a semester’s worth for shorter courses) - and should be aligned to relevant state, national (e.g. Common Core), or District standards for the grade level or course. Depending on the teacher’s assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

Teachers are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Teachers with similar assignments may have identical objectives although they will be individually accountable for their own students’ results.

The following are examples of Student Learning Objectives based on student data:

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

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least one indicator, **unless you choose one SLO and then you will need multiple indicators.**

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high- or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students.

Since indicator targets are calibrated for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in the District might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

Further examples of SLO's can be viewed by clicking on the links below:

http://www.connecticutseed.org/wp-content/uploads/2013/10/SLO_Handbook.pdf

http://www.connecticutseed.org/?page_id=2017

Sample SLO-Non-Standardized IAGDs

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (at least one is required)
Eighth Grade Science	My students will master critical concepts of science inquiry.	1. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our District.

Step 3: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the teacher plans to use to gauge students’ progress toward the SLO during the school year (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: Submit SLOs to Evaluator for Approval

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals.

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall goal-setting conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective / Indicators
Objective is deeply relevant to teacher’s assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students’ progress over the school year or semester during which they are with the teacher.	Objective and indicators are attainable but ambitious, and taken together represent at least a year’s worth of growth for students (or appropriate growth for a shorter interval of instruction).

SLO Phase 3:
Monitor students'
progress

Once SLOs are approved, teachers should monitor students' progress towards the objectives. They can for example, examine student work products, administer interim assessments, and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the mid-year conference between the evaluator and the teacher.

SLO Phase 4:
Assess student
outcomes relative
to SLOs

At the end of the school year, the teacher should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

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

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

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For SLOs with more than one indicator, the evaluator may score each indicator separately then average those scores for the SLO score, or, he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

The final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the student growth and development rating would be 2.5 $((2+3)/2)$. The individual SLO ratings and the student growth and development rating will be shared and discussed with teachers during the end-of-year conference.

NOTE: For SLOs that include an indicator based on state standardized tests, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state tests are the basis for all indicators, then the teacher's student growth and development rating will be based only on the results of the SLO that is based on non-standardized indicators.

However, once the state test evidence is available, the evaluator is required to score or rescore the SLO, then determine if the new score changes the teacher's final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15 (see scoring section). See Summative Teacher Evaluation Scoring for details.

Student Learning Outcomes Summary – Worksheet

Teacher’s Name: _____

Date: _____

School: _____

Teacher Assignment: _____

Supervisor: _____

Overall Performance Rating:

SLO #1 = _____

SLO #2 = _____

Average of SLOs = _____

Score: _____ **X 45 =** _____

Student Feedback:

Score: _____ **X 5 =** _____

Rating Table for Teacher Practice	
175 – 200	Exceeds Standards (4)
127 – 174	Meets Standards (3) *
81 - 126	Needs Improvement (2)
50 - 80	Does Not Meet Standards (1)

Rating

“**Meets Standards**” is the *expected* standard for Canton teachers. Most teachers will fall within this rating. All teachers should strive for, and some will attain, some ratings of “**Exceeds Standards**,” which represents the ideal – a reachable, but truly exceptional goal.

Part III: Scoring

K. SUMMATIVE TEACHER EVALUATION SCORING

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in the two major focus areas: Teacher Practice Related Indicators (50%) and Student Outcomes Related Indicators (50%).

Every educator will receive one of four performance ratings:

Exceeds Standards – Substantially exceeding indicators of performance

Meets Standards – Meeting indicators of performance

Needs Improvement – Meeting some indicators of performance but not others

Does Not Meet Standards – Not meeting indicators of performance

The rating will be determined using the following process:

1. The Teacher Practice Score (50%) will be calculated by combining the Teacher Performance Rubrics (40%) and the Parent Feedback Score (10%) as follows:
 - Teacher Performance Score _____ (average of four rubrics) X 40 = _____
 - Parent Feedback Score _____ (1 to 4) X 10 = _____
 - Total Score _____ Rating = _____

See **TEACHER PRACTICE Summary – Worksheet 1 on page 23**

2. Calculate a Student Learning Outcomes Score (50%) by combining the Student Growth and Development Score (45%) and the Student Feedback Score (5%)
 - SLOs Score _____ (average of two SLOs) X 45 = _____
 - Student Feedback Score _____ X 5 = _____
 - Rating = _____

See **STUDENT LEARNING Outcomes Summary – Worksheet 2 on page 49**

Rating Table for Teacher Practice	
175 – 200	Exceeds Standards (4)
127 – 174	Meets Standards (3) *
81 - 126	Needs Improvement (2)
50 - 80	Does Not Meet Standards (1)

*NOTE: So that all staff members have room for growth and to encourage all teachers to set goals for improvement, “**Meets Standards**” is the *expected* standard for Canton teachers. Most teachers will fall within this rating. All teachers should strive for, and some will sometimes attain, “**Exceeds Standards**,” which represents the ideal -- a reachable, but truly exceptional goal.

L. DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS

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

Effectiveness:

1. “Meets Standards” is the expected standard for all Canton teachers. Most teachers will fall within this rating. All teachers should strive for, and some will sometimes attain, “Exceeds Standards,” which represents the highest ideal – a reachable, but truly exceptional goal. Teachers who “Meet Standards” or above are considered effective.
2. In general, a **Novice** teacher is effective once the teacher receives at least two sequential “Meets Standards” ratings, one of which is in the current year. A “Needs Improvement” rating will only be permitted in the first year of a novice teacher’s career.
3. Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

Ineffectiveness:

4. **Post-Tenure** teachers whose ratings for *either* Teacher Practice or Student Outcomes, or both, fall below “Meets Standards” are considered to be in need of assistance. An ‘Assistance Plan’ for the following year is required. A post-tenure teacher shall be deemed ineffective if the teacher receives *two sequential* overall ratings of “Needs Improvement” or if the teacher receives *one* “Does Not Meet Standards” rating at any time. In such extreme cases, a pattern *may* consist of one year’s rating.
5. A **Novice** teacher is ineffective if the teacher receives an “Does Not Meet Standards” rating, even in the first year of the novice teacher’s career.

