SOUTHINGTON PUBLIC SCHOOLS
SOUTHINGTON, CONNECTICUT

Teacher Evaluation and Support

The content of this document is meant for use in the Southington school district beginning in the 2015-2016 school year.

The content of this document has been designed by committee consensus.

Southington's System for Teacher Evaluation and Support Committee Members 2015-2016

TBD
Assistant Superintendent for Instruction and Learning

Charity Baker
Teacher-Leader, Elementary School

Bob Brown
Teacher, Southington High School

Jennifer Discenza
Counselor, Kennedy Middle School

Daniel Hart
Teacher, Southington High School

Kimberly Hunt
Personnel Manager

Kimberlee Kalat
Teacher, DePaolo Middle School

Stephanie Lawlor
District Language Arts Coordinator

JoelPatrick Leger
Teacher, Southington High School

Erin Nattrass
Teacher-Leader, Elementary School

Debra Moreau
Teacher, DePaolo Middle School

Melissa O'Neil
Teacher, Strong Elementary School

Frank Pepe
Principal, DePaolo Middle School

Dale Riedinger
District Math Coordinator

Josephine Rogala
Teacher-Leader, Middle School

Debbie Scarfo
Teacher, Southington High School

Jeff Shaw
Teacher, Southington High School

Rita Stearns
Counselor, South End Elementary School

Richard Terino
Assistant Principal, Southington High School

Jan Verderame
Principal, Derynoski Elementary School

Table of Contents

Southington's System for Teacher Evaluation and Support

Context
This document outlines a revised model for the evaluation and development of teachers in Southington. It is based on the Connecticut Guidelines for Educator Evaluation and on best practice research from around the country. In early 2013, Southington adopted a modified version of the state model in accordance with the Guidelines to develop an evaluation system to best suit local contexts. This document contains revisions made to that 2013 evaluation system.

Design Principles
The following principles guided the design of this model:

- *Consider multiple, standards-based measures of performance*
  This evaluation system uses multiple sources of information and evidence to produce a fair, accurate and comprehensive picture of a teacher's performance. This model defines four categories of teacher performance:
  - ➢ Student learning (45%)
  - ➢ Teacher performance and practice (40%)
  - ➢ Parent feedback (10%)
  - ➢ School-wide student learning (5%)

- *Promote both 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, the model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.

- *Foster dialogue about student learning*
  This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in this model occurs with frequency and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

- *Encourage aligned professional development, coaching and feedback 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. Southington's Educator Evaluation System promotes a shared language of excellence to which professional development, coaching, and feedback can align to improve practice.

- *Ensure feasibility of implementation*
  Throughout the district, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. The model aims to balance high expectations with flexibility for the time and capacity constraints in our district.

II.   Evaluation System Overview

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

1. **Teacher Practice Related Indicators**: An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
    a. **Observation of teacher performance and practice (40%)** as defined in the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery or the Southington Teaching Rubric for Music Ensemble and Classroom, which articulate four domains and twelve indicators of teacher practice
    b. **Parent feedback (10%)** on teacher practice through surveys

2. **Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:
    a. **Student growth and development (45%)** as determined by the teacher's student learning objective(s) (SLOs)
    b. **Whole-school measure of student learning (5%)** as determined by aggregate student learning indicators.

Ratings from each of the four categories will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as follows:

> **Exemplary** – substantially exceeding indicators of performance
>
> **Proficient** – meeting indicators of performance
>
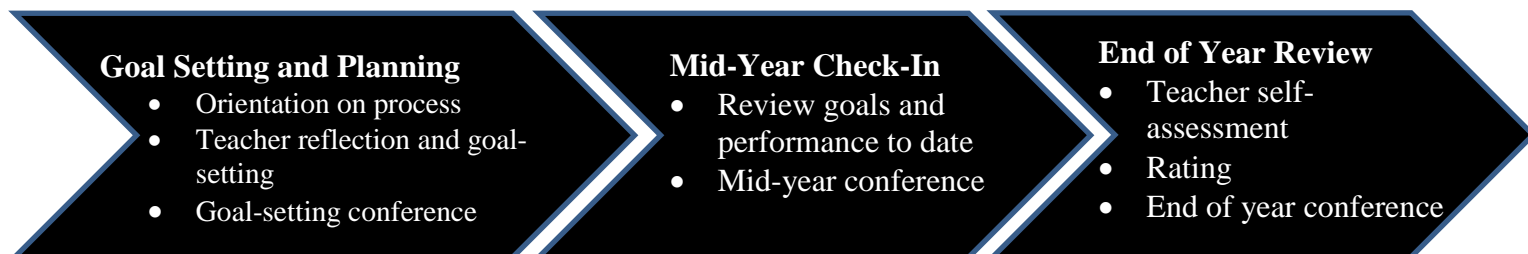> **Developing** – meeting some indicators of performance but not others
>
> **Below Standard** – not meeting indicators of performance

(Note: The term "performance" when applied to a rating means "progress as defined by specified indicators." Indicators are mutually agreed upon, as applicable, and shall be demonstrated by evidence.)
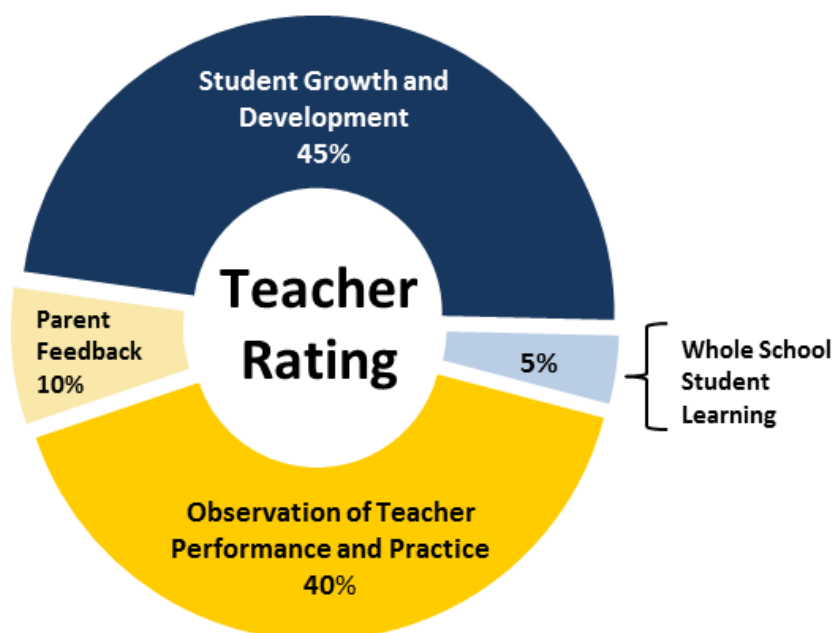
Teacher Evaluation Process

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

Goal Setting and Planning
- Orientation on process
- Teacher reflection and goal-setting
- Goal-setting conference

Mid-Year Check-In
- Review goals and performance to date
- Mid-year conference

End of Year Review
- Teacher self-assessment
- Rating
- End of year conference

Goal Setting and Planning:

Time frame: Completed by November 1

1. *Orientation Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objective(s) (SLOs) and they will commit to set time aside for the types of collaboration required by the evaluation process.
2. *Teacher Reflection and Goal Setting* – The teacher examines student data, prior year evaluation and survey results, and the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery, or the Southington Teaching Rubric for Music Ensemble and Classroom to draft proposed performance and practice goal(s), a parent feedback goal and student learning objective(s) (SLOs) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal setting process.
3. *Goal Setting Conferences* – The evaluator and teacher meet to discuss the teacher's proposed goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Mid-Year Check-In:

Time frame: January and February

1. *Reflection and Preparation* – The teacher and evaluator collect and reflect on evidence to-date about the teacher's practice and student learning in preparation for the check-in.
2. *Mid-Year Conference* – The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objective(s) (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development plan.

End-of-Year Summative Review:

Time frame: May and June; must be completed by June 30

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. *Rating* – The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available, and before September 15.
3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year (June 30 at the latest). *At this meeting, a preliminary discussion on a teacher performance goal for the following year will be discussed.

Primary and Complementary Evaluators

The primary evaluator for most teachers will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings. District coordinators may also serve as primary evaluators. The district may also decide to use complementary evaluators to assist the primary evaluator (e.g., another administrator).   Complementary evaluators may also be certified teachers, although they may also have administrative certification.   Complementary evaluators *must* be fully trained as evaluators in a training program approved by the superintendent in order to be authorized to serve in this role. They may have specific content knowledge, such as department heads or curriculum coordinators.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objective(s) (SLOs), and providing additional feedback. A complementary evaluator should share his or her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the evaluation model. The district will provide training opportunities and tools throughout the year to support district administrators and evaluators in implementing the model across their schools. The district will adapt and build on these tools to provide comprehensive training and support to their schools and to ensure evaluators are proficient in conducting teacher evaluations.

At the request of a district employee, the CSDE or a third-party designated by the CSDE will review evaluation ratings that include dissimilar ratings in different categories (i.e., include both exemplary and below standard ratings). In these cases, CSDE will determine a final summative rating. In addition, CSDE will select districts at random annually to review evaluation evidence files for minimum of two educators rated exemplary and two educators rated below standard.

III. Support and Development

When paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Evaluation-Based Professional Learning

Throughout the Southington model, every teacher will be identifying his/her professional learning needs in mutual agreement between the teacher and his/her evaluator, and this serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning Communities; differentiated career pathways; teacher leaders; and focused professional development based on goals for continuous growth and development.

Improvement and Remediation Plans

If a post-tenure teacher's performance is rated or projected as developing or below standard, it signals the need for the administrator to begin construction of an individual teacher improvement and remediation plan. The evaluator will collaboratively develop the improvement and remediation plan with the teacher and his/her exclusive bargaining representative. The staff member has the right to representation by his/her exclusive bargaining unit during all subsequent meetings. Notification of placement on an improvement and remediation plan will be presented verbally and in writing. The following procedure commences with this notification:

- Within fifteen (15) work days, a meeting is held between the staff member and the evaluator to develop the improvement and remediation plan whose content may supersede any current or prior professional development plan.
- The staff member and the evaluator may select a peer coach, department chairperson, appropriate subject coordinator, or other mutually agreed upon personnel to assist the staff member in an advisory capacity only.
- The elements of the plan are:
    a. area(s) of concern defined;
    b. support, strategies, and resources to be provided which address the documented deficiencies and their implementation frequency;
    c. indicators of success which correlate to nothing less than an outcome of a **Proficient** summative rating;
    d. a timeline for meeting the year-end summative rating of no less than **Proficient** which identifies a mid-year conference in January;
    e. scheduled observations and periodic meetings must occur at designated frequency; and,
    f. all evaluative feedback will include a written summary.

(See Appendix H for sample.)

For non-tenured teachers (years 1-4) refer to this document's **Definition of Effectiveness and Ineffectiveness.**

IV. Teacher Practice Related Indicators

The Teacher Practice Related Indicators, which constitute half of the summative teacher rating, evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. It is comprised of two categories:

- Teacher Performance and Practice, which represents 40%
- Parent Feedback, which represents 10%

CATEGORY #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice category of the model is a comprehensive review of teaching practice as assessed by the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery, or the Southington Teaching Rubric for Music Ensemble and Classroom. This category comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Teacher Practice Framework

The Connecticut Common Core of Teaching Rubric for Effective Teaching (Appendix B) represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students. It is organized into four domains each with three indicators:

CT Common Core of Teaching Rubric for Effective Teaching

DOMAIN 1
Classroom Environment, Student Engagement and Commitment to Learning

1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students
1c. Maximizing instructional time by effectively managing routines and transitions

DOMAIN 2
Planning for Active Learning

2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students
2b. Planning instruction to cognitively engage students in the content
2c. Selecting appropriate assessment strategies to monitor student progress.

DOMAIN 3
Instruction for Active Learning

3a. Implementing instructional content for learning
3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies
3c. Assessing student learning, providing feedback to students and adjusting instruction

DOMAIN 4
Professional Responsibilities and Teacher Leadership

4a. Engaging in continuous professional learning to impact instruction and student learning
4b. Collaborating to develop and sustain a professional learning environment to support student learning
4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning

Educators and Support Specialists Framework
The Connecticut Common Core of Teaching Rubric for Effective Service Delivery (Appendix B) is the rubric to be used for Student and Educator Support Specialists identified as follows: library/media specialists, school counselors, school psychologists, social workers, and speech and language pathologists.

A special education teacher, through mutual agreement with his/her evaluator will decide on using either The Connecticut Common Core of Teaching Rubric for Effective Teaching or the Connecticut Common Core of Teaching Rubric for Effective Service Delivery.

The Southington Teaching Rubric for Music Ensemble and Classroom (Appendix C) is the rubric to be used for music teachers.

Observation Process
Teacher observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable information.

Observations in and of themselves aren't useful to teachers without timely feedback.

Therefore, each teacher should be observed as delineated in the following table through both formal or informal observations as defined below:
- **Formal ~** Scheduled in-class observations or reviews of practice that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback. For all formal evaluations a Pre-Observation form must be completed prior to the pre-conference where required.
- **Informal ~** Non-scheduled in-class observations or reviews of practice that last at least 10 minutes and are followed by written feedback.
- All observations must be followed by written feedback, (e.g., informal observations - Form F-6a; formal observations - Form F-5c). This should occur within five school days of an observation.
- Any teacher may request an additional formal observation subject to the administrator's approval. Any dispute shall be submitted to a subcommittee of Southington's Professional Development and Evaluation Committee (PDEC).

A summary of requirements is listed below:

Teacher Category	Guideline Requirements
First and Second Year Novice Teachers, Non-Tenured, TEAM	Minimum three formal in-class observations; all will include a post conference; two will include a pre-conference.
Below Standard and Developing, Tenured and Non-Tenured	Minimum three formal in-class observations; all will include post conference; two will include pre-conference and an additional two informal in-class observations.
Proficient and Exemplary, 3rd & 4th Year Teachers, Tenured and Previously Tenured in other district	Minimum one formal in-class observation including pre and post conference once every three years; three informal in-class observations all other years. One review of practice every year.

Pre-conferences and Post-conferences
Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described. A pre-conference can be held with a group of teachers, where appropriate. For all formal observations, where required, Form F-5a must be completed prior to the pre-conference.

Post-conferences provide a forum for reflecting on the observation against the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery, or the Southington Teaching Rubric for Music Ensemble and Classroom and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- begins with an opportunity for the teacher to share his/her self-assessment (Form F-5b) of the lesson observed;
- cites objective evidence to depict a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- involves written and verbal feedback from the evaluator (Form F-5c); and,
- occurs within five school days of the observation.