FINAL TEACHER EVALUATION

Category	Score	Multiplier	Points (Score x Multiplier)
Observation of Teacher Practice		40	
Parent Feedback		10	
TOTALTEACHER PRACTICE			
SLOs		45	
Student Feedback		5	
TOTAL STUDENT GROWTH			

<i>Teacher Practice Related Indicators Rating</i>					
		4	3	2	1
<i>Student Outcomes Related Indicators Rating</i>	4	Rate Exceeds	Rate Exceeds	Rate Meets	<i>Gather further information</i>
	3	Rate Exceeds	Rate Meet	Rate Meet	Rate Needs Improvement
	2	Rate Meet	Rate Meet	Rate Needs Improvement	Rate Needs Improvement
	1	<i>Gather further information</i>	Rate Needs Improvement	Rate Needs Improvement	Rate Below Standard

Final Rating is the intersection of the ratings for TEACHER PRACTICE and STUDENT GROWTH

FINAL RATING: _____

Comments by Supervisor:

Supervisor's signature: _____ Date: _____

Comments by Teacher:

Teacher's signature: _____ Date: _____

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

Part IV: Additional Information

M. SPECIAL ASSISTANCE PLAN

Underlying Principle: This rating has been developed to assist and guide the teacher who is not meeting the District's standards in improving his/her performance. In the spirit of collegiality, the supervisor and the teacher will jointly analyze the teacher rubrics and work through the following procedures in order to achieve a "Meets Standards" rating.

1. The teacher and supervisor will meet to discuss the supervisor's and the teacher's self-evaluation of the five Rubrics.
2. The teacher will receive a copy of the supervisor's Rubrics and written notification of being moved to "Special Assistance."
3. The teacher will be relieved of the CPG requirements and will complete an "Action Plan" instead. The supervisor, with input from the teacher, will determine the number of specific teacher performances to be addressed in the Action Plan as well as their priority.
4. The "Action Plan" will be mutually developed and will include:
 - a. Identification of the specific teacher performances *from the rubrics* which must be improved.
 - b. Strategies for resolution of the problem(s)/need(s). *
 - c. Desired results and indicators of success.
 - d. A mutually agreed upon timeline for meeting the performance standards. In no case will the timeline exceed one calendar year.
- * Strategies for improvement may include mentoring, observations of other teachers, attending workshops, research, and book study, etc. If the Action Plan includes professional activities that are normally paid for by the school district, appropriate remuneration will be made.
5. If the teacher successfully meets the action plan, and the Teacher Performance Evaluation Rubric ratings improve to "Meets Standards," the teacher will be returned to a "Meets Standards" rating. Failure to achieve the required performance Standards in the specific Action Plan will move the teacher to "Administrative Concern."
6. All feedback regarding this process will be in written form.

If, after 3 months on a "Special Assistance Action Plan," the supervisor feels that there are serious questions about the teacher's performance as measured by the rubrics and additional observations, the supervisor has the option to place the teacher on "Administrative Concern." This notification must be in writing and must contain the specific area(s) of concern, as in "Planning and Preparation," "Classroom Management," or "Professional Responsibilities." The notice must also reference the specific teacher competencies *within that area* that are of concern.

N. PROCEDURES FOR ADMINISTRATIVE CONCERN

Underlying Principle: This rating has been developed on the basis that it is the immediate responsibility of the teacher to alleviate the concerns outlined in the teacher Rubrics through a specific improvement plan. The supervisor, with input from the teacher, will determine the number of specific teacher performances to be immediately addressed and their priority.

1. The teacher and supervisor will meet to discuss the supervisor's and the teacher's self-evaluation of the five Rubrics.
2. The teacher will receive a copy of the supervisor's Rubrics and written notification of being moved to "Administrative Concern."

3. Within ten (10) school days of receiving this designation, a conference must be held to develop an Action Plan for improvement. The teacher, supervisor, and building principal shall be involved. At the teacher's/supervisor's option, a colleague may be selected as an advisor. This is for personal guidance and is not necessarily an official EAC representative. It is understood that the teacher and supervisor have all the due process rights guaranteed under state law.
 4. The "Action Plan" will be mutually developed and will include:
 - a. Identification of the Specific Teacher Performances from one or more of the 5 Rubrics which must be improved.
 - b. Action steps and/or desired behaviors for the teacher and action steps for the supervisor for resolution of the problem/need. *
 - c. Desired results and indicators of success.
 - d. A mutually agreed upon timeline for meeting the performance Standards. In no case will the timeline exceed one calendar year.
 - e. Assistance Options to enable the teacher's successful completion of the Action Plan.
- * Strategies for improvement may also include mentoring, observations of other teachers, attending workshops, research, and book study, etc. If the improvement plan includes professional activities that are normally paid for by the school district, appropriate remuneration will be made.
5. Implementation of this improvement "Action Plan" must begin within five (5) school days of finalizing the Action Plan, or at the beginning of the next school year, depending upon which is applicable. A minimum of six (6) conferences will be held at regular intervals established in the Action Plan Timeline to review progress.
 6. The inability to achieve a "Meets Standards" rating within six (6) months could result in a recommendation for dismissal. Unless extraordinary circumstances exist, "Administrative Concern" can last no more than 10 months of work.