Classroom observations provide the most evidence for Domains 1 and 3 of the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery, or the Southington Teaching Rubric for Music Ensemble and Classroom but both pre- and post-conferences provide the opportunity for discussion of all four Domains, including practice outside of classroom instruction.

Non-Classroom Reviews of Practice
Because this evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the four Domains of the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery, or the Southington Teaching Rubric for Music Ensemble and Classroom, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, PPTs, grade level/department meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, teacher presentations, and attendance records from professional development or school-based activities/events.

Feedback
The goal of feedback is to help teachers grow as educators and become more effective with each of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive manner. Feedback should include:
- specific evidence and ratings, where appropriate, on observed indicators of the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery, or the Southington Teaching Rubric for Music Ensemble and Classroom;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a time frame for follow up.

Teacher Performance and Practice Goal-Setting
At the start of the year, each teacher will work with his or her evaluator to develop a practice and performance goal through mutual agreement. This goal will provide a focus for the observations and feedback conversations. The goal should have a clear link to student achievement and should move the teachers towards Proficient or Exemplary on the Connecticut Common Core of Teaching Rubric for Effective Teaching, the Connecticut Common Core of Teaching Rubric for Effective Service Delivery, or the Southington Teaching Rubric for Music Ensemble and Classroom. Schools may decide to create a school-wide goal aligned to a particular indicator that all teachers will include as one of their goals (i.e., 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies).

Teacher Performance and Practice Rating

Individual Observations

Evaluators are not required to provide an overall rating for each observation. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., Teacher asks, *"Which events precipitated the fall of Rome?"*) and not judgmental (e.g., Teacher asks good questions.). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the rubric and then make a judgment about which performance level the evidence supports.

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the end-of-year conference. The final teacher performance and practice rating will be determined by the evaluator in a two-step process:

1. Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine ratings for each of the 12 indicators. If an indicator has no identified evidence, its rating will default to the prior year's rating.
2. Apply domain weights to domain ratings to determine an overall Observation of Teacher Performance and Practice rating.

Each step is illustrated below:

1. Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine ratings for each of the 12 indicators.

   By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:

   Consistency: What rating have I seen relatively uniform, homogeneous evidence for throughout the semester? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?

   Trends: Have I seen improvement over the time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

   Significance: Are some data more valid than others? (Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?)

   Once a rating has been determined for each indicator within a Domain, the preponderance of evidence will predicate the overall Domain rating. See example below for Domain 1:

Domain 1	Rating
1a	Proficient
1b	Proficient
1c	Developing
Domain 1 Summative	Proficient

2. Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and a positive classroom environment are major factors in improving student outcomes. Therefore, Domains 1 and 3 are weighted significantly more than others each at 35%. Planning and Professional Responsibilities are each weighted 15%. See examples below for overall Performance and Practice rating.

Domain	Rating	Weighting
1	Proficient	35%
2	Exemplary	15%
3	Proficient	35%
4	Exemplary	15%
Domains 1-4 Combined Summative	**Proficient**	

Domain	Rating	Weighting
1	Developing	35%
2	Proficient	15%
3	Developing	35%
4	Proficient	15%
Domains 1-4 Combined Summative	**Developing**	

The summative Teacher Performance and Practice rating and its Domain ratings will be shared and discussed with teachers during the end-of-year conference. This process can also be used in advance of the mid-year conference to discuss progress toward Teacher Performance and Practice goals/outcomes.

CATEGORY #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area.

The process described below:
1. Conducting a whole-school parent survey (data is aggregated at the school level);
2. Administration establishing **one** school-wide goal based on the survey feedback;
3. Teacher and evaluator discussing the **one** related parent engagement goal established by administration and what growth/improvement targets are district expectations of the teacher;
4. Measuring progress on growth targets; and,
5. Determining a teacher's summative rating. This parent feedback rating shall be based on the four performance levels.

1. Administration of a Whole-School Parent Survey
Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year-to-year.

Appendix E contains a model parent survey that can be used to collect parent feedback. Southington schools may use that survey, use existing survey instruments, or develop their own. The Southington school district will work closely with teachers to develop the survey and interpret results. Parent representatives may be included in the process. Parent surveys deployed by the Southington school district should be valid (the instrument measures what it is intended to measure) and reliable (the use of the instrument is consistent among those using it and is consistent over time).

2. Determining School-Level Parent Goals
Principals and teachers should review the parent survey results at the beginning of the school year to identify areas of need and discuss the administration's established parent engagement goal based on the survey results.

3. Selecting a Parent Engagement Goal and Improvement Targets
After these school-level goals have been set, a teacher will determine through consultation and mutual agreement with his/her evaluator the action steps involved in his/her growth/improvement targets. Growth/Improvement Targets include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

A teacher will set growth/ improvement targets related to the goal identified. For instance, if the goal is to improve parent communication, the growth/improvement target could contain action steps such as sending regular correspondence to parents such as bi-weekly updates or developing a new website for his/her class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals and (2) that the growth/ improvement targets are aligned and attainable.

4. Measuring Progress on Growth Targets

Teachers and their evaluators 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 his/her growth targets. A teacher can (1) measure how successfully a strategy is implemented to address an area of need, and/or (2) collect evidence directly from parents to measure parent-level indicators they generate. For example, a teacher could conduct interviews with parents or a brief parent survey to see if he/she improved on the growth target.

5. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher.

V.   Student Outcomes Related Indicators

The Student Outcomes Related Indicators constitute half of the summative teacher rating. As part of this process, teachers will document their efforts and anchor them in data.

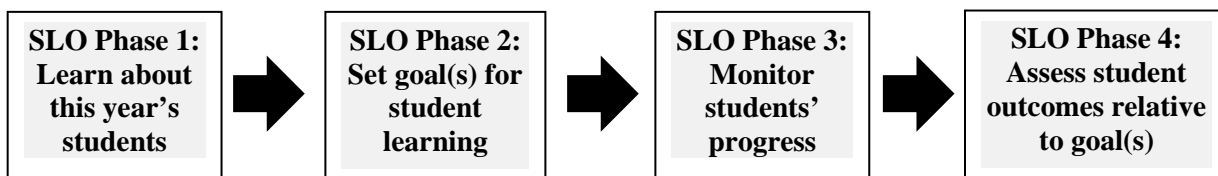Student Related Indicators include two categories:
- Student growth and development, which represents 45%.
- Whole-school student learning which represents 5% of the total evaluation rating.

These categories will be described in detail below.

CATEGORY #3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject area 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. A goal-setting process called **Student Learning Objectives** (SLOs) is the approach for measuring student growth during the school year. Student Learning Objectives will use the following planning cycle:

| SLO Phase 1: Learn about this year's students | → | SLO Phase 2: Set goal(s) for student learning | → | SLO Phase 3: Monitor students' progress | → | SLO Phase 4: Assess student outcomes relative to goal(s) |

Teachers will set specific and measurable targets. These may be developed 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 utilize 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 goal(s) for student learning**

Each teacher will write a minimum of one Student Learning Objective (SLO). Teachers whose students take a standardized assessment will create an SLO which incorporates a minimum of one standardized indicator. Any standardized indicator must be paired with at least one non-standardized indicator. All other teachers will develop their SLOs based on non-standardized indicators.

As stated in the CT Guidelines for Educator Evaluation, a standardized assessment is characterized by the following attributes:

- A periodic assessment tool, including formative versions of a statewide mastery exam such as the SB, that is administered more than once per year to examine student growth and development over time and cumulative results of which shall determine progress toward a goal mutually agreed upon between an evaluator and teacher
- Broadly administered (e.g., nation or state wide)
- Commercially produced

Such tools shall be aligned to a district's curriculum and document student growth and development over the course of a school year.

As stated in the CT Guidelines for Educator Evaluation, a non-standardized assessment is characterized by the following description:

- A task or set of tasks designed to show growth over the course of the school year that are aligned to a district's curriculum and rated against a set of criteria that describes student growth and development. Non-standardized indicators of student growth and development include, but are not limited to, demonstrations, performances, constructed projects, student written and oral work, curriculum-based assessments (such as those constructed by a teacher, or team of teachers), and other tasks that appropriately show student growth and development.

To create SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objective(s)
The objective will be a broad goal for student learning. It should address a central purpose of the teacher's assignment and it should pertain to a large or significant proportion of his/her students.
An SLO should reflect high expectations for student learning and should be aligned to relevant state, national, 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). Secondary certified staff will base SLOs on appropriate content area.

Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, flexibility is granted in applying the Core Requirements of teacher evaluation. During the goal setting conference, the educator and the evaluator will take the following steps in the development of the IAGDs:

- Agree on the students or caseloads that the educator is responsible for and his/her role.
- Determine if the indicator will apply to the individual teacher, a team of teachers, a grade level, or the whole school.
- Identify the unique characteristics of the population of students which would impact student growth (e.g., high absenteeism).
- Identify the learning standard to measure, the assessment, data or product for measuring growth, timeline for instruction (including strategies to be used) and measurement.
- Establish the baseline and set targets.
- Identify needed professional development to support targeted areas.

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

The Goal should be **SMART**:

    S = Specific and Strategic
    M = Measurable
    A = Aligned and Attainable
    R = Results Oriented
    T = Time Bound

Additional information on SMART goals and examples can be found in Appendix D. Progress towards goals and action steps for achieving progress should be referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the mid-year conference and the end-of-year conference.

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

Teacher Category	Student Learning Objectives
Eighth Grade Language Arts	My students will master critical elements of the argumentative/ informative essay.
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. Any SLO must include at least one indicator.

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. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students. The *Template for Setting SMART Goals* should be referenced as a resource for setting SLOs/IAGDs (Appendix C).

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 second grade teachers in a district might use the same reading assessment as the IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among second grade teachers.

Taken together, SLO indicators, if achieved, would provide evidence the objective was met. Examples of indicators that might be applied to the previous SLO examples to follow:

Sample SLO-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development *(at least one is required)*
Eighth Grade Language Arts	My students will master critical elements of the argumentative/ informative essay.	1. 79 of my 93 students (85%) will attain at least a 3 (1-4 scale) on the SB essay as measured by the performance task writing rubrics.
Fourth Grade	My 22 students will demonstrate improvement in or mastery of math skills by June 2015.	1. All students assessed on the SB, 17 out of 22 (77%), will achieve Level 3 (Meets Achievement Level) or Level 4 (Exceeds Achievement Level).

Sample SLO – Non-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development *(at least one is required)*
Eighth Grade Language Arts	My students will master critical elements of the argumentative/ informative essay.	1. 74 of my 93 students (80%) will attain Level 3 or Level 4 on the May assessment as measured by an SB-aligned rubric.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	1. 95 of my 112 students (85%) 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 (timing or scoring plans);
- the baseline data was used to set each IAGD;
- incorporation of **one** strategy correlated to the Whole-School Student Learning Goal if applicable
- 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 SLO(s) to Evaluator for Approval

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

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 Indicators
Objective is deeply relevant to teacher's assignment and addresses a large or significant 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 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 toward 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 goal(s)

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: **Exemplary, Proficient, Developing, Below Standard**.

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

The final student growth and development rating for a teacher is the overall SLO rating. The SLO rating and its individual indicator ratings, will be shared and discussed with the teacher during the end-of-year conference.

CATEGORY #4: Whole-School Student Learning Indicator (5%)

Whole-school student learning indicator
The Southington Educator Evaluation plan shall include a whole-school student learning indicator in teacher evaluations. A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating per school. For most schools, this will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal's evaluation.

VI.   Summative Teacher Evaluation Rating

Summative Rating
The individual summative teacher evaluation rating will be based on the four categories of performance, grouped in two major focus areas: *Student Outcomes Related Indicators* and *Teacher Practice Related Indicators*.
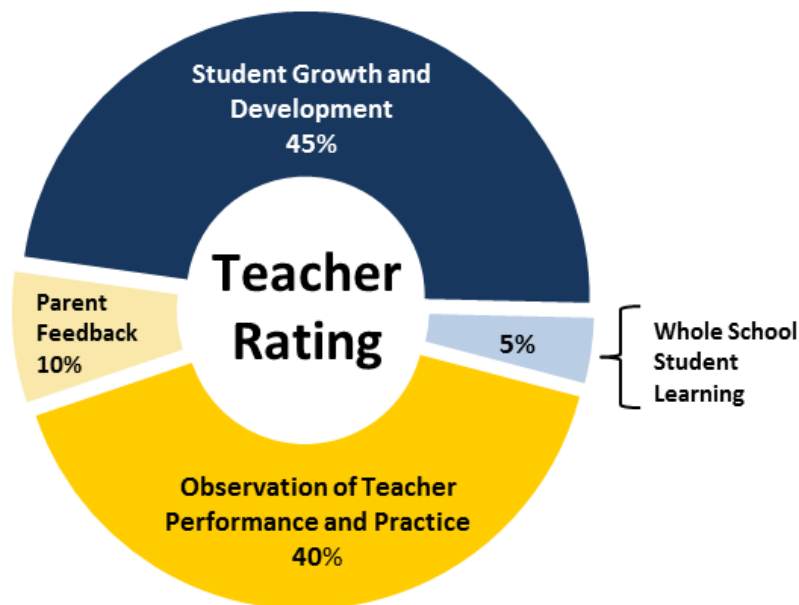
Every educator will receive one of four performance ratings:

        Exemplary – Substantially exceeding indicators of performance
        Proficient – Meeting indicators of performance
        Developing – Meeting some indicators of performance but not others
        Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:
1. Determine a <u>Teacher Practice Related Indicators Rating</u> by combining the Observation of Teacher Performance and Practice rating and the Parent Feedback rating.
2. Determine a <u>Student Outcomes Related Indicator Rating</u> by combining the Student Growth and Development rating and Whole-School Student Learning rating.
3. Use Summative Matrix in conjunction with a preponderance of evidence to determine <u>Summative Rating</u>.

Each step is illustrated below:

1. **Determine a Teacher Practice Related Indicators rating by combining the observation of the teacher performance and practice rating and the parent feedback rating.**

   The observation of the teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Holistic value should be deduced on this basis.

Category	Rating	Weight	Overall Teacher Practice Rating
Observation of Teacher Performance and Practice	Proficient	40%	
			Proficient
Parent Feedback	Developing	10%	

2. **Determine a Student Outcomes Related Indicators rating by combining the student growth and development rating and whole-school student learning rating.**

   The student growth and development category counts for 45% of the total rating, and the whole-school student learning category counts for 5% of the total rating. Holistic value should be deduced on this basis.

Category	Rating	Weight	Overall Student Outcome Rating
Student Growth and Development (SLOs)	Developing	45%	
			Developing
Whole School Student Learning	Proficient	5%	

3. **Use the Summative Matrix to determine Summative Rating in conjunction with the preponderance of evidence.**

   Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *Proficient* and the Student Outcomes Related Indicators rating is *Developing*. The summative rating is therefore *Proficient*. If the two focus areas are highly discrepant (e.g., a rating of *Exemplary* for Teacher Practice and a rating of *Below Standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative rating.

		Overall Practice Rating			
	Rated	_Exemplary_	_Proficient_	_Developing_	_Below Standard_
	Exemplary	Exemplary	Exemplary	Proficient	Gather further information
	Proficient	Exemplary	Proficient	Developing	Gather further information
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	Gather further information	Developing	Developing	Below Standard

Overall Outcomes Rating (row label, left side)

Definition of Effectiveness and Ineffectiveness
Effectiveness and ineffectiveness shall be defined as below:

Non-tenured teachers (Years 1-4) shall generally be deemed *effective* if said educator receives a "Proficient" rating or higher. However, only in the first year may a non-tenured teacher with a "Developing" rating be afforded the opportunity to return to the district. The Superintendent shall offer a contract to any educator he/she deems effective at the end of year four.

A tenured teacher shall generally be deemed *ineffective* if said educator receives at least two sequential or three non-sequential "Developing" ratings or one "Below Standard" rating at any time.

Dispute Resolution Process
A dispute shall be submitted to a subcommittee of Southington's Professional Development and Evaluation Committee (PDEC). The superintendent and the president of the collective bargaining unit may each designate self or select one representative from the PDEC to constitute this subcommittee and select a neutral party mutually agreed upon between them. This subcommittee shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Appeal Timeline
1. A dispute arises over objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating.
2. Teacher receives his/her Teacher Performance and Practice evaluation form within five days of the observation or End –of-Year Summative evaluation form, at the least, three (3) school days prior to the end of the school year.
3. Teacher submits a written appeal to his/her administrator, superintendent, and the president of the collective bargaining unit within seven (7) calendar days of receiving the disapproval of goals, the feedback on performance and practice, or the final summative rating. Teacher submits a written rebuttal to be attached to the document under appeal.
4. The subcommittee of the Southington Professional Development and Evaluation Committee (PDEC) conducts a hearing within fifteen (15) calendar days and renders its decision within five (5) calendar days.

Appendix A

Connecticut Common Core of Teaching Rubric for Effective Teaching

CCT Rubric for Effective Teaching 2014 – AT A GLANCE

Evidence Generally Collected Through In-Class Observations

Domain 1
Classroom Environment, Student Engagement and Commitment to Learning[2]
Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

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

1c. Maximizing instructional time by effectively managing routines and transitions.

Domain 3
Instruction for Active Learning
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

3a. Implementing instructional content for learning.

3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

3c. Assessing student learning, providing feedback to students and adjusting instruction.

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

Domain 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:

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

2b. Planning instruction to cognitively engage students in the content.

2c. Selecting appropriate assessment strategies to monitor student progress.

Domain 4
Professional Responsibilities and Teacher Leadership
Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

4a. Engaging in continuous professional learning to impact instruction and student learning.

4b. Collaborating to develop and sustain a professional learning environment to support student learning.

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

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 students.[1]

Attributes	Below Standard	Developing	Proficient	Exemplary
				In addition to the characteristics of **Proficient**, *including two or more of the following:*
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interaction 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 interaction among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
Respect for student diversity[2]	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.

Note: Southington edits are underlined.

[1]**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, socioeconomics and environment on the learning needs of students.

[2]**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.

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
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 competence[3] 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[4] and social skills and take responsibility for their actions.

[3]*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).

[4]*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[5].

Attributes	Below Standard	Developing	Proficient	Exemplary
				In addition to the characteristics of **Proficient**, *including the following:*
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.

[5] ***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 challenge[6] for all students.

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including two or more of the following:*
Content of lesson plan[7] 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.[8]	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 challenge 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 strategies[9]	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.

[6]**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.

[7]**Lesson plan**: a purposeful planned learning experience.

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

[9]**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.

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
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, discourse[10] or inquiry-based learning[11] and/or application to other situations.	Plans to release responsibility to the students to apply and/ or extend learning beyond the learning expectation.
Instructional resources[12] and flexible groupings[13] 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.

[10]*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.

[11]*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.

[12]*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.

[13]*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 strategies[14] to monitor student progress.

	Below Standard	**Developing**	**Proficient**	**Exemplary**
Attributes				*In addition to the characteristics of* **Proficient***, including one or more of the following:*
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 out comes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

[14]**Assessment Strategies** are used to evaluate student learning during and after instruction.
1. **Formative assessment** is part of the instructional process, used by teacher 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 implement instruction to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** *by:*

Indicator 3a | Implementing instructional content[15] for learning.

Attributes	Below Standard	Developing	Proficient	Exemplary
				In addition to the characteristics of **Proficient**, *including two or more of the following:*
Instructional purpose	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. <u>Teacher helps students to explain how the learning is situated within the broader learning context/curriculum.</u>	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 students 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 student to extend their learning beyond the lesson expectations <u>and/or make cross-curricular connections.</u>
Literacy strategies[16]	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.

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

[16]**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

3: Instruction for Active Learning

*Teachers implement 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.

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
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 resources[17] 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 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.

[17]**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

3: Instruction for Active Learning

*Teachers implement 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.

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including two or more of the following:*
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 multiple opportunities for student 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 students 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-assessment, helping themselves or their peers to improve their learning.
Feedback[18] 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 advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
Instructional Adjustments[19]	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.

[18]***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.

[19]***Instructiaonl 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.

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
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 refection 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.

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Collaboration with colleagues	Attends required meeting 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.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.

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.

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Positive school climate	Does not contribute to a positive school climate.	Participates in school-wide 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 relationships 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 communications[20]	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.

[20]***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.

From footnote ² on page 26:
   ***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.

APPENDIX B

* The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery Adapted for Student and Educator Support Specialists

Please note the following values:
Domain 1   35%   _Domain 2   15%_   _Domain 3   35%_   _Domain 4   15%._

Learning Environment, Student Engagement and Commitment to Learning

Service providers promote student engagement, independence, and interdependence in learning and facilitate a positive learning community by:

1a. Promoting a positive learning environment that is respectful and equitable.

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

1c. Maximizing service delivery by effectively managing routines and transitions.

Learning Environment, Student Engagement and Commitment to Learning

Service providers promote student engagement, independence, and interdependence in learning and facilitate a positive learning community by:

2a. Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students.

2b. Planning prevention/intervention to actively engage students in the content.

2c. Selecting appropriate assessment strategies to monitor student progress.

Learning Environment, Student Engagement and Commitment to Learning

Service providers promote student engagement, independence, and interdependence in learning and facilitate a positive learning community by:

3a. Implementing service delivery for learning.

3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

3c. Assessing student learning, providing feedback to students, and service delivery.

Learning Environment, Student Engagement and Commitment to Learning

Service providers promote student engagement, independence, and interdependence in learning and facilitate a positive learning community by:

4a. Engaging in continuous professional learning to impact service delivery and student learning.

4b. Collaborating to develop and sustain a professional learning environment to support student learning.

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

1: Learning Environment, Student Engagement, and Commitment to Learning

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

Indicator 1a | Promoting a positive learning environment that is respectful and equitable.[2]

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Rapport and positive social interactions	Interactions between service provider and students are negative or disrespectful and/or the provider does not promote positive social interaction among students.	Interactions between service provider and students are generally positive and respectful and/or the provider inconsistently makes attempts to promote positive social interactions among students.	Interactions between service provider and students are consistently positive and respectful and the provider regularly promotes positive social interaction among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
Respect for student diversity[3]	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the provider does not address disrespectful 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 and/or promotes a learning environment that discourages students from taking intellectual risks.	Creates and/or promotes a learning environment in which some students are willing to take intellectual risks.	Creates learning and/or promotes 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]**Respectful and equitable learning environment:** Understanding that educators must continuously work to ensure not only that educational learning environment are inclusive and respectful of all students, but they also offer opportunities for equitable access, survivability, outputs, and outcomes. Branson, C., & Gross, S. (Eds.). (2014). *Handbook of Ethical Educational Leadership*. Routledge.

[3]**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: Learning Environment, Student Engagement, and Commitment to Learning

*Service providers 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.

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
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 developmentally appropriate. **OR** Service provider seamlessly responds to misbehavior without any loss of instructional time.
Promoting social competence[4] 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: Learning Environment, Student Engagement, and Commitment to Learning

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

Indicator 1c | Maximizing service delivery by effectively managing routines and transitions.[6]

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Routines and transitions appropriate to prior needs of students	Does not establish or ineffectively establishes routines. Does not manage transitions from one task to another effectively, resulting in significant loss of service delivery time.	Inconsistently establishes routines. Inconsistently manages transitions, resulting in some loss of service delivery time.	Establishes routines and effectively manages transitions resulting in maximized service delivery time.	Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.

[6]**Routines and transitions:** Routines can be instructional or non-instructional organization activities. Transitions are non-instructional activities such as moving from one grouping, task or context to another.

2: Planning for Active Learning

Indicator 2a | Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge[7] for all students.

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/intervention plan[8] is aligned with standards	Plans prevention/intervention that is misaligned with or does not address the appropriate Connecticut content standards [9] and/or discipline-specific state and national guidelines.	Plans prevention/intervention that partially aligns with appropriate Connecticut content standards and/or discipline-specific state guidelines.	Plans prevention/intervention that directly aligns with appropriate Connecticut content standards and/or discipline-specific state and national guidelines.	Anticipates and plans for challenges and considers proactive approaches to address these in advance.
Prevention/intervention rests on evidence-based practice, student need, and appropriate level of challenge	Does not plan prevention/intervention using evidence-based practice, student need, or appropriate level of challenge.	Partially plans prevention/intervention using evidence-based practice, student need, and appropriate level of challenge.	Plans prevention/intervention using evidence-based practice, student need, and appropriate level of challenge.	Plans to challenge students to extend their learning to make connections to the school setting and larger world.
Use of data to determine students' prior knowledge and differentiate based on students' learning needs	Plans prevention/intervention without consideration of data, students' prior knowledge or different learning needs.	Plans prevention/intervention with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of data[10] to determine individual students' prior knowledge and skills to plan targeted, purposeful prevention/intervention that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data to advance learning, growth, and development.
Connection to school setting and larger world	Plans prevention/intervention that includes few opportunities for student to connect to school setting and larger world.	Plans prevention/intervention that includes some opportunities for students to connect to school setting and larger world.	Plans prevention/intervention that includes multiple opportunities for students to connect to school setting and larger world.	Designs opportunities for students to independently select prevention/intervention strategies that support their learning in the school setting and larger world.

Text that is UNDERLINED 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]**Prevention/Intervention plan**: a purposeful planned learning experience.

[9]**Connecticut content standards**: Standards developed for all content areas including Common Core State Standards (CCSS) inclusive of College and Career Readiness Anchor Standards and Early Learning and Development Standards (ELDS).

[10]**Multiple sources of data**: May include existing data or data to be collected. Data may formal (standardized tests) or informal (survey responses, interviews, anecdotal, grades etc.) and data may be formative or summative.

2: Planning for Active Learning

Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator **2b** | Planning prevention/intervention to actively engage students in the content.

Attributes	**Below Standard**	**Developing**	**Proficient**	**Exemplary**
				In addition to the characteristics of **Proficient**, *including one or more of the following:*
Strategies, tasks, and questions actively engage students	Plans prevention/intervention tasks that limit opportunities for students' active engagement.	Plans primarily service provider- directed prevention/intervention <u>strategies, tasks, and questions</u> that provide some opportunities for students' active engagement.	Plans instructional <u>strategies, tasks, and questions</u> that promote student active engagement <u>through problem-solving, critical or creative thinking, discourse</u>[11] <u>or inquiry-based learning</u>[12] <u>and/or application to other situations</u>.	Plans to release responsibility to the students <u>to apply and/ or extend learning to other situations</u>.
Resources[13] and flexible groupings[14] support active engagement and new learning	Selects or designs resources and/or groupings that do not actively engage students or support new learning.	Selects or designs resources and/or groupings that minimally <u>engage students and minimally support new learning about the world at large</u>.	Selects or designs resources and/or flexible groupings that actively engage students in <u>real world, global, and/or career connections</u> that support new learning.	Selects or designs resources that <u>actively engage students to extend new learning</u>.

Text that is UNDERLINED reflects Common Core State Standards Connections.

[11]*Discourse:* Is defined as the purposeful interaction between service providers 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 service provider's role in inquiry-based learning is one of facilitator or resource rather than dispenser of knowledge.

[13]*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

*Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2c | Selecting appropriate assessment strategies[15] to monitor student progress.

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
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 prevention/intervention outcomes.	Plans assessment strategies that are partially aligned to intended prevention/intervention outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of intended prevention/intervention outcomes at critical points throughout the prevention/intervention plan.	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 service delivery.
1. **Formative assessment** is part of the instructional process, used by service providers and students during service delivery that provides feedback to adjust ongoing services 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 service and learning goals have been met.

3: Service Delivery

Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

Indicator 3a | Implementing service delivery[16] for learning.

Attributes	Below Standard	Developing	Proficient	Exemplary
				In addition to the characteristics of **Proficient**, *including one or more of the following:*
Prevention / Intervention purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for prevention/intervention, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for prevention/ intervention and helps students to see how the learning is aligned with Common Core Standards and/or discipline specific state and national guidelines.	Students are encouraged to explain how the prevention/intervention is situated within the broader learning context/curriculum. Students will demonstrate understanding of prevention/intervention across various contextual settings.
Prevention / intervention plan precision	Makes multiple errors in the delivery of the prevention/intervention plan.	Makes minor errors in the delivery of the prevention/ intervention plan.	Prevention/intervention delivery demonstrates flexibility and sensitivity to targeted outcomes.	Invites students to explain the prevention/intervention plan and how it applies to their growth and development.
Prevention / intervention progression and level of challenge	Delivers prevention/ intervention that lacks a logical progression, is not evidence-based, attentive to student need or appropriate level of challenge.	Delivers prevention/ intervention in a generally logical progression, is somewhat evidence-based, attentive to students needs and appropriate level of challenge to advance student learning.	Clearly delivers prevention/ intervention in a logical and purposeful progression, is evidence-based, attentive to student needs and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the prevention/intervention expectations and make connections to the school and larger world.
Connection to school and larger world	Delivers prevention/ intervention with few opportunities for students to connect to the school setting and larger world.	Delivers prevention/ intervention with some opportunities for students to connect to the school setting and larger world.	Delivers prevention/ intervention that consistently integrates into the school setting and larger world.	Provides opportunities for students to independently use prevention/intervention strategies in the school setting and larger world.

Text that is UNDERLINED reflects Common Core State Standards Connections.

[16]**Service Delivery framework:** A set of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.

*Service providers implement prevention/intervention 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.