O. PROCEDURES FOR RESOLUTION OF DIFFERENCES

Underlying Principle: The purpose of a resolution process is to seek a common understanding and secure fair solutions at the lowest possible administrative level. It is expected that most disagreements can be resolved respectfully and collaboratively between a supervisor and a teacher.

If a teacher disagrees with the supervisor's assessment, feedback, or adherence to the process, the teacher is encouraged to discuss these differences with his/her supervisor. If, after meeting with the supervisor, the teacher still disagrees with the supervisor's assessment or feedback, the teacher has a right to attach a statement to the evaluation report identifying the areas of concern and presenting a different perspective. The teacher may enlist the aid of union representation to help resolve any differences on an informal level or to help in writing statements from the teacher's perspective. The teacher then has the right to involve the superintendent of schools who shall be the final decision maker in any dispute that cannot reach a resolution.

If at any point in the evaluation process the teacher feels that the procedures have not been properly followed, only the procedures may be grieved through the contractual grievance process. A grievance will not be considered if it relates only to the content of the evaluation itself.

Professional Feedback – FORM B

Teacher:	Date:
School:	Time:
Supervisor:	
Professional Responsibility Observed: (i.e., Open House, 504 Meeting, PPT, Parent Conference, Team/Grade Level Meeting, Faculty Meeting, Professional Development, Playground Supervision, etc.)	
TALKING POINTS:	
TEACHER RESPONSE (optional):	
Teacher Signature	Date:
Supervisor Signature	Date:

TEACHER PRACTICE Goal(s) – FORM C

Each teacher must develop one or two Teacher Practice Goals (40%) aimed at improving the teacher’s practice. The teacher should care about and be deeply vested in any goal he/she chooses to undertake, as these goals provide a focus for the Supervisor’s observations and feedback conversations. The goal(s) should be based on relevant student learning data, the teacher’s self-assessment using the rubrics, feedback from colleagues and the supervisor, and previous professional development. Goals should have a clear link to improving student achievement through changes in practice. They should also move the teacher toward “Meets Standards” (if below) or “Exceeds Standards” on the four Teacher Practice Rubrics.

Goals should be SMART Goals: Specific and Strategic, Measurable, Aligned and Attainable, Results Oriented, and Time-Bound.

Instructions: Complete this section for your first goal. At least one goal is required . Use your completed Teacher Practice Rubrics to find areas of improvement. [Boxes expand to accommodate text]			
Performance and Practice Goal #1 (required):			
Rationale for Goal #1 (required):			
Action Steps for Goal #1 (required):			
Self-Reflection: Describe your overall progress towards your goal.			
Mid-Year:		Final (Summative):	
Self-Reflection: Describe what you did to accomplish this result.			
Mid-Year:		Final (Summative):	
Supervisor’s Mid-Year Comments:		Supervisor’s Summative Comments:	
4: Exceeded the Goal	3: Met the Goal	2: Partially met the Goal	1: Did Not Meet the Goal
Instructions: Complete this section for your second goal. A second goal is optional. Use your completed Teacher Practice Rubrics to find areas of improvement. [Boxes expand to accommodate text]			
Performance and Practice Goal #2 (optional):			
Rationale for Goal #2 (optional):			
Action Steps for Goal #2 (optional):			
Self-Reflection: Describe your overall progress towards your goal.			

Mid-Year:		Final (Summative):	
Summative Self-Reflection: Describe what you did to accomplish this result.			
Mid-Year:		Final (Summative):	
Supervisor's Mid-Year Comments:		Supervisor's Summative Comments:	
4: Exceeded the Goal	3: Met the Goal	2: Partially Met the Goal	1: Did Not Meet the Goal
Teacher Signature			Date:
Supervisor Signature			Date:

Parent Feedback TEACHER Goal – FORM D

Each teacher must develop one *individualized* goal (10%) aimed at supporting the School-Based Goal decided upon by the Principal and Staff following the analysis of the parent survey. The teacher should care about and be deeply vested in any goal he/she chooses to undertake in support of the school’s action plan. The goal can be supported either by an individualized survey of classroom parents, or by the collection of other data or artifacts, such as samples of handouts, feedback, etc.

Goals should be SMART Goals: Specific and Strategic, Measurable, Aligned and Attainable, Results Oriented, and Time-Bound.

Instructions: Complete this section for your individualized Parent Feedback Goal (5%). [Boxes expand to accommodate text]			
School-based Goal for Parent Feedback is:			
Individualized Goal:			
Alignment of Goal to School-Based Goal (i.e., rationale):			
Action Steps for Goal:			
Self-Reflection: Describe your overall progress towards your goal.			
Mid-Year:		Final (summative):	
Self-Reflection: Describe what you did to accomplish this result.			
Mid-Year:		Final (summative):	
Supervisor’s Mid-Year Comments:		Supervisor’s Summative Comments:	
4: Exceeded the Goal	3: Met the Goal	2: Partially Met the Goal	1: Did Not Meet the Goal
Teacher Signature			Date:
Supervisor Signature			Date:

Student Feedback TEACHER Goal – FORM E

Each teacher must develop one *individualized* goal (5%) aimed at supporting the School-Based Goal decided upon by the Principal and Staff following the analysis of the student survey. The teacher should care about and be deeply vested in any goal he/she chooses to undertake in support of the school’s action plan. The goal can be supported either by an individualized survey of classroom students, or by the collection of other data or artifacts, such as samples of handouts, feedback, etc.