Attributes	Below Standard	Developing	Proficient	Exemplary
				In addition to the characteristics of **Proficient**, *including one or more of the following:*
Strategies, tasks and questions	Strategies, tasks and question do not lead students to construct new and meaningful learning.	Uses a combination of tasks and question in an attempt to lead students to construct new learning, with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and question that actively engage students in constructing new and meaningful learning through appropriately integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.	Includes opportunities for students to work collaboratively, when appropriate, and to generate their own question and problem-solving strategies, synthesize and communicate information.
Resources[17] and flexible groupings[18]	Uses resources and/or groupings that do not actively engage students or support new learning.	Uses resources and/or groupings that minimally engage students actively to support new learning.	Uses resources and flexible groupings that actively engage students in demonstrating new learning in multiple ways, including application of new learning to make 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 prevention/intervention that is primarily provider-directed, providing little or no opportunities for students to develop independence as learners.	Implements prevention/intervention that is mostly provider-directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/intervention that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/intervention 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 outcomes.

Text that is UNDERLINED reflects Common Core State Standards Connections.

[17]***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.

[18]***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.

Service providers implement prevention/intervention 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 service delivery.

Attributes	**Below Standard**	**Developing**	**Proficient**	**Exemplary**
				In addition to the characteristics of **Proficient***, including one or more of the following:*
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 multiple opportunities for student to self-assess.	Integrates student input in identifying and articulating individual criteria for success.
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of outcomes in prevention/intervention plan.	Assesses student learning with focus on progress toward achievement of the intended prevention/ intervention outcomes.	Assesses students learning with focus on progress toward the prevention/ intervention in order to monitor individual and group progress toward achievement of the intended prevention/intervention	Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning.
Feedback[19] to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended prevention/intervention outcomes.	Provides individualized, descriptive feedback that is accurate, actionable, and helps students advance their learning.	Encourages self-reflection or peer feedback that is specific and focuses on advancing student learning.
Prevention/ intervention adjustments[20]	Makes no attempts to adjust delivery of prevention/ intervention plan.	Makes some attempts to adjust delivery of prevention/intervention plan.	Adjusts delivery of prevention/intervention plan as necessary in response to individual and group performance.	Students identify ways to adjust prevention/ intervention plan that will be effective for them as individuals.

[19]*Feedback:* Effective feedback provided by the service provider 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]*Prevention/intervention adjustments:* Based on the monitoring of student understanding, service providers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

4: Professional Responsibilities and Leadership

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

Indicator 4a | Engaging in continuous professional learning to impact service delivery and student learning.

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Service provider 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 refection 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 and/or 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 Leadership

*Service providers maximize support for student learning by **developing and demonstrating professionalism, collaboration, and***

Indicator 4b | Collaborating to develop and sustain a professional learning environment to support student learning.

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Collaboration with colleagues	Attends required meeting to review data but does not use data to adjust prevention/ intervention practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to prevention/intervention practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent prevention/intervention practice to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and prevention/intervention 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.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.

4: Professional Responsibilities and Leadership

*Service providers maximize support for student learning by **developing and demonstrating professionalism, collaboration, and***

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

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Positive school climate	Does not contribute to a positive school climate.	Participates in school-wide 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 relationships 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 communications[21]	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 support connectedness between home and school experiences.

APPENDIX C

* The Southington Teaching Rubric for Music Ensemble and Classroom
(Adapted from the National Association for Music Education)

Southington Teaching Rubric for Music Ensemble – At a Glance

Domain 1
Environment, Student Engagement, and Commitment to Learning

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

1a. Creating a positive learning environment that teaches music is based on hard work, consistent attention to quality, and on-going commitment while maintaining an atmosphere of respect and rapport.
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
1c. Maximizing instructional time by effectively managing classroom procedures (routines and transitions).

Domain 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:

2a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and of students.
2b. Planning coherent instruction that cognitively engages students in content and sets instructional outcomes.
2c. Designing appropriate student assessments to monitor student progress.

Domain 3
Instruction for Active Learning

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

3a. Communicating clear and accurate knowledge and skill expectations to students.
3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques.
3c. Using assessment in instruction to provide feedback to students and adjust teaching.

Domain 4
Professional Responsibilities and Teacher Leadership

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

4a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.
4b. Participating in professional and school communities and maintaining accurate records related to that participation.
4c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.

(Adapted from the National Association for Music Education)

1: 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 teaches music is based on hard work, consistent attention to quality, and on-going commitment while maintaining an atmosphere of respect and rapport.

Attributes	Below Standard	Developing	Proficient	Exemplary
Maintaining Respect and Rapport	Teacher-student interactions are mostly negative, sarcastic, demeaning, or insensitive to developmental and cultural differences. Students exhibit disrespect for the teacher and one another. Teacher does not deal with disrespectful behavior and does not build rapport by displaying warmth, caring, or encouragement.	Teacher-student interactions are typically positive and supportive, but there is some evidence of favoritism or lack of developmental and cultural sensitivity. Students occasionally demonstrate respectful behavior. Teacher responds to disrespectful behavior, but attains mixed results. Teacher efforts to build rapport are somewhat successful.	Teacher-student interactions are uniformly positive and supportive. Teacher and students work together, and students exhibit respect for the teacher through on-task behaviors and work habits. Student interactions are generally polite and respectful. The teacher is efficient and effective in managing disruptions. Teacher has successfully built rapport with most students.	There is an atmosphere of genuine caring and respect between the teacher and students as individuals. Students respond willingly to requests to try new learning strategies and techniques. When necessary, students correct each other's behavior and promote civility. Teacher has a rapport that reflects a genuine understanding of each student as an individual.
Establishing a Culture for Learning	The rehearsal culture is characterized by a lack of teacher and student commitment to improving musicianship. There is little or no investment of student energy into music-making or music learning. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The rehearsal culture is characterized by some degree of teacher and student commitment to improving musicianship. On occasion, teacher appears to be "going through the motions," and students are more interested in playing/singing straight through the pieces than in the quality of their music-making. Teacher often conveys the idea that success in music-making is the result of natural ability rather than hard work. High expectations for music-making are reserved for those students thought to possess extraordinary musical ability.	The rehearsal culture is a busy and productive place where music learning is valued by all, with high expectations for music-making the norm for most students. Teacher conveys the concept that with hard work students can be successful musicians. Students understand their role as musicians and consistently expend effort to improve their musicianship. Rehearsal interactions support learning and hard work.	The rehearsal culture is an aesthetically vibrant and pleasing place, characterized by a shared belief in the importance of each individual student's musicianship to the realization of the musical score. Teacher conveys high expectations for music-making and learning by all students and insists on hard work. Students assume responsibility for high-quality music-making by offering constructive criticism, suggesting various musical techniques or interpretations, and helping peers.

1: 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.

Attributes	Below Standard	Developing	Proficient	Exemplary
Managing Student Behavior	There is no evidence of standards for musician conduct. There is little or no monitoring of student behavior. Students frequently challenge the teacher's authority. Teacher typically responds to misbehavior by losing emotional control and disrespecting students.	Standards for musician conduct appear to have been established, but their implementation in rehearsals and sectionals is inconsistent. Teacher tries to monitor student behavior and respond to misbehavior, but disciplinary procedures are occasionally overactive, inconsistent, or ineffective.	Student behavior in rehearsals and sectionals is typically appropriate. Teacher monitors student behavior against established standards for musician conduct. Teacher responses to misbehavior are consistent and effective.	Student behavior in rehearsals and sectionals is entirely appropriate. Ensemble members take an active role in monitoring their own behavior and that of other students against the standards for musician conduct. Teacher's monitoring of student behavior is often subtle and preventative. When ensemble members do misbehave, the teacher's response is respectful but also appropriate to the nature and frequency of the offense.

1: 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 classroom procedures (routines and transitions).

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Managing Classroom Procedures	Much rehearsal time is lost due to ineffective and inefficient classroom routines and procedures. There is little or no evidence that the teacher is able to manage ensemble and sectional settings, transitions, and/or handling of music and other instructional materials, resulting in frequent disruption of learning. Students do not know or will not follow established rehearsal and performance routines.	Some rehearsal time is lost due to only partially effective classroom routines and procedures. Teacher's management of ensemble and sectional settings, transitions, and/or handling of music and other instructional materials is often inconsistent and only partially successful, leading to some disruption of learning. Students follow established rehearsal and performance routines only when given regular guidance and prompting.	There is limited loss of rehearsal time because of effective classroom routines and procedures. Teacher's management of ensemble and sectional settings, transitions, and/or handling of music and other instructional materials is typically successful. With minimal guidance and prompting, students follow established rehearsal and performance routines.	Rehearsal time is maximized because classroom routines and procedures are both efficient and effective. Students contribute to the management of ensemble and sectional settings, transitions, and/or handling of music and other instructional materials. Rehearsal and performance routines are well understood and may be initiated by students.

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 demonstrates knowledge of content and pedagogy, of resources, and of students.

Attributes	Below Standard	Developing	Proficient	Exemplary
Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes errors with regard to period and style of the music performed and does not correct errors made by students. Teacher's plans and practice display little understanding of how concepts and skills relate to one another or knowledge about the relationships between the music and other disciplines. Teacher displays little or no understanding of the range of suitable pedagogical approaches, and conducting technique is unclear and uncommunicative.	Teacher is familiar with the works performed with regard to period and style of the music and the skills and/or knowledge required of students for success in performing a given work. Teacher displays a lack of understanding of how concepts and skills relate to one another or knowledge about the relationships between the music and other disciplines. Teacher's plans and practice reflect a limited range of pedagogical approaches and conducting techniques.	Teacher displays a solid knowledge of the works performed with regard to period and style of the music and the skills and/or knowledge required of students for success in performing a given work. Teacher has an understanding of how concepts and skills relate to one another and is familiar with relationships between the music and other disciplines. Teacher's plans and practice reflect familiarity with a wide range of pedagogical approaches and use of good conducting techniques.	Teacher displays extensive knowledge of the works performed with regard to period and style of the music and the skills and/or knowledge required of students for success in performing a given work. Teacher has knowledge of how concepts and skills relate to one another and an understanding of relationships between the music and other disciplines. Teacher's plans and practice reflect familiarity with a wide range of pedagogical approaches and use of clear conducting techniques to communicate musical nuance.

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 demonstrates knowledge of content and pedagogy, of resources, and of students.

Attributes	Below Standard	Developing	Proficient	Exemplary
Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and shows minimal knowledge about levels of development and playing skill of the students when selecting repertoire. Teacher does not seek knowledge or an understanding of students' backgrounds, cultures, interests, special needs, or language proficiency.	Teacher indicates the importance of understanding how students learn, and shows knowledge about levels of development and playing skill for the ensemble as a whole when selecting repertoire. Teacher seeks knowledge or an understanding of students' backgrounds, cultures, interests, special needs, and language proficiency for the ensemble as a whole.	Teacher understands the active nature of student learning, and shows knowledge about levels of development and playing skill for groups of students when selecting repertoire. Teacher purposefully seeks knowledge of students' backgrounds, cultures, interests, special needs, and language proficiency. This information is acquired for groups of students.	Teacher actively seeks and uses knowledge of students' levels of development and playing skill when selecting repertoire. Teacher seeks knowledge of students' backgrounds, cultures, interests, special needs, and language proficiency from a variety of sources. This information is acquired for individual students.
Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom or rehearsal room use, for expanding his or her knowledge, and for developing students' knowledge and skill available through the school/district and external to the school.	Teacher displays basic awareness of resources available for classroom use and for rehearsal room use, for expanding his or her knowledge, and for developing students' knowledge and skill through the school and/or district, but very limited or no knowledge of resources available external to the school.	Teacher displays awareness of resources available for classroom and rehearsal room use, for expanding his or her knowledge, and for developing students' knowledge and skill. Awareness of resources includes those available through school and/or district as well as some external to the school, both in digital and print forms.	Teacher's displays extensive knowledge of resources available for classroom and rehearsal room use, for expanding his or her knowledge, and for developing students' knowledge and skill. Knowledge of resources include those available through school and/or district, in the community, universities, and name and other professional organizations, both in digital and print forms, including peer-to-peer forums.

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 coherent instruction that cognitively engages students in content and sets instructional outcomes.

Attributes	Below Standard	Developing	Proficient	Exemplary
Designing Coherent Instruction	There is no or little prior planning to the rehearsal structure. Instructional outcomes are vague and not coherent. Students are not engaged in the rehearsal, and too much or too little time is spent on any one concept. There is little to no variety in the type of instruction planned.	Some of the learning activities and materials are suitable to the instructional outcomes. Evidence of some planning of rehearsals with an effort of providing some variety. The rehearsal plan has a recognizable structure but doesn't address individual student and/or section need.	Teacher's plans and use of resources align with learning outcomes and are suitable for the group of students. The learning activities are varied and represent different challenges for students. The rehearsal structure is clear, and time allotments are reasonable.	Teacher's plans coordinate content knowledge, various rehearsal techniques, understanding of students' needs, and available resources designed to engage all students in high-level performance. When possible, plans are differentiated for individual learners, with some opportunity for student choice. The rehearsal structure is clear, organized, and allows for flexibility.
Setting Instructional Outcomes	Few outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. Outcomes are vague, not written in the form of student goals, and/or do not permit viable methods of assessment. Few or no outcomes demonstrate acquisition of transferrable knowledge on the part of students, and rote learning of parts is the main method of rehearsing. Outcomes are not sequenced for mastery by the students.	Some outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. Some of the outcomes are clear, written in the form of student goals, and permit viable methods of assessment. Some outcomes demonstrate acquisition of transferrable knowledge on the part of students, but rote learning of parts is used. Outcomes are sequenced for mastery by most of the students.	Most outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. Most of the outcomes are clear, written in the form of student goals, and permit viable methods of assessment. Most outcomes demonstrate acquisition of transferrable knowledge on the part of students. Outcomes are sequenced for mastery by all students.	All outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. All outcomes are clear, written in the form of student goals, and permit viable methods of assessment. Outcomes demonstrate real acquisition of transferrable knowledge on the part of students. Outcomes take into account the varying needs of individual students and are sequenced for effective mastery by all students.

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. Designing appropriate student assessments to monitor student progress.

Attributes	Below Standard	Developing	Proficient	Exemplary
Designing Student Assessments	Assessments do not match learning expectations, and/or learning outcomes are not clearly defined. Teacher has no plan to incorporate formative assessment into rehearsals or use assessment results when planning future instruction.	Some of the instructional outcomes are assessed, but others are not. Criteria and standards are vague, and may not cover creating, performing, and responding. Teacher has plans to use formative assessments during rehearsals, but they are not fully developed. Teacher plans to use assessment results for future instruction for the entire class, not individual students.	Assessments are fully aligned with learning outcomes, and criteria are clearly defined. Assessment types are appropriate for the outcome being measured in the areas of creating, performing, and responding. The use of formative assessment is well designed, complementing the rehearsal process. Teacher intends to use assessment results when planning future instruction.	Assessments are fully aligned with learning outcomes, and criteria are clearly defined. Assessments are authentic to the work of the ensemble and provide real-life application when possible. Assessments provide opportunities for student choice and participation in designing the assessment for their own work in the areas of creating, performing, and responding. The use of formative assessment is well designed, complements the rehearsal process, and includes use of the assessment information by both teacher and student. Teacher intends to use assessment results when planning future instruction.

3: Instruction for Active Learning

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

Indicator 3a.   Communicating clear and accurate knowledge and skill expectations to students.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Communicating with Students	The primary objectives of the rehearsal are unclear to students, and the directions and/or the instructional procedures used are confusing. Teacher's explanation of key musical concepts and/or skills contains major errors. Teacher's spoken or written language contains errors of grammar or syntax. His/her vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the primary objectives of the rehearsal has only limited success, and the directions and/or the instructional procedures used must be clarified after initial student confusion. The teacher's explanation of key musical concepts and/or skills contains minor errors with some portions of the explanation being clear and other portions being difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited or not fully appropriate to the students' ages or backgrounds.	The primary objectives of the rehearsal are clearly communicated to students, including how these objectives are related to broader musical goals; directions and procedures are explained clearly. Teacher's explanation of musical concepts and skills is well framed, clear, and accurate; it connects with students' knowledge and experience. During the learning process, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	Teacher links the primary objectives of the rehearsal to the students' interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of musical concepts is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to their classmates' understanding of the skills/concepts. Teacher's spoken and written language is correct and expressive, and the teacher finds opportunities to extend the students' vocabularies.

3: Instruction for Active Learning

Teachers implement 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 embedded in questioning and discussion techniques.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Using Questioning and Discussion Techniques	Teacher's questions in the rehearsal elicit single correct responses rather than engage students in discussing musical outcomes, and are asked in rapid succession. Questions are directed by and from the teacher, and student questions are not welcomed. A few students, generally first-chair players, are called on to dominate the discussion.	Teacher's questions are directed at a single, teacher-determined, musical outcome with regard to the work being rehearsed. When teacher engages students through questions that elicit student input on musical interpretation, only a few students (generally first-chair players) are involved. Teacher's attempts to engage students within sections and across sections to consider their parts in the musical whole are not generally successful.	While some questioning may be on lower-level issues (e.g., "Was that note in tune?"), teacher asks broader questions that get at phrase-level interpretative issues. Teacher involves students directly in this process, respecting and implementing their input when appropriate and allowing and encouraging most students to take an active part in the discussion.	Teacher challenges students to discussion about the work rehearsed and about the ensemble, attaining high-level thinking processes and metacognition. The process results in students' identification of questions regarding performance and initiation of discussion to solve questions. Students draw others into the discussion, making sure that the groups function as an ensemble in discourse as well as musically.

3: Instruction for Active Learning

Teachers implement 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 embedded in questioning and discussion techniques.

Attributes	Below Standard	Developing	Proficient	Exemplary
Engaging Students in Learning	The repertoire and rehearsal technique used are inappropriate for the learning outcomes sought for the students in the ensemble. Rehearsal (especially initial rehearsals) encourages rote repetition of the teacher's idea of the music. The pace of the rehearsal is too slow or rushed. Few students are intellectually or artistically engaged in the musical outcome.	The repertoire and rehearsal technique are partially aligned with outcomes appropriate to the students in the ensemble, but the rehearsal process allows most students to merely comply with the teacher's direction. Pacing of the rehearsal does not allow students to be engaged in the artistic and intellectual basis of the music rehearsed.	The repertoire and rehearsal technique are aligned with outcomes appropriate to the students in the ensemble, and teacher uses the rehearsal process to provide scaffolding that engages students actively in making artistic and intellectual decisions regarding the work rehearsed. Pacing of the rehearsal provides most students with the time to be engaged in the artistic and intellectual basis of the music rehearsed.	The repertoire and rehearsal technique are designed to engage virtually all students in musical contributions that fully align with desired instructional outcomes. The rehearsal structure results in some student-initiated questioning about the music and student suggestions about ways to realize the intentions in the score; students are allowed freedom of choice in how they realize their parts and engage with their peers in carrying out that realization. Pacing of the rehearsal provides students with the time to be engaged in the artistic and intellectual basis of the music rehearsed.

3: Instruction for Active Learning

Teachers implement 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 embedded in questioning and discussion techniques.

	Below Standard	**Developing**	**Proficient**	**Exemplary**
Attributes				
Demonstrating Flexibility and Responsiveness	Teacher proceeds with the rehearsal as planned, even in the face of evidence of lack of musical progress and an underlying lack of student understanding or lack of student engagement in the music. Teacher ignores questions from students and, when faced with evidence that students cannot rise to the technical or musical challenges of the music rehearsed, blames the students or outside factors.	Teacher modifies his or her approach to the rehearsal as dictated by musical outcomes or by student reaction, with some success in keeping the students engaged in the music and improving in performance. Teacher accepts responsibility for student success, but has an insufficient grasp of rehearsal technique to help students.	Teacher modifies his or her approach to the rehearsal as dictated by musical outcomes or by student reaction, with some success in keeping the students engaged in the music and improving in performance. Teacher tries to keep all students in the ensemble engaged, using varied rehearsal techniques.	Teacher recognizes and builds on occurrences in the rehearsal to further engage students in the music, or alters rehearsal technique to address aspects of the performance that demonstrate student misunderstanding of the musical or technical material being rehearsed. Teacher continuously brings to bear new ideas and rehearsal techniques to help all students attain appropriate musical standards, drawing on resources of musical colleagues in the school or community to do so.

3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
Indicator 3c. Using assessment in instruction to provide feedback to students and adjust teaching.

Attributes	Below Standard	Developing	Proficient	Exemplary
Using Assessment in Instruction	There is little or no assessment or monitoring of student learning as evidenced by growth in the ensemble's interpretation of the music at hand; teacher either gives no guidance on shaping the music or provides such guidance in a non-specific way. Students are not aware of the musical standards applied, and do not attempt to identify the level of musical quality they are attaining.	Some assessment of the ensemble's progress is made, in a way generally limited to identification of performance errors. Students are only partly aware of the musical standards applied, and few students assess their individual work or the progress of the ensemble toward musical goals. Teacher does not use questions as a rehearsal technique, simply informing the students of the status of the musical performance rather than attempting to determine student understanding of the music.	The teacher regularly assesses the ensemble's and individual students' progress toward musical goals, and uses this assessment to provide students with accurate, specific feedback on aspects that need attention. Students seem to be aware of the musical criteria used, and some apply these criteria to assessment of their own contributions. Teacher uses questions to determine student understanding of the music.	Teacher integrates assessment into the rehearsal on an on-going basis. Students seem to be aware of the musical criteria used, and seem to have contributed to the development of the musical interpretation at the basis of those criteria. Students apply these criteria to their own contributions and to the musical performance of the ensemble as a whole. On-going feedback on progress toward musical goals, in both non-verbal and gestural or musical forms, is specific and appropriate. Teacher regularly uses questions to determine student understanding of the music.

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:
Indicator 4a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.

Attributes	Below Standard	Developing	Proficient	Exemplary
Reflecting on Teaching	Teacher is not cognizant of whether learning has occurred or whether the teaching was effective or ineffective, and/or incorrectly perceives the outcomes of the teaching episode. Teacher cannot offer any musical recommendations to improve the teaching episode.	Teacher superficially recognizes where learning occurred and that the teaching was or was not effective, and is able to give vague or limited musical recommendations about how the teaching episode could be improved.	Teacher recognizes the general points at which learning occurred and where learning did not occur and is able to give specific musical recommendations about where the teaching episode could be improved or changed.	Teacher specifically recognizes learning and non-learning moments and is able to give several examples of where he/she could have used different instructional strategies. Teacher is also able to predict the potential success of using different musical strategies.
Growing and Developing Professionally	Teacher is not involved in any professional development activities that might enhance pedagogical skills or knowledge. Teacher resists, rejects, and/or refuses to act on teacher evaluation feedback. Teacher does not join professional organizations or attend their meetings.	Teacher only participates in professional development in a limited capacity. Teacher is reluctant to accept feedback on teaching performance from supervisors or professional colleagues. Teacher is limited in ways he/she contributes to the profession.	Teacher actively looks for professional development opportunities to enhance music knowledge and skills along with pedagogical knowledge and skills. Teacher is receptive to feedback from supervisors and colleagues. Teacher also offers to assist other teachers in professional development.	In addition to activities at the "Proficient" level, teacher collaborates with other peers to conduct action research, asking them to observe his/her instruction. Teacher initiates contributions to the profession.

4: Professional Responsibilities and Teacher Leadership

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

Indicator 4b. Participating in professional and school communities and maintaining accurate records related to that participation.

Attributes	Below Standard	Developing	Proficient	Exemplary
Participating in a Professional Community	Relationships with colleagues are not functional and are self-serving. Teacher refuses to participate or avoids engaging in sharing, planning, or professional inquiry. Teacher does not provide service to the school beyond classroom duties.	Relationships are cordial. Teacher will participate or attend meetings for sharing, planning, or inquiry when specifically requested by the administrator. Teacher will provide a service, such as chaperoning a school dance, when specifically asked.	Relationships are supportive and collaborative. Teacher will attend meetings regularly and volunteers for various projects in sharing, planning, or inquiry. Teacher provides service to the school community beyond the classroom duties, for example, volunteering for school sporting events.	In addition to activities at the "Proficient" level, the teacher takes a leadership role in activities and contributes to significant school or district projects. Teacher provides leadership in service for example, by hosting an annual "music day" that involves all students and faculty in a musical event.
Maintaining Accurate Records	Teacher cannot provide records or a consistent system for monitoring student learning outcome assessments. Teacher cannot show records for individual student progress. Teacher is disorganized and does not use a system to keep records of payments from students or minutes of meetings.	Teacher can provide basic information about student learning outcome assessments. The system used to monitor payments from students is adequate but is not always effective and needs more consistent implementation.	Teacher can provide both group and individual information about student learning outcome assessments and has an accurate and effective system in place. The system used to monitor and record payments from students is effective and up-to-date. Students have access to their grades to check their progress toward learning goals.	Teacher can provide both group and individual information about student learning outcome assessments and has an accurate and effective system in place. The system used to monitor and record payments from students is effective and up-to-date, and students are able to access three types of records---grades, contact with parents, and payment information.

4: Professional Responsibilities and Teacher Leadership

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

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

	Below Standard	**Developing**	**Proficient**	**Exemplary**
Attributes				
Communicating with Families	Contact with parents is not made about the music program or about student progress. Parents are not aware of how their child is doing, nor do they know how their child receives a grade. Families are not included in the educational process.	Infrequent contact is made with parents about the music program and individual student progress. Most parents, but not all, are aware of their child's progress in class. Families are marginally included in their child's learning.	Frequent contact is made with parents about both the music program and individual student progress. All parents know specifically how their child is progressing. Families are included in activities specifically designed for their child's learning.	Frequent and successful efforts are made to inform parents about the music program and the classroom, as well as to provide detailed information about individual student progress. Families understand the learning that occurs in the music classroom, and they are often invited to participate in activities specifically designed for their child's learning.

Southington Teaching Rubric for Music Classroom – At a Glance

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-Classroom/Reviews of Practice
Domain 1 **Environment, Student Engagement, and Commitment to Learning** *Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:* **1a.** Creating a positive learning environment that conveys the value and effort to make music by both student and teacher while maintaining an atmosphere of respect and rapport. **1b.** Promoting developmentally appropriate standards of behavior that enable all students to engage actively in music making or listening establishing a learning environment that is engaging, productive, and enjoyable without being authoritarian. **1c.** Maximizing instructional time by effectively managing classroom procedures (routines and transitions) and organizational space.	**Domain 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:* **2a.** Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content. **2b.** Planning coherent instruction that demonstrates knowledge of music content, students' abilities, learning outcomes, and available resources. **2c.** Designing appropriate student assessments to monitor student progress and guide future instruction.
Domain 3 **Instruction for Active Learning** *Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:* **3a.** Communicating clear and accurate knowledge and skill expectations to students. **3b.** Exercising developmental awareness of students' skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning. **3c.** Using assessment in instruction to provide feedback to students and adjust teaching.	**Domain 4** **Professional Responsibilities and Teacher Leadership** *Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:* **4a.** Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation. **4b.** Participating in professional and school communities and maintaining accurate records related to that participation. **4c.** Communicating with students and families to develop and sustain a positive school climate that supports student learning.

(Adapted from the National Association for Music Education)

1: 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 conveys the value and effort to make music by both student and teacher while maintaining an atmosphere of respect and rapport.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Maintaining Respect and Rapport	Interactions between teacher and students, as well as among students, are mostly negative and inappropriate. Sensitivity toward age-appropriateness, cultural background, and different stages of development does not exist. Disrespectful behavior, sarcasm, put-downs, and conflicts occur throughout the class.	Interactions between teacher and students, as well as among students, are generally appropriate but may reflect some inconsistencies and favoritism, particularly toward students with more developed musical ability. Little sensitivity toward age-appropriateness, cultural background, and different stages of development exists. Attempts are made in response to disrespectful behavior with little results occurring, while interactions are neutral, showing neither positive connections nor conflict.	Interactions between teacher and students, as well as among students, are appropriate. Sensitivity is shown toward age-appropriateness of materials and activities; cultural background; and different stages of development. Successful re-teaching occurs in response to disrespectful behavior. Interactions are positive, yet some may seem impersonal.	Interactions between teacher and students, as well as among students, are very appropriate. Genuine sensitivity is apparent in regard to age-appropriateness of materials and activities; cultural background; and every different stage of development evidenced among the students. Successful pre-teaching of appropriate behavior often takes place with little to no redirection needed. Interactions are very positive and are characterized by a genuine valuing of each student as an individual with unique musical contributions.

1: 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 conveys the value and effort to make music by both student and teacher while maintaining an atmosphere of respect and rapport.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Establishing a Culture for Learning	The music classroom environment is characterized by a lack of commitment to learning by the teacher or students. Student energy toward musical tasks is barely present, if at all. Expectations are low for hard work, learning, and achievement for most students, with perhaps several exceptions.	The music classroom environment is characterized by little commitment to learning by the teacher or students. Teacher and students merely go through the motions in order to complete musical tasks, with high expectations only held for students believed to have innate talents for music.	The music classroom environment is characterized by cognitive and musical skills-based learning that is valued by both the teacher and students. High expectations exist for students, and hard work proves to be successful in learning musical content when teacher provides encouragement to students.	The music classroom environment is a cognitively vibrant place where students learn through making music. It is characterized by a shared belief in the importance of learning. Teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, by making revisions to students' musical compositions, and/or by helping peers master a musical skill.