Goals should be SMART Goals: Specific and Strategic, Measurable, Aligned and Attainable, Results Oriented, and Time-Bound.

Instructions: Complete this section for your individualized Student Feedback Goal (5%). [Boxes expand to accommodate text]			
School-based Goal for Student Feedback is:			
Individualized Goal:			
Alignment of Goal to School-Based Goal (i.e. rationale):			
Action Steps for Goal:			
Self-Reflection: Describe your overall progress towards your goal.			
Mid-Year:		Final (summative):	
Self-Reflection: Describe what you did to accomplish this result.			
Mid-Year:		Final (summative):	
Supervisor’s Mid-Year Comments:		Supervisor’s Summative Comments:	
4: Exceeded the Goal	3: Met the Goal	2: Partially Met the Goal	1: Did Not Meet the Goal
Teacher Signature			Date:
Supervisor Signature			Date:

TEACHER PRACTICE Summary – Worksheet 1

Teacher's Name:
 School:
 Supervisor:

Date:
 Teacher Assignment:

Ratings on Teacher Performance Rubrics: (Average to a tenth of a decimal point and multiply by weight)

- 1. Planning for Active Learning _____ x .20 = _____
- 2. The Classroom Environment _____ x .20 = _____
- 3. Instruction _____ x .20 = _____
- 4. Monitoring and Assessment _____ x .20 = _____
- 5. Professional Responsibilities _____ x .20 = _____

Overall Teacher Performance Rating: Score: _____ X 40 = _____

Parent Feedback Rating: Score: _____ X 10 = _____

Teacher Practice Total Score: _____

Rating Table for Teacher Practice	
175 - 200	Exceeds Standards (4)
127 - 174	Meets Standards (3) *
81 - 126	Needs Improvement (2)
50 - 80	Does Not Meet Standards (1)

Rating

*“Meets Standards” is the *expected* standard for Canton teachers. Most teachers will fall within this rating. All teachers should strive for, and some will attain, some ratings of “Exceeds Standards,” which represents the ideal – a reachable, but truly exceptional goal.

Student Learning Outcomes Summary – Form F

Teacher’s Name:

Date:

School:

Teacher Assignment:

Supervisor:

Overall Performance Rating:

SLO #1 = _____

SLO #2 = _____

Average of SLOs = _____

Score: _____ X 45 = _____

Student Feedback:

Score: _____ X 5 = _____

Rating Table for Student Learning Outcomes	
175 - 200	Exceeds Standards (4)
127 - 174	Meets Standards (3) *
81 - 126	Needs Improvement (2)
50 - 80	Does Not Meet Standards (1)

Rating

“**Meets Standards**” is the *expected* standard for Canton teachers. Most teachers will fall within this rating. All teachers should strive for, and some will attain, some ratings of “**Exceeds Standards,**” which represents the ideal – a reachable, but truly exceptional goal.

FINAL TEACHER EVALUATION

Category	Score	Multiplier	Points (Score x Multiplier)
Observation of Teacher Practice		40	
Parent Feedback		10	
TOTAL TEACHER PRACTICE			
SLOs		45	
Student Feedback		5	
TOTAL STUDENT GROWTH			

Summative Rating Matrix

		TEACHER PRACTICE			
		Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards
STUDENT GROWTH	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards	<i>Gather More Information</i>
	Meets Standards	Meets Standards	Meets Standards	Meets Standards	<i>Gather More Information</i>
	Needs Improvement	Meets Standards	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

Final Rating is the intersection of the ratings for TEACHER PRACTICE and STUDENT GROWTH

FINAL RATING: _____

Comments by Supervisor:

Supervisor's signature: _____ Date: _____

Comments by Teacher:

Teacher's signature: _____ Date: _____

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

Special Assistance Action Plan – FORM F

Staff Member:

Date:

Supervisor:

1. Statement of observed problem(s) which must be improved. (Cite specific teacher performances from the Teacher Performance Evaluation Rubrics):
2. Corrective strategies for resolution of the problem:
3. Timeline for implementation of corrective strategies:
4. Desired results/indicators of success. (*May* cite specific performances from the Teacher Rubrics):

Teacher's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Summary of Review Conference:

Date: _____

Recommendation:

____ Return to "Meets Standards" Teacher Rating

____ Monitoring will continue beyond 3 months

____ Move to "Administrative Concern"

____ Other: _____

Teacher's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Administrative Concern Action Plan – FORM G

Staff Member: _____

Date: _____

Supervisor: _____

1. Statement of observed problem(s) which must be improved. (Cite specific teacher performances from the Teacher Performance Evaluation Rubrics):

2. Desired results/indicators of success. (May cite specific performances from the Teacher Performance Evaluation Rubrics):

Action Steps/Desired Behaviors	Teacher Actions/ Supervisor Actions	By [Date]	Assistance Options

Date of Review Conference: _____

of Review Conference: 1 2 3 4 5 6
(6 Review conferences required)

This Action Plan has been:

- _____ Fully addressed
- _____ Partially addressed, plan continues
- _____ Partially addressed, new plan needed
- _____ Little or no improvement

Summary of Review Conference:

Recommendation:

- _____ Return to “Meets Standards” Teacher Rating
- _____ Monitoring will continue beyond 10 months
- _____ Move to Dismissal Procedures
- _____ Other:

Teacher’s Signature: _____ Date: _____

Supervisor’s Signature: _____ Date: _____

APPENDIX

A. COMMON CORE OF TEACHING/TEACHER JOB DESCRIPTION

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

B. CONNECTICUT SEED WEBSITE

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

SEED = System for Educator Evaluation and Development

C. TEN EFFECTIVE RESEARCH-BASED INSTRUCTIONAL STRATEGIES

Robert J. Marzano (2000) identified ten research-based, effective instructional strategies that cut across all content areas and all grade levels. Each requires specific implementation techniques to produce the effects reported; therefore, learning to use them correctly meets Canton's CPG expectations.