1: 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 enable all students to engage actively in music making or listening establishing a learning environment that is engaging, productive, and enjoyable without being authoritarian.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Managing Student Behavior	No established standards of conduct are apparent along with little to no monitoring from the teacher of student behavior during any type of musical activity. Any response that is given to students' misbehavior is repressive and/or disrespectful to students' dignity.	Standards of conduct seem to be established, but are inconsistently implemented. Attempts are made to monitor student behavior, but results aren't evident during classroom music-making.	Standards of conduct are established with student behavior being mostly appropriate. Monitoring of student behavior during musical activities occurs, and responses to misbehavior are respectful, consistent, and fair.	Standards of conduct are clearly in place with student behavior being completely appropriate throughout all musical activities. Students monitor their own behavior, as well as that of their peers, and appropriately adjust or react to peers. Preventative teaching is often done with subtle redirections that are respectful and sensitive to students and their needs.

1: 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 classroom procedures (routines and transitions) and organizational space.

	Below Standard	**Developing**	**Proficient**	**Exemplary**
Attributes				
Managing Classroom Procedures	Insufficient classroom procedures and routines cause an abundance of lost instructional time. Little to no evidence exists of teacher management of instructional groups, transitions, and/or effective handling of music, musical instruments, and other materials and supplies. There is no evidence of students' knowing or following any type of established routine.	Partially effective classroom procedures and routines cause some lost instruction time. Inconsistent teacher management of instructional groups, transitions, and/or affect handling of music, musical instruments, and other materials and supplies causes some disruption to learning. Established routines only occur with regular prompting and assistance.	Effective classroom procedures and routines result in very little lost instructional time. Consistent teacher management of instructional groups, transitions and/or handling of music, musical instruments, and other materials and supplies is successful. Students need little prompting and assistance due to established routines.	Efficient and effective classroom procedures and routines result in maximized instructional time. Students regularly assist teacher with management of instructional groups, transitions, and/or handling of music, musical instruments, and other materials and supplies. Students rarely need prompting and assistance due to clearly taught routines.
Organizing Physical Space	The physical environment of the music classroom prohibits students from access to learning and is unsafe. The arrangement of music instruments, furniture, resources, technology, and materials for activities in the classroom is not supportive of learning.	The physical environment of the music classroom is safe and provides accessible learning to most students. Attempts by the teacher are made to modify arrangement of the classroom for musical activities, but are only moderately successful.	The physical environment of the music classroom is safe and provides accessible learning to all students. Arrangement of the room is appropriate for the lessons planned. Effective use of musical resources and technology are prepared by the teacher.	The physical environment of the music classroom is safe and provides accessible learning to all students including persons with special needs. Effective arrangement of the room and use of music resources are ensured and prepared by the teacher. Student contributions for adaptations are considered and used to optimize music 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 2a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content.

Attributes	Below Standard	Developing	Proficient	Exemplary
Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes errors with regard to concepts and the music being studied, and does not correct errors made by students. Teacher's Plans and practice display little understanding of how concepts and skills relate to one another and of the relationships between the music and other disciplines. Teacher displays little or no understanding of the range of suitable pedagogical approaches developmentally appropriate for the students.	Teacher is familiar with important concepts and the music studied. Teacher displays a lack of understanding of how concepts and skills relate to one another and of the relationships between the music and other disciplines. Teacher's plans and practice reflect a limited range of pedagogical approaches developmentally appropriate for the students.	Teacher displays solid knowledge of important concepts and the music studied. Teacher has an understanding of how concepts and skills relate to one another, and is familiar with relationships between the music and other disciplines. Teacher's plans and practice reflect familiarity with a wide range of pedagogical approaches developmentally appropriate for the students.	Teacher displays extensive knowledge of important concepts and the music studied. Teacher has knowledge of how concepts and skills relate to one another, an understanding of relationships between the music and other disciplines. Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches developmentally appropriate for the students.

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 demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content.

	Below Standard	**Developing**	**Proficient**	**Exemplary**
Attributes				
Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and attains minimal information about the levels of development. Teacher does not seek knowledge or an understanding of students' backgrounds, cultures, interests, special needs, and language or music proficiency.	Teacher indicates the importance of understanding of how students learn and attains information about the levels of development for the class as a whole. Teacher seeks knowledge of students' backgrounds, cultures, interests, special needs, and language proficiency as well as music proficiency for the class as a whole.	Teacher understands the active nature of student learning, and attains information about the levels of development for groups of students, particularly with regard to music concepts, knowledge, and skills. Teacher purposefully seeks knowledge of students' backgrounds, cultures, interests, special needs, and language proficiency. This information is acquired for groups of students.	Teacher actively seeks and uses knowledge of students' levels of development, particularly with regard to music concepts, knowledge, and skills. Teacher seeks knowledge of students' backgrounds, cultures, interests, special needs, and language proficiency from a variety of sources. This information is acquired for individual students.
Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom use, expanding one's own knowledge, and for students available through the school/district and external to the school.	Teacher displays basic awareness of resources available for classroom use, expanding one's own knowledge, and for students available through the school and/or district but very limited or no knowledge of resources available external to the school.	Teacher displays awareness of resources available for classroom use, expanding one's own knowledge, and for students. Knowledge of resources includes those available through school and/or district as well as some external to the school, both in digital and print forms.	Teacher displays extensive knowledge of resources available for classroom use, expanding one's own knowledge, and for students. Knowledge of resources includes those available through school and/or district, in the community, universities, and professional organizations both in digital and print forms.

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 coherent instruction that demonstrates knowledge of music content, students' abilities, learning outcomes, and available resources.

Attributes	Below Standard	Developing	Proficient	Exemplary
Designing Coherent Curriculum	The learning activities and materials are poorly aligned to the instructional outcomes. There is little or no evidence of a lesson plan. Instructional outcomes are vague and not coherent. Students are not engaged in the class, and too much or too little time is spent on any one concept.	Some of the learning activities and materials are suitable to the instructional outcomes and directed to some of the artistic processes of creating, performing, and responding. There is evidence of some planning of the lesson with an effort of providing some variety, but lesson doesn't address individual student's needs. The lesson plan has a recognizable structure, but the pacing is uneven.	Teacher's plans and use of resources align with learning outcomes and are suitable for the group of students. The learning activities are varied and represent different challenges for students, encompassing creating, performing, and responding. The lesson plan is clear, and time allotments are reasonable.	Teacher's plans coordinate content knowledge and skill across creating, performing, and responding; show understanding of students' needs; and use available resources designed to engage all students in higher-level thinking. When possible, plans are differentiated for individual learners with some opportunity for student choice. The lesson plan is clear, organized, and allows for flexibility.
Setting Instructional Outcomes	Few outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. Outcomes are vague, not written in the form of student learning, and/or do not permit viable methods of assessment. Few or no outcomes demonstrate acquisition of transferrable knowledge on the part of students, and rote learning of concepts and skills is the main instructional strategy. Outcomes are not sequenced for mastery by the students.	Some outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. Some of the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Some outcomes demonstrate acquisition of transferrable knowledge on the part of students, but rote learning of concepts and skills is used. Outcomes are sequenced for mastery by most of the students.	Most outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. Most of the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Most outcomes demonstrate acquisition of transferrable knowledge on the part of students. Outcomes are sequenced for mastery by all students.	All outcomes are related to the development of skill and knowledge in each of the three artistic processes of creating, performing, and responding. All of the outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes demonstrate real acquisition of transferrable knowledge on the part of students. Outcomes take into account the varying needs of individual students and sequenced for effective mastery by all students.

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. Designing appropriate student assessments to monitor student progress and guide future instruction.

	Below Standard	**Developing**	**Proficient**	**Exemplary**
Attributes				
Designing Student Assessments	Assessments do not match learning expectations and/or learning outcomes are not clearly defined. Teacher has no plan to incorporate formative assessments into instruction or using assessment results when planning future instruction.	Some of the instructional outcomes are assessed, but others are not. Criteria and standards are vague, and may not address creating, performing, and responding. Teacher has plans to use formative assessments during instruction but they are not fully developed. Teacher plans to use assessment results for future instruction for the entire class, not individual students.	Assessments are fully aligned with learning outcomes in creating, performing, and responding, and criteria are clearly defined. Assessment types are appropriate for the outcome being measured. The use of formative assessment is well designed. Teacher intends to use assessment results when planning future instruction.	Assessments are fully aligned with learning outcomes in creating, performing, and responding, and criteria are clearly defined. Assessments are authentic and provide real-life application when possible. Assessments provide opportunities for student choice and participation in designing the assessment for their own work. The use of formative assessment is well-designed and includes use of the assessment information by both teacher and student. Teacher intends to use assessment results when planning future instruction.

3: Instruction for Active Learning

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

Indicator 3a. Communicating clear and accurate knowledge and skill expectations to students.

	Below Standard	**Developing**	**Proficient**	**Exemplary**
Attributes				
Communicating with Students	The primary objectives of the lesson are unclear to students, and the directions and/or the instructional procedures used are confusing. Teacher's explanation of key musical concepts and/or skills contains major errors. Teacher's spoken or written language contains errors of grammar or syntax. His/her vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the primary objectives of the lesson has only limited success, and the directions and/or the instructional procedures used must be clarified after initial student confusion. Teacher's explanation of key musical concepts and/or skills contains minor errors with some portions of the explanation being clear and other portions being difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited or not fully appropriate to the students' ages or backgrounds.	The primary objectives of the lesson are clearly communicated to students, including how these objectives are related to broader musical goals; directions and procedures are explained clearly. Teacher's explanation of musical concepts and skills is well scaffolded, clear and accurate; it connects with students' knowledge and experience. During the learning process, teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the primary objectives of the lesson to the students' interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of musical concepts is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to their classmates' understanding of the skills/concepts. Teacher's spoken and written language is correct and expressive, and teacher finds opportunities to extend the students' vocabularies.

3: Instruction for Active Learning

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

Indicator 3b. Exercising developmental awareness of students' skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning.

	Below Standard	**Developing**	**Proficient**	**Exemplary**
Attributes				
Using Questioning and Discussion techniques	Teacher's questions elicit group correct responses rather than engage students in discussing musical outcomes, and are asked in rapid succession. Questions from students are not welcomed, but rather directed by and from the teacher. The few students who participate in the discussion tend to dominate the session.	Teacher's questions are directed at a single, teacher-determined, musical outcome with regard to the work being studied or at rote responses to simple questions. Where the teacher engages the students through questions that elicit student input on musical interpretation, only a few students are involved. Teacher's attempts to engage students playing all available instruments to consider ideas for interpretation are not successful.	While some questioning may be on lower-level issues (e.g., "Was that note in tune?" or "Are we following the dynamics on which we agreed?"), teacher asks broader questions that get at the key concepts being studied. Teacher involves students directly in this process, respecting and implementing their input when appropriate and allowing and encouraging most students to take an active part in the discussion.	Teacher challenges students to discussion about the music or concepts being studied, attaining high-level thinking processes and metacognition. The process results in students' identification of questions regarding the music and initiation of discussion to solve questions. Students draw others into the discussion, making sure that all students take part in the discussion and in the music-making, during which the results of the discussion are brought to life.

3: Instruction for Active Learning

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

Indicator 3b. Exercising developmental awareness of students' skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Engaging Students in Learning	The repertoire and sequencing of the class inappropriate for the learning outcomes sought for the students. Class structure encourages rote repetition of the teacher's idea of the music. The pace of the class is too slow or rushed. Few students are intellectually or artistically engaged in the musical outcome.	The repertoire and sequencing of the class are partially aligned with outcomes appropriate to the students' level of knowledge and skill, but the class structure only allows most students to comply with the teacher's direction. Pacing of the class does not allow the students to be engaged in the artistic and intellectual basis of the music rehearsed.	The repertoire and sequencing of the class are aligned with outcomes appropriate to the students' level of knowledge and skill, and the teacher uses the class to provide scaffolding that engages students actively in making artistic and intellectual decisions regarding the music being studied. Pacing of the lesson provides most students with the time to be engaged in the artistic and intellectual basis of the music rehearsed.	The repertoire and sequencing of the class are designed to engage virtually all students in musical contributions that fully align with desired instructional outcomes. The class structure results in some student-initiated questioning about the music and student suggestions about ways to revise or interpret the music being studied; students at times lead the music-making, and have time to be engaged in the artistic and intellectual basis of the music rehearsed.

3: Instruction for Active Learning

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

Indicator 3b. Exercising developmental awareness of students' skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning.

	Below Standard	**Developing**	**Proficient**	**Exemplary**
Attributes				
Demonstrating Flexibility and Responsiveness	Teacher proceeds with the class as planned, even in the face of evidence of lack of musical progress and an underlying lack of student understanding or lack of student engagement in the music. Teacher ignores questions from students and, when faced with evidence that students cannot rise to the technical or musical challenges of the music studied, blames the students or outside factors.	Teacher modifies his or her approach to the lesson as dictated by musical outcomes or by student reaction, with some success in keeping the students engaged in the music and improving in performance. Teacher accepts responsibility for student success, but has an insufficient grasp of pedagogical or musical technique to help students.	Teacher modifies his or her approach to the music as dictated by musical outcomes or by student reaction, with some success in keeping the students engaged in the music and improving in performance. Teacher tries to keep all students in the class engaged, using varied techniques for interpreting the music.	Teacher recognizes and builds on occurrences in the class to further engage students in the music, or alters tempo or other aspects of the music to address aspects of the performance that demonstrate student misunderstanding of the musical or technical material being rehearsed. Teacher continuously brings to bear new ideas and rehearsal techniques to help all students attain appropriate musical standards, drawing on resources of musical colleagues in the school or community to do so.

3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
Indicator 3c. Using assessment in instruction to provide feedback to students and adjust teaching.

	Below Standard	**Developing**	**Proficient**	**Exemplary**
Attributes				
Using Assessment for Instruction	There is little or no assessment or monitoring of student learning as evidenced by growth in the class's interpretation of the music at hand; teacher either gives no guidance on shaping the music or provides such guidance in a non-specific way. Students are not aware of the musical standards applied, and do not attempt to identify the level of musical quality they are attaining. All evaluative comments concern group performance and understanding rather than assessment of the individual's growth.	Some assessment of the class's progress is made, in a way generally limited to identification of performance errors. Students are only partly aware of the musical standards applied, and few students assess their individual work or the progress of the class toward musical goals. Teacher does not use questions (e.g., asking about a technique) but simply informing the students of the status of the musical performance rather than attempting to determine student understanding of the music.	Teacher regularly assesses the class's and individual students' progress toward musical goals, and uses this assessment to provide students with accurate, specific feedback on aspects that need attention. Students seem to be aware of the musical criteria used, and some apply these criteria to assessment of their own contributions. Teacher uses questions to determine student understanding of the music.	Teacher integrates assessment into the music class on an on-going basis. Students seem aware of the musical criteria used, and seem to have contributed to the development of the musical interpretation at the basis of those criteria. Students apply these criteria to their own contributions and to the musical performance of the class as a whole. On-going feedback on progress toward musical goals, in both non-verbal and gestural or musical forms, is specific and appropriate. Teacher regularly uses questions to determine student understanding of the music.