1. **Vocabulary.** Research indicates that student achievement will increase by 12 percentile points when students are taught 10-12 words a week; 33 percentile points when vocabulary is focused on specific words important to what students are learning. Requires specific approaches.
2. **Comparing, contrasting, classifying, analogies, and metaphors.** These processes are connected as each requires students to analyze two or more elements in terms of their similarities and differences in one or more characteristics. This strategy has the greatest effect size on student learning. Techniques vary by age level.
3. **Summarizing and note-taking.** To summarize is to fill in missing information and translate information into a synthesized, brief form. Note-taking is the process of students' using notes as a work in progress and/or teachers' preparing notes to guide instruction.
4. **Reinforcing effort and giving praise.** Simply teaching many students that added effort will pay off in terms of achievement actually increases student achievement more than techniques for time management and comprehension of new material. Praise, when recognizing students for legitimate achievements, is also effective.
5. **Homework and practice.** These provide students with opportunities to deepen their understanding and skills relative to presented content. Effectiveness depends on quality and frequency of teacher feedback, among other factors.
6. **Nonlinguistic representation.** Knowledge is generally stored in two forms -- linguistic form and imagery. Simple yet powerful non-linguistic instructional techniques such as graphic organizers, pictures and pictographs, concrete representations, and creating mental images improve learning.
7. **Cooperative learning.** Effective when used right; ineffective when overused. Students still need time to practice skills and processes independently.

These two resources, *What Works in Classroom Instruction* and *A Handbook for Classroom Instruction That Works* by Robert J. Marzano, are available in your school's professional library.

8. **Setting objectives and providing feedback.** Goal setting is the process of establishing direction and purpose. Providing frequent and specific feedback related to learning objectives is one of the most effective strategies to increase student achievement.
9. **Generating and testing hypotheses.** Involves students directly in applying knowledge to a specific situation. Deductive thinking (making a prediction about a future action or event) is more effective than inductive thinking (drawing conclusions based on information known or presented.) Both are valuable.
10. **Cues, questions, and advanced organizers.** These strategies help students retrieve what they already know on a topic. Cues are straight-forward ways of activating prior knowledge; questions help students to identify missing information; advanced organizers are organizational frameworks presented in advance of learning.

D. ADDITIONAL INSTRUCTIONAL RESOURCES



Connecting research recommendations to classroom practice can improve instruction. These key research-based strategies have impact on student achievement—helping all students, in all kinds of classrooms. Strategies are organized into categories of familiar practices in order to help teachers fine-tune their teaching and improve student achievement.

[Focus on Effectiveness](#)

[Researched-Based Strategies](#)

E. GLOSSARY

<p>21st Century Skills:</p>	<p>Skills emphasized in a global-economic (vs. industrial) society, such as scientific and technology literacy, visual and media literacy, global awareness, cultural literacy, adaptability, self-direction, creativity, risk-taking ability, higher-order thinking, reasoning ability, collaboration, interactive communication, prioritizing, long-range planning ability, use of real-world digital tools, knowledge of real-world applications, imagination, vision</p> <p>21st Century Skills Framework for 21st Century Learning ThinkFinity 21st Century Skills</p>
<p>Does Not Meet Standards:</p>	<p>A seriously deficient teacher performance rating based on or more of the Teacher Evaluation Plan Rubrics. After notice in writing, the teacher is faced with the immediate responsibility of alleviating the concerns outlined in the teacher Rubrics. An Action Plan must be written with the support of the Supervisor within 10 days, and implemented within the next 5 days. The inability to achieve a “Meets Standards” rating within six (6) months could result in a recommendation for dismissal.</p>
<p>Authentic Assessment:</p>	<p>A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. Authentic assessment drives the curriculum. That is, the teacher first determines the tasks that students will perform to demonstrate their mastery, and then a curriculum is developed that will enable students to perform those tasks well, which would include the acquisition of essential knowledge and skills. This has been referred to as <i>backward design</i>.</p> <p>Wiggins Case for Authentic Assessment New Horizons for Learning Edutopia</p>
<p>Classroom Walk-Through:</p>	<p>A strategy for school improvement. Three-to-five minute non-threatening, non-evaluative walk-throughs with a relevant data collection tool, give school leaders a quick snapshot of the school’s or a grade-level team’s instruction and student learning. That snapshot is used to engage teachers in conversations about how to improve instruction. Walk-throughs are intended to be separate from the teacher evaluation process, except when the teacher is individually working with a specific data collection.</p> <p>Education World</p>
<p>Collaboration:</p>	<p>Collaboration is process where two or more people work together for common goals by sharing their knowledge, learning together, and building consensus. Collaboration does not require leadership and teams that work collaboratively can obtain greater resources, recognition, and results than individuals working alone. Collaboration is the most effective method of</p>

	<p>transferring 'know how' among individuals, therefore it is critical to creating and sustaining a competitive advantage. Collaboration refers to the work among teachers in grade-level teams, content area teams, departments, or collegial partnerships. It also refers to the work among teachers, specialists, and paraprofessionals and tutors.</p> <p>Collaboration among pairs or small groups of students to complete a task or solve a complex problem is called collaborative learning and is an important instructional strategy.</p> <p>Collaborative Problem-Solving Collaborative Learning Eureka!</p>
<p>Common Core of Teaching:</p>	<p>The CCT, or Common Core, is Connecticut’s comprehensive definition of the knowledge, skills, and competencies that teachers need to ensure students learn and achieve at high levels. These skills and competencies were the foundation of the five Teacher Evaluation Plan Rubrics.</p> <p>Common Core of Teaching</p>
<p>Danielson, Charlotte</p>	<p>Charlotte Danielson is an internationally recognized expert in the area of teacher effectiveness, specializing in the design of teacher evaluation systems that, while ensuring teacher quality, also promote professional learning. The CT Framework for Teacher Evaluation and Support, developed for the SEED evaluation system, is a blend of the Connecticut Common Core of Teaching Standards (CCT) and Charlotte Danielson’s <i>Framework for Teaching</i>.</p> <p>In Canton, the Teacher Performance Rubrics are based in Danielson’s work, Kim Marshall’s work, and the CCT mentioned above.</p>
<p>Data-Driven Decision Making (DDDM) (See also Professional Learning Community - PLC)</p>	<p>DDDM engages a team of teachers in an ongoing cycle of instructional improvements which involves: 1. developing common assessments; 2. analyzing student work following the assessment; 3. planning instruction to improve student performance; 4. reassessment and analysis</p> <p>E-Lead: Leadership for Success Taking Data Analysis to the Next Level Making Sense of Data-Driven Decision Making</p>
<p>Differentiation:</p>	<p>Differentiated instruction is the art of modifying instruction, materials, content, student projects, and assessments to meet the learning needs of individual students. In a differentiated classroom, teachers recognize that all students are different and require varied teaching methods to learn. In differentiated classrooms, teachers include a wide range of strategies and methods, including: behavior modification plans, using audio books, turning on closed captioning to improve reading during videos, using manipulatives in math instruction, and so on.</p> <p>Individualized Instructional Strategies A Differentiation Resource UConn’s National Research Center on the Gifted and Talented</p>

DPI (District Performance Index)	District Performance Index (DPI) indicates overall District-level student performance based on Connecticut Mastery Test (CMT) results.
Higher-Order Thinking Skills [HOTS]	Higher-order thinking skills involve logical thinking and reasoning including skills such as comparison, classification, sequencing, cause/effect, patterning, webbing, analogies, deductive and inductive reasoning, forecasting, planning, hypothesizing, and critiquing. Teacher Tap Higher Order Thinking Skills HOTS Official Site
IAGD (Indicator of Academic Growth and Development)	An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with quantitative targets, that will demonstrate whether a Student Learning Objective (SLO) was met. Each SLO must include at least one IAGD. Each IAGD must make clear (1) what evidence will be examined, (2) what level of performance is targeted and (3) what proportion of students is projected to achieve the targeted performance level.
Induction:	Induction is the support and guidance provided to newcomers to the Canton community. Induction includes orientation to the school building and processes, socialization, and mentoring. There are two kinds of induction into teaching in Canton: <ol style="list-style-type: none"> 1. the support and guidance provided to novice teachers in the early stages of their careers (TEAM) 2. the support for an experienced teacher who is new to the District or serving in a new role
Inquiry-based Instruction:	Memorizing facts and information is not the most important skill in today's world. Facts change and information is readily available. What's needed is an understanding of how to get and make sense of the mass of data. Inquiry implies involvement that leads to understanding. Furthermore, involvement in learning implies possessing skills and attitudes that permit students to seek resolutions to questions and issues while they construct new knowledge. Characteristics: <ul style="list-style-type: none"> • focuses students' inquiry on questions that are challenging, debatable, and difficult to solve • teaches students specific procedures, strategies, or processes that are essential to the attempts at answering the focus questions (i.e., teaches thinking and problem-solving skills) • structures lessons to include opportunities for students to access information that is crucial to the inquiry • structures lessons so that students have opportunities to work with peers • sequences a series of activities and lessons so that they work together in moving students toward a general goal • builds into lessons the opportunities for performance • involves students in the process of developing the standards for performance • relies on authentic assessment of learning

	Tripod eMints Teaching Tips
Intervention: [see also RTI, SRBI]	Intervention applies to children of school age or younger who are discovered to have a special learning need that is affecting their achievement. Intervention consists of providing classroom support for these children to lessen the effects of the condition. Intervention can be remedial or preventive in nature – remediating existing learning problems or anticipating and preventing future learning problems. Intervention requires immediate attention by the teacher in the classroom rather than waiting for the gap to worsen and making a recommendation for future identification.
Marshall, Kim:	Kim Marshall is an author and collaborator with New Leaders for New Schools (www.newleaders.org), a non-profit organization that recruits, trains, and supports urban principals. Marshall coaches new principals in New York City, with a special focus on improving teacher supervision and evaluation and the effective implementation of interim assessments. He also gives workshops and courses to aspiring and practicing school leaders in a number of venues. In Canton, the Teacher Performance Rubrics are based heavily on Kim Marshall’s work and the CCT, as well as on the work of Charlotte Danielson.
Observation:	There are two layers of observation: <ul style="list-style-type: none"> • The classroom walk-through, used to gather data about instructional practices among grade-level team members and/or among the building’s teachers. CWT data is not evaluative, but may trigger classroom observation and evaluation (Bullet 2) • Classroom observation and evaluation, using the District’s Performance Rubrics and evaluation form (FORM A), with follow-up feedback. Classroom observation may occur at any time. Observation is also extended beyond the classroom to teachers’ additional professional responsibilities, such as but not limited to, recess duty, team meetings, Curriculum Nights, parent conferences, and so on.
RTI [Response to Intervention] [See also: SRBI]	Response to Intervention (RTI) is the name and acronym for the federal mandate which is the counterpart to Connecticut’s SRBI. (See SRBI below) RTI Network
Special Assistance:	This rating has been developed to assist and guide the teacher who is not meeting the District’s standards on the five evaluation Rubrics in improving his/her performance. An Action Plan, addressing specific goals from the Rubrics, will be written jointly between the teacher and supervisor. If, after 3 months on a “Special Assistance Action Plan,” there are serious questions about the teacher’s performance as measured by the Rubrics and additional observations, the supervisor has the option to place the teacher on “Does Not Meet Standards.”