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:
Indicator 4a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Reflecting on Teaching	Teacher is not cognizant of whether learning has occurred or whether the teaching was effective or ineffective, and/or incorrectly perceives the outcomes of the teaching episode. Teacher cannot offer any musical recommendations to improve the teaching episode.	Teacher superficially recognizes where learning occurred and that the teaching was or was not effective, and is able to give only vague or limited musical recommendations about how the teaching episode could be improved.	Teacher recognizes the general points at which learning occurred and where learning did not occur and is able to give specific musical recommendations about where the teaching episode could be improved or changed.	Teacher specifically recognizes learning and non-learning moments and is able to give several examples of where he/she could have used different instructional strategies. Teacher is also able to predict the potential success of using different musical strategies.
Growing and Developing Professionally	Teacher is not involved in any professional development activities that might enhance his or her pedagogical skills or knowledge. Teacher resists, rejects, and/or refuses to act on teacher evaluation feedback. Teacher does not join professional organizations or attend their meetings.	Teacher only participates in professional development in a limited capacity. Teacher is reluctant to accept feedback on teaching performance from supervisors or professional colleagues. Teacher is limited in ways he/she contributes to the profession.	Teacher actively looks for professional development opportunities to enhance his or her music knowledge and skills along with his or her pedagogical knowledge and skills. Teacher is receptive to feedback from supervisors and colleagues. Teacher also offers to assist other teachers with professional development.	In addition to activities at the "Proficient" level, teacher collaborates with other peers to conduct action research, asking them to observe his/her instruction. Teacher initiates contributions to the profession.

4: Professional Responsibilities and Teacher Leadership

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

Indicator 4b. Participating in professional and school communities and maintaining accurate records related to that participation.

	Below Standard	**Developing**	**Proficient**	**Exemplary**
Attributes				
Participating in a Professional Community	Relationships with colleagues are not functional and are self-serving. The teacher refuses to participate or avoids engaging in sharing, planning, or professional inquiry. Teacher does not provide service to the school beyond classroom duties.	Relationships are cordial. Teacher will participate or attend meetings for sharing, planning, or inquiry when specifically requested by the administrator. Teacher will provide service, such as chaperoning a school dance, when specifically asked.	Relationships are supportive and collaborative. The teacher will attend meetings regularly and volunteers for various projects in sharing, planning, or inquiry. Teacher provides service to the school community beyond the classroom duties, for example, volunteering for school sporting events.	In addition to activities at the "Proficient" level, the teacher takes a leadership role in activities and contributes to significant school or district projects. The teacher provides leadership in service for example, by hosting an annual "music day" that involves all students and faculty in a musical event.
Maintaining accurate Records	Teacher cannot provide records or a consistent system for monitoring student learning outcome assessments. Teacher cannot show records for individual student progress. Teacher is disorganized and does not use a system to keep records of payments from students or of meeting minutes.	Teacher can provide basic information about student learning outcome assessments. The system used to monitor payments from students is adequate but is not always effective and needs more consistent implementation.	Teacher can provide both group and individual information about student learning outcome assessments and has an accurate and effective system in place. The system used to monitor and record payments from students is effective and up-to-date. Students have access to their grades to check their progress toward learning goals.	Teacher can provide both group and individual information about student learning outcome assessments and has an accurate and effective system in place. The system used to monitor and record payments from students is effective and up-to-date, and students are able to access all three types of records (grades, contact with parents, and payment information).

4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:
Indicator 4c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.

	Below Standard	**Developing**	**Proficient**	**Exemplary**
Attributes				
Communicating with Families	Contact with parents is neither made about the music program nor about student progress. Parents are not aware of how their child is doing, nor do they know how their child receives a grade. Families are not included in the educational process.	Infrequent contact is made with parents about the music program and individual student progress. Most parents, but not all, are aware of their child's progress in class. Families are marginally included in their child's learning.	Frequent contact is made with parents about both the music program and individual student progress. All parents know specifically how their child is progressing. Families are included in activities specifically designed for their child's learning.	Frequent and successful efforts are made to inform parents about the music program, the classroom, and detailed, individual student progress. Families understand the learning that occurs in the music classroom, and they are often invited to participate in activities specifically designed for their child's learning.

APPENDIX D
Template for setting SMART Goals

The SMART goal-setting process ensures that every goal is measurable and clear. The advantages of the SMART goal-setting process are:
- Provides a structured approach to a complex task
- Gives a clear framework for creating meaningful and achievable goals
- Accommodates all kinds of goals
- Is easy to teach others how to develop
- Helps to define goals in terms that can be widely understood
- Requires thinking through the implementation as well as the outcome

The characteristics of SMART goals are

Specific and Strategic
- The goal should be well defined enough that anyone with limited knowledge of your intent should understand what is to be accomplished.

Measurable
- Goals need to be linked to some form of a common measure that can be used as a way to track progress toward achieving the goal.

Aligned and Attainable
- The goal must strike the right balance between being attainable and aligned to standards but lofty enough to impact the desired change.

Results-Oriented
- All goals should be stated as an outcome or result.

Time-Bound
- The time frame for achieving the goal must be clear and realistic.

SMART Goals *Dos* and *Don'ts*

DO:	DON'T:
Create a plan	Expect to accomplish without effort
Start small	Focus on too much at once
Write it down	Forget to make a deadline
Be specific	Deal in absolutes
Track your progress	Expect perfection
Celebrate your success	Keep your goal on a shelf
Ask for support sooner than later	Beat yourself up for shortcomings
Make commitments	Try to accomplish it alone
	Forget that you CAN DO IT!

Appendix E
Sample Parent Surveys
These surveys are examples for parents/guardians

Parent Feedback Survey
Secondary School

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
1. Please select the school that your student attends.						
2. Identify the current grade of your student.						
3. My student's teachers have high learning expectations for my student.						
4. I view PowerSchool regularly to monitor my student's grades.						
5. My student's teachers update PowerSchool grades in a timely manner (minimum bi-weekly).						
6. If my student is not completing assigned work, that teacher contacts me before it worsens.						
7. In subjects that my student finds difficult or fails, that teacher maintains regular contact with me.						
8. I feel comfortable talking with school staff and teachers to resolve issues that concern my student.						
9. My student's teachers use technology effectively as a means of communication.						
10. My student's school uses technology effectively as a means of communication.						
11. I feel welcome whenever I attend a meeting or event at school.						
12. I feel my student is safe at school.						
13. The school recognizes students for their accomplishments.						
14. Please add further comments.						

Appendix E
Sample Parent Surveys
These surveys are examples for parents/guardians

Parent Feedback Survey
Elementary School

1. Please select the school that your student attends.						
2. Identify the current grade of your student.						

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
3. The classroom teachers and I communicate about my child's homework assignments.						
4. The classroom teachers communicate about how my child is doing in class.						
5. The classroom teachers and I communicate about what I can do to help my child learn.						
6. I know how my child is doing in school before I receive his/her report card.						
7. I have been provided the opportunity to understand my child's progress as measured by the standards-based report card.						
8. I feel welcome at this school.						
9. I feel my child is safe at this school.						

	None	1-2	3-4	4 or More
10. I have attended meetings or events at school this year (check one):				
11. Please add further comments.				

APPENDIX F
TEACHER EVALUATION TIMELINE

The Southington Professional Development and Evaluation Committee may alter timelines and dates based on unforeseen circumstances.

End of August-September 15th	By November 1	January- February	May/ June
Teacher examines student data and drafts 1 tentative SLO (minimum) Teacher sets 1 parent engagement goal Teacher/school set 1 school-wide student learning goal Teacher's 1 Performance and Practice Goal should have been set in June of previous year	Initial meeting with evaluator to discuss the 4 goals and objectives in order to arrive at mutual agreement Teacher begins collecting evidence Formal observations have begun	Continue to collect data to show improved student learning Mid-year conference - review progress - look at data - share observation evidence - SLOs can be adjusted at this time	Complete self- assessment for review by evaluator Submission of data for scoring of SLOs (SLOs based on SB/CAPT data may be rescored data becomes available but before September 15th) End of the Year Conference - discuss all evidence collected to date - discuss category ratings - begin tentative goal setting for next year

Teacher Category	Guideline Requirements
First and Second Year Novice Teachers, Non-Tenured, TEAM	Minimum 3 formal in-class observations; all will include a post conference; 2 will include a pre-conference
Below Standard and Developing, Tenured and Non-Tenured	Minimum 3 formal in-class observations; all will include post conference; 2 will include pre-conference and an additional 2 informal in-class observations
Proficient and Exemplary, 3rd & 4th Year Teachers, Tenured and Previously Tenured in other district	Minimum 1 formal in-class observation including pre and post conference once every three years; 3 informal in-class observations all other years. One review of practice every year.

3 GOALS
- **1 Student Learning Objective (minimum)**
  Whole School Student Learning Goal integrated where applicable
- **1 Teacher Performance and Practice Goal**
- **1 Parent Engagement Goal as determined by the administration**
  - Teacher and evaluator mutually agree upon growth/improvement targets to achieve this goal

APPENDIX G: FORMS

FORM F-1
Teacher Goal-Setting

STUDENT LEARNING OBJECTIVE

Teacher Name: _____ **Date:** _____

School: _____ **Grade:** _____ **Subject:** _____

 # Students covered by this SLO: _____ **% Students covered by this SLO:** _____

Italicized prompts within this form indicate teacher action.
Standard font indicates clarifying details to consider.

Student Learning Objective (SLO)

Record the SLO.

Describe the rationale for the SLO. Include specific state/national standards.

Baseline Data/Background Information

Include what you know about the targeted students' performance, skills, and achievement levels at the beginning of the year (relevant to this SLO) as well as any additional student data or background information used in setting your objective. Provide this information for each indicator if specific pre-test or baseline data are available.

Indicator(s) of Academic Growth and Development (IAGD) 45%

- Each IAGD indicates the targeted performance expectation for the selected students.
- The target growth for each student is a minimum of one year based on his starting point.
- The combination of IAGDs represents all learner levels and addresses a significant proportion of your students.

Example Initial IAGD: By June 2015, 15 students (those students who scored a raw score of below 24) will show a growth of at least five points on the vocabulary section of the Gates (Raw Score). This equates to at least one year's growth, and in some cases, as much as two year's growth.

Number the IAGDs below.

Interim Assessments /Assessment of Progress toward Achieving the SLO

List the interim assessments planned to gauge student progress toward this SLO.

List additional data points which could be used as potential indicators towards achieving the SLO.

Strategies/Actions to Achieve the SLO

State the Whole School Learning Goal established by your administration.

Identify at least one strategy/action which supports the Whole School Learning Goal.

FORM F-1 (continued)
Teacher Goal-Setting

Teacher Performance and Practice Goal – 40%

Record the Performance and Practice Goal identified during the prior end-of-year conference. If new to district or school, the goal shall be mutually agreed upon during the goal setting process.

Parent Feedback Goal (Established by administration) 10%

Although the goal is established by the administration, the methods a teacher employs to work towards the goal are mutually agreed upon.

List the methods.

☐ Revisions Required   Resubmit by: _____

☐ Approved

Evaluator Comments

SIGNATURES

Teacher: _____   Date: _____

Evaluator: _____   Date: _____

FORM F-2
Mid-Year Check In ~ Teacher Self-Assessment/Reflection

Teacher Name: _____ **Date:** _____

School: _____ **Grade:** _____ **Subject:** _____

TEACHER SECTION

STUDENT GROWTH INDICATORS

Italicized prompts within this form indicate teacher action.
Standard font indicates clarifying details to consider.

IAGDs (45%)

a) *Restate each initial IAGD and report the results to date (follow the example provided below).*

   Example Initial IAGD: By June 2015, 15 students (those students who scored a raw score of below 24) will show a growth of at least five points on the vocabulary section of the Gates (Raw Score). This equates to at least one year's growth, and in some cases, as much as two year's growth.
   Example Mid-Year Update: Within the group of students who scored below 24 on the vocabulary section of the fall Gates, 9/15 grew by 3 points, 2/15 grew by 1 point, and 2/15 regressed.

   - If an IAGD(s) is to be revised, then propose adjustments to achievement percentages below. IAGD achievement adjustments are mutually agreed.
   - Students who have met initial targets by mid-year will be actively monitored. Achievement results for all IAGD(s) will be shared during the end-of-year conference.

b) *Describe additional interventions for those students noted above who are not on track towards reaching the end of year set targets.*

c) *Describe any additional professional learning to help you achieve your goals.*

Whole School Student Learning Indicators (5%)

a) *Update the progress towards your identified strategy/action which supports the Whole School Learning Goal.*

FORM F-2 (continued)
Mid-Year Check In ~ Teacher Self-Assessment/Reflection

TEACHER PRACTICE INDICATORS

Performance and Practice Goal (40%)

a) *Summarize progress toward established goal.*
b) *Describe what professional learning would help you achieve your goals.*

Parent Feedback (10%)

Summarize progress.

EVALUATOR SECTION

Evaluator ~ Describe the progress to date and indicate any revisions or adjustments to student learning goals.

STUDENT GROWTH INDICATORS

Student Growth and Development (45%)

Is the staff member on track towards achieving IAGD(s) by the end of the year?   YES ☐   NO ☐   Comments (optional):   If a student or students is not on the needed trajectory, have additional interventions and monitoring been planned?   YES ☐   NO ☐   Comments (optional):

Whole School Student Learning Indicators (5%)

Has the staff member made progress towards the chosen strategy which supports the whole school learning goal?   YES ☐   NO ☐   Comments (optional):

FORM F-2 (continued)
Mid-Year Check In ~ Teacher Self-Assessment/Reflection

TEACHER PRACTICE INDICATORS

Performance and Practice Goal (40%)

Summarize progress.

Parent Feedback (10%)

Su**mmarize progress.**

SIGNATURES

Teacher: _____ **Date:** _____

Evaluator: _____ **Date:** _____

FORM F-3
End-of-Year Summative ~ Teacher Self-Assessment/Reflection

Teacher Name: _____   **Date:** _____

School: _____   **Grade:** _____   **Subject:** _____

STUDENT GROWTH INDICATORS

Italicized prompts within this form indicate teacher action.
Standard font indicates clarifying details to consider.