SEED (System for Educator Evaluation and Development)	<p>Connecticut’s System for Educator Evaluation and Development, known as SEED, outlines a new model for the evaluation and support of educators in Connecticut and is aligned to the Connecticut Guidelines for Educator Evaluation approved by the State Board of Education on June 27, 2012. Detailed information about the model can be found in the SEED Handbook. SEED Website</p>				
SLO (Student Learning Objective)	<p>A Student Learning Objective (SLO) is an academic goal that teachers/administrators and evaluators set for groups of students. In the SEED Handbook, there are differences between how SLOs are defined within the teacher model and the administrator model. The table below outlines these differences.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center; width: 50%;">Administrator SLOs</th> <th style="text-align: center; width: 50%;">Teacher SLOs</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>Administrator SLOs combine the three areas of teacher SLOs into one SMART statement. They are written like a SMART goal and include target, measurement, and time within a single SLO. They should:</p> <ul style="list-style-type: none"> • Align to district and school learning goals • Provide a measure • Be written in SMART Goal format • Focus on priority areas </td> <td style="vertical-align: top;"> <p>Teacher SLOs contain three component parts: broad goals for student learning that address a central purpose, a rationale that explains why this is an important area of improvement, and at least one IAGD which is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met.</p> </td> </tr> </tbody> </table>	Administrator SLOs	Teacher SLOs	<p>Administrator SLOs combine the three areas of teacher SLOs into one SMART statement. They are written like a SMART goal and include target, measurement, and time within a single SLO. They should:</p> <ul style="list-style-type: none"> • Align to district and school learning goals • Provide a measure • Be written in SMART Goal format • Focus on priority areas 	<p>Teacher SLOs contain three component parts: broad goals for student learning that address a central purpose, a rationale that explains why this is an important area of improvement, and at least one IAGD which is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met.</p>
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Smarter Balanced Assessment [Consortium]	<p>Smarter Balanced Assessments, which will replace the CMT in the near future, go beyond multiple-choice questions to include extended response and technology-enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills. Performance tasks challenge students to apply their knowledge and skills to respond to complex real-world problems. They can best be described as collections of questions and activities that are coherently connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, writing and research skills, and complex analysis, which cannot be adequately assessed with traditional assessment questions. The performance tasks will be taken on a computer (but will not be computer adaptive) and will take one to two class periods to complete. The Smarter Balanced Assessments are aligned with the Common Core State Standards (CCSS) and will replace CMT assessments.</p>				
SMART Goal	<p>At the start of the school year, each educator will work with his or her evaluator to develop their practice and performance goal(s) and SLOs through mutual agreement. All goals should have a clear link to student achievement and school/district priorities.</p> <p>Goals should be SMART:</p> <ul style="list-style-type: none"> S=Specific and Strategic M=Measurable A=Aligned and Attainable 				

	R=Results-Oriented T=Time-Bound
SPI (School Performance Index) (See also DPI)	SPI is the School Performance Index and indicates overall student performance in a school based on Connecticut Mastery Test (CMT) results. Beginning in 2012, each school receives its SPI from the State. In Canton, at all three schools, the SPI Index goals were to “maintain.”
SRBI: [Scientific Research Based Intervention]	SRBI is <i>Connecticut’s</i> framework and acronym for the Federal RTI mandate. It is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both. In Tier 1, all students receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support. In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs. This instruction cannot be ‘more of the same,’ but must incorporate new strategies. This instruction can take place in or out of the classroom in small groups with these guidelines: 2 – 3 times a week for 20 – 30 minutes. In Tier 3, students receive individualized, intensive interventions that target the students' specific skill deficits and capitalize on the student’s specific strengths for the remediation of existing problems and the prevention of more severe problems. Tier 3 follows these guidelines: 3 – 5 times per week for 30 – 40 minutes.
STEM: [Science-Technology-Engineering-Mathematics]	STEM has become a common acronym, particularly among advocates and government officials, for the fields of Science, Technology, Engineering, and Mathematics. The term is commonly used in relation to education’s responsibility for the nation's current and future economic competitiveness. STEM education is using those teaching strategies which strengthen the likelihood that students will be prepared for, and choose, STEM careers. Stem Teaching and Learning Resources
Supervisor:	Supervisor refers to administrators (such as superintendent, assistant superintendent, director, principal, assistant principal) who are working under a valid 092 Certificate and serving as evaluators. Supervisors have completed 15 hours of evaluation training. Supervisors may act as coaches and mentors; but coaches and mentors cannot act as supervisors.

F. PROFESSIONAL DEVELOPMENT

The General Assembly passed An Act Concerning Educational Reform, Public Act 12-116, which includes substantive changes to the requirements for the professional educator certificate and new requirements for professional development in public schools. The law in its entirety may be accessed at: [Public Act No. 12-116](#)

The following outlines the specific changes that impact current holders of and future applicants for a professional educator certificate and new requirements for planning and implementing professional development programs.