IAGDs (45%)

a)	*Follow the example provided below for each IAGD and respective SLO if more than one exists*. My Student Growth and Development Goal consisted of two SLOs. The first SLO stated students will demonstrate growth and or mastery of grade level literacy skills as measured by the Gates. - Initially, I predicted by June 2015, 15 students (those students who scored a raw score of below 24) would show growth of at least five points on the vocabulary section of the Gates. - At the mid-year meeting, 9/15 met or exceeded the set goal of 5 points; 1/15 grew by 3 points; 2/15 grew by 1 point; and 2/15 regressed. - By year's end, 3/15 (20%) made nine points growth and 11/15 (73%) made five points growth. The remaining student (7%) made four points growth. Although this student didn't achieve the benchmark set, he was one of the students who had shown regression at the mid-year mark. The additional interventions established at the mid-year mark and beyond accelerated this student's growth to four of the five desired points.
b)	*Describe any additional intervention employed after the mid-year conference for students who did not reach the end of year set targets*.
c)	*Describe what you have learned and how you will use it going forward*.

Whole School Student Learning Indicators (5%)

Summarize the progress towards your identified strategy/action which supported the Whole School Learning Goal.

FORM F-3 (continued)
End-of-Year Summative ~ Teacher Self-Assessment/Reflection

TEACHER PRACTICE INDICATORS

Performance and Practice Goal (40%)

Summarize progress toward established goal.

Parent Feedback (10%)

Summarize progress.

Target Areas for Growth

Identify Domain(s)/Indicator(s) where you would like to grow professionally and receive support.

SIGNATURES

Teacher: _____ **Date:** _____

Evaluator: _____ **Date:** _____

Teacher Name: _____   **Date:** _____

School: _____   **Grade:** _____   **Subject:** _____

HOLISTIC FINAL SUMMATIVE RATING

Based on the preponderance of evidence, the rating below values *Observation of Teacher Performance and Practice* and *Student Growth Outcome* greater than *Parent Feedback* and *Whole School Student Learning*.

EXEMPLARY	PROFICIENT	DEVELOPING	BELOW STANDARD
☐	☐	☐	☐

Administration Reflection (Status of teacher objectives including strengths and comments).

Cite Student Growth Outcome rubric rating and associated evidence. This should also include teacher's progress towards the Whole School Learning Goal.

Cite Teacher Performance and Practice rubric rating and associated evidence. This should also include progress toward the Parent Feedback goal.

Target Areas for Professional Growth

Teacher: _____   **Date:** _____

Evaluator: _____   **Date:** _____

Staff Member Acknowledgement:

I acknowledge that the information contained in this End-of-year Summative Teacher Evaluation was discussed and reviewed with me. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged to add my comments, if any, in writing.

☐ Additional comments are attached.

Directions: This information should be completed and provided to the evaluator at the time of the pre-conference or prior to the observation.

Staff Member _____   **School Program** _____

Date of Observation _____   **Time** _____

Subject _____   **Grade/Level** _____

Pre-Conference _____   **Post-Conference** _____

Evaluator _____

Objective and Relevant Standard(s)

Domain 2 ~ Planning for Active Learning	**Planned Actions**
a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.	
b. Planning instruction to cognitively engage students in the content.	
c. Selecting appropriate assessment strategies to monitor student progress.	

Is there anything the evaluator needs to know about the students, the room, recent events, etc.?

FORM F-5a (SESS)
Pre-Observation Plan
Formal Observation Report

Directions: This information should be completed and provided to the evaluator at the time of the pre-conference or prior to the observation.

Staff Member	_____	**School Program**	_____
Date of Observation	_____	**Time**	_____
Subject /Program	_____	**Grade/Level**	_____
Pre-Conference	_____	**Post-Conference**	_____
Evaluator	_____		

Objective/Relevant Standard(s)

Domain 2 ~ Planning for Active Learning	Planned Actions
a. Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students.	
b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	
c. Maximizing service delivery by effectively managing routines and transitions.	

Is there anything the evaluator needs to know about the students, the room, recent events, etc.?

Directions: This information should be completed and provided to the evaluator at the time of the pre-conference or prior to the observation.

Staff Member _____   **School Program** _____

Date of Observation _____   **Time** _____

Subject /Program _____   **Grade/Level** _____

Pre-Conference _____   **Post-Conference** _____

Evaluator _____

Objective/Relevant Standard(s)

Domain 2 ~ Planning for Active Learning	Planned Actions
a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content.	
b. Planning coherent instruction that demonstrates knowledge of music content, students' abilities, learning outcomes, and available resources.	
c. Designing appropriate student assessments to monitor student progress and guide future instruction.	

Is there anything the evaluator needs to know about the students, the room, recent events, etc.?

FORM F-5a Music Ensemble
Pre-Observation Plan
Formal Observation Report

Directions: This information should be completed and provided to the evaluator at the time of the pre-conference or prior to the observation.

Staff Member _____   **School Program** _____

Date of Observation _____   **Time** _____

Subject /Program _____   **Grade/Level** _____

Pre-Conference _____   **Post-Conference** _____

Evaluator _____

Objective/Relevant Standard(s)

Domain 2 ~ Planning for Active Learning	Planned Actions
a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and of students.	
b. Planning coherent instruction that cognitively engages students in content and sets instructional outcomes.	
c. Designing appropriate student assessments to monitor student progress.	

Is there anything the evaluator needs to know about the students, the room, recent events, etc.?

Staff Member _____

Directions: Reflective responses should be completed by the staff member prior to the post conference; or if the post conference is held immediately after the formal observation, these essential questions will guide the post observation conference. A copy of this form should be submitted to the evaluator at the post conference.

What do you think went well?

_____

What evidence of student learning do you have from this observation?

_____

What, if anything, would you do differently and why?

_____

Did anything occur during this observation that was not typical or anticipated? Did it have an effect on the outcome?

_____

Reflect on the focus objective that you chose.

_____

Staff Member _____

Directions: Reflective responses should be completed by the staff member prior to the post conference; or if the post conference is held immediately after the formal observation, these essential questions will guide the post observation conference. A copy of this form should be submitted to the evaluator at the post conference.

What do you think went well?

| |
| |

What evidence of student learning do you have from this observation?

| |
| |

What, if anything, would you do differently and why?

| |
| |

Did anything occur during this observation that was not typical or anticipated? Did it have an effect on the outcome?

| |
| |

Reflect on the focus objective/standard that you chose.

| |
| |

Staff Member _____

Directions: Reflective responses should be completed by the staff member prior to the post conference; or if the post conference is held immediately after the formal observation, these essential questions will guide the post observation conference. A copy of this form should be submitted to the evaluator at the post conference.

What do you think went well?

What evidence of student learning do you have from this observation?

What, if anything, would you do differently and why?

Did anything occur during this observation that was not typical or anticipated? Did it have an effect on the outcome?

Reflect on the focus objective/standard that you chose.

Staff Member _____

Directions: Reflective responses should be completed by the staff member prior to the post conference; or if the post conference is held immediately after the formal observation, these essential questions will guide the post observation conference. A copy of this form should be submitted to the evaluator at the post conference.

What do you think went well?

What evidence of student learning do you have from this observation?

What, if anything, would you do differently and why?

Did anything occur during this observation that was not typical or anticipated? Did it have an effect on the outcome?

Reflect on the focus objective/standard that you chose.

106

Staff Member _____   **School** _____

Evaluator _____   **Time** _____

Subject /Program/Grade _____

Period _____

Date of Observation _____   **Length of Observation** _____

Date of Pre-conference _____   **Date of Post-conference** _____

Lesson Objective:

_____

A. Observation of Teacher Performance and Practice

Domain 1 ~ Classroom Environment, Student Engagement and Commitment to Learning	Evidence/Rating			
a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Maximizing instructional time by effectively managing routines and transitions.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM F-5c (continued)
Formal Observation Report

A. Observation of Teacher Performance and Practice (continued)

Domain 2 ~ Planning for Active Learning	Evidence/Rating			
a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Planning instruction to cognitively engage students in the content.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Selecting appropriate assessment strategies to monitor student progress.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

Domain 3 ~ Instruction for Active Learning	Evidence/Rating			
a. Implementing instructional content for learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Assessing student learning, providing feedback to students, and adjusting instruction.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM F-5c (continued)
Formal Observation Report

A.   Observation of Teacher Performance and Practice (continued)

Domain 4 ~ Professional Responsibilities and Teacher Leadership	Evidence/Rating			
a. Engaging in continuous professional learning to impact instruction and student learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Collaborating to develop and sustain a professional learning environment to support student learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

B.   Collaborative Post-Conference discussion highlights

C.   Recommendations/Comments

Teacher: _____   **Date:** _____

Observer: _____   **Date:** _____

Staff Member Acknowledgement:

I acknowledge that the information contained in this End-of-year Summative Teacher Evaluation was discussed and reviewed with me. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged to add my comments, if any, in writing.

☐ Additional comments are attached.

FORM F-5c (SESS)
Formal Observation Report

Staff Member _____ **School** _____

Evaluator _____ **Time** _____

Subject /Program/Grade _____

Period _____

Date of Observation _____ **Length of Observation** _____

Date of Pre-conference _____ **Date of Post-conference** _____

Objective/Relevant Standard(s)

A.   Observation of SESS Performance and Practice

Domain 1 ~ Learning Environment, Student Engagement and Commitment to Learning	Evidence/Rating			
a. Promoting a positive learning environment that is respectful and equitable.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Maximizing service delivery by effectively managing routines and transitions.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM F-5c SESS (continued)
Formal Observation Report

A. Observation of SESS Performance and Practice (continued)

Domain 2 ~ Planning for Active Learning	Evidence/Rating			
a. Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Planning prevention/intervention to actively engage students in the content.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Selecting appropriate assessment strategies to monitor student progress.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM F-5c SESS (continued)
Formal Observation Report

A. Observation of SESS Performance and Practice (continued)

Domain 3 ~ Service Delivery	Evidence/Rating			
a. Implementing service delivery for learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Assessing student learning, providing feedback to students and adjusting service delivery.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM F-5c SESS (continued)
Formal Observation Report

Domain 4 ~ Professional Responsibilities and Leadership	Evidence/Rating			
a. Engaging in continuous professional learning to impact service delivery and student learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Collaborating to develop and sustain a professional learning environment to support student learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

D.   Collaborative Post-Conference discussion highlights

E.   Recommendations/Comments

Teacher/Staff: _____   **Date:** _____

Observer: _____   **Date:** _____

Staff Member Acknowledgement:

I acknowledge that the information contained in this End-of-year Summative Teacher Evaluation was discussed and reviewed with me. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged to add my comments, if any, in writing.

☐ Additional comments are attached

FORM F-5c Music Classroom
Formal Observation Report

Staff Member _____ **School** _____

Evaluator _____ **Time** _____

Subject /Program/Grade _____

Period _____

Date of Observation _____ **Length of Observation** _____

Date of Pre-conference _____ **Date of Post-conference** _____

Objective/Relevant Standard(s)

A. Observation of Performance and Practice

Domain 1 ~ Environment, Student Engagement and Commitment to Learning	Evidence/Rating			
a. Creating a positive learning environment that conveys the value and effort to make music by both student and teacher while maintaining an atmosphere of respect and rapport.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Promoting developmentally appropriate standards of behavior that enable all students to engage actively in music making or listening establishing a learning environment that is engaging, productive, and enjoyable without being authoritarian.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c.. Maximizing instructional time by effectively managing classroom procedures (routines and transitions) and organizational space.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM F-5c Music Classroom (continued)
Formal Observation Report

A. Observation of Performance and Practice (continued)

Domain 2 ~ Planning for Active Learning	Evidence/Rating			
a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Planning coherent instruction that demonstrates knowledge of music content, students' abilities, learning outcomes, and available resources.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Designing appropriate student assessments to monitor student progress and guide future instruction.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM F-5c Music Classroom (continued)
Formal Observation Report

A. Observation of Performance and Practice (continued)

Domain 3 ~ Instruction for Active Learning	Evidence/Rating			
a. Communicating clear and accurate knowledge and skill expectations to students.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Exercising developmental awareness of students' skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Using assessment in instruction to provide feedback to students and adjust teaching.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM F-5c Music Classroom (continued)
Formal Observation Report

Domain 4 ~ Professional Responsibilities and Leadership	Evidence/Rating			
a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Participating in professional and school communities and maintaining accurate records related to that participation.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

F. Collaborative Post-Conference discussion highlights

G. Recommendations/Comments

Teacher/Staff: _____ **Date:** _____

Observer: _____ **Date:** _____

Staff Member Acknowledgement:

I acknowledge that the information contained in this End-of-year Summative Teacher Evaluation was discussed and reviewed with me. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged to add my comments, if any, in writing.

☐ Additional comments are attached

FORM F-5c Music Ensemble
Formal Observation Report

Staff Member _____ **School** _____

Evaluator _____ **Time** _____

Subject /Program/Grade _____

Period _____

Date of Observation _____ **Length of Observation** _____

Date of Pre-conference _____ **Date of Post-conference** _____

Objective/Relevant Standard(s)

A. Observation of Performance and Practice

Domain 1 ~ Environment, Student Engagement and Commitment to Learning	Evidence/Rating			
a. Creating a positive learning environment that teaches music is based on hard work, consistent attention to quality, and on-going commitment while maintaining an atmosphere of respect and rapport.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Maximizing instructional time by effectively managing classroom procedures (routines and transitions).	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM F-5c Music Ensemble (continued)
Formal Observation Report

A. Observation of Performance and Practice (continued)

Domain 2 ~ Planning for Active Learning	Evidence/Rating			
a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and of students.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Planning coherent instruction that cognitively engages students in content and sets instructional outcomes.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Designing appropriate student assessments to monitor student progress.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM F-5c Music Ensemble (continued)
Formal Observation Report

A. Observation of Performance and Practice (continued)

Domain 3 ~ Instruction for Active Learning	Evidence/Rating			
a. Communicating clear and accurate knowledge and skill expectations to students.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Using assessment in instruction to provide feedback to students and adjust teaching.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM F-5c Music Ensemble (continued)
Formal Observation Report

Domain 4 ~ Professional Responsibilities and Leadership	Evidence/Rating			
a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Participating in professional and school communities and maintaining accurate records related to that participation.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

H. Collaborative Post-Conference discussion highlights

I. Recommendations/Comments

Teacher/Staff: _____ **Date:** _____

Observer: _____ **Date:** _____

Staff Member Acknowledgement:

I acknowledge that the information contained in this End-of-year Summative Teacher Evaluation was discussed and reviewed with me. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged to add my comments, if any, in writing.

☐ Additional comments are attached

FORM F-6a
Informal Observation of Teacher Performance and Practice

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____
Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 1 ~ Classroom Environment, Student Engagement and Commitment to Learning	Evidence/Rating			
a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Maximizing instructional time by effectively managing routines and transitions.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM F-6a (continued)
Informal Observation of Teacher Performance and Practice