Continuation of the Professional Educator Certificate

Effective July 1, 2012, continuing education units (CEUs) were no longer required for applicants requesting continuation of the professional educator certificate. Section 36 of P.A. 12-116 eliminates the requirement for professional educator certificate holders to complete 9.0 CEUs (90 contact hours) during the five-year period for which the professional educator certificate was issued. Anyone applying on and after July 1, 2012, for a continuation of the professional [educator certificate were no longer required to provide verification of completion of CEUs](#). [Form ED 179 Application for Continuation of Professional Educator Certificate](#) has been revised to reflect this change.

Degree Requirements for the Professional Educator Certificate

Section 36 of P.A. 12-116 requires anyone applying for a professional educator certificate on and after July 1, 2016, to have completed a master's degree in an appropriate subject matter area related to such person's certification endorsement area, as determined by the State Board of Education, in order to be issued a professional educator certificate. The CSDE, in consultation with the Educator Preparation Advisory Council, will be developing a policy related to "appropriate subject matter degrees" and will seek State Board approval for such policy. Once approved, these guidelines on appropriate subject matter degrees will be provided and applied. Principals and administrators may use these guidelines to advise teachers on advanced degrees that will enhance their ability to improve student learning.

Program of Professional Development (PD) Requirements

The following is a summary of Section 39 of P.A. 12-116, subsections (a) through (d), inclusive, pertaining to the mandate for PD. While implementation of professional development as outlined below was not required before 2013-2014, **we strongly encouraged district leadership, in collaboration with teacher representatives, to begin the PD planning process during the 2012-2013 school year and begin to align the PD with the individualized teacher needs identified through the current evaluation process.** In addition, it is the responsibility of the individual teacher, in collaboration with his/her administrator, to identify and participate in appropriate professional development activities to address the needs identified in his/her annual evaluation. Districts and teachers should create a log or other tracking method for the professional development that has been completed which may be reviewed and audited by the CSDE going forward.

(a) Requirements for PD (effective 7/1/13)

- Provide a minimum of 18 hours annually of PD;
- Preponderance of small group or individual instructional setting;
- Comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
- Focus on refining and improving various effective teaching methods that are shared between and among educators;
- Foster collective responsibility for improved student performance; and
- Shall be comprised of professional learning that meets the following criteria-

- aligns with rigorous state student academic achievement standards;
- conducted among educators at the school and facilitated by principals; coaches, mentors, distinguished educators, or other appropriate teachers;
- occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement; and
- includes a repository of best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating.

(b) Planning of PD

- Develop a PD plan for certified employees pursuant to C.G.S. subsection (b) of section 10-220a for implementation starting the 2013-2014 school year;
- Providers may include the board of education, regional educational service center, cooperative arrangement with another board of education or any PD provider approved by the Commissioner of Education;
- The time and location of PD activities shall be in accordance with either an agreement between the board of education and the exclusive bargaining unit or, in the absence of such agreement or to the extent such agreement does not provide for the time and location of all such activities, in accordance with a determination by the board of education; and
- Focus of Activities:
 - determined by each board of education with the advice and assistance of the teachers employed by such board, including representatives of teacher's bargaining unit, in full consideration of priorities and needs related to student outcomes as determined by the State Board of Education;
 - based on results and findings of teacher and administrator performance evaluations, to improve teacher and administrator practice and provide professional growth;
 - improve the integration of reading instruction, literacy and numeracy enhancement, and cultural awareness into instructional practice;
 - include strategies to improve English language learner instruction into instructional practice; and
 - include during each five year period a minimum of 15 hours in training in the evaluation and support of teachers for every administrator.

(c) Attestation to CSDE about PD Program

- The CSDE will develop a process for districts to provide attestation about planning, qualification of professional development providers, and communication, evaluation and documentation of PD activities. Over the next year, CSDE will work with superintendents/stakeholders to develop this attestation process for implementation in the 2013-2014 school year.
- Districts should communicate to individual educators their responsibility to participate in the PD that is agreed to within the annual evaluation process. Districts will be attesting to the CSDE on the certification application forms that a person has "served successfully." Included in the determination of "successfully" will be the review of evidence that the educator has participated in PD in accordance with his/her annual evaluation plan.

(d) CSDE Audit of PD Program and Fine for Noncompliance

- The CSDE will develop a process for auditing school district's professional development programs. If the school district is not in compliance with any provision of section 39 of P.A.12-116, the State Board of Education may require forfeiture of a sum from a grant payment, as determined by the Commissioner of Education, imposed in the fiscal year following the fiscal year in which

noncompliance is determined. The forfeiture may be waived if the noncompliance is determined to be due to circumstances beyond the control of the school district.

(e) Alliance Districts

- The CSDE especially requests and requires that Alliance Districts develop plans and protocols for evaluation-informed PD per (d) above.

Management of Professional Development Data

Many school districts have purchased and used specific software to manage CEU data. With the legislative changes related to professional development focusing more on individual or small-group job-embedded processes, school districts will need to evaluate their needs to determine whether your current software remains a resource you want to use or whether you require a different approach to managing and tracking this data. Keep in mind that under the new legislation, professional development needs and activities should be based upon findings of teacher and administrator performance evaluations and based on student outcomes. This may be a specific matter you wish to discuss with your teachers to determine how to best document and track professional development activities in an efficient and accurate way.

The law in its entirety may be accessed at: <http://www.cga.ct.gov/2012/ACT/PA/2012PA-00116-R00SB-00458-PA.htm>

Educator Certificate Information and Applications:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&Q=321230&sdePNavCtr=|#45442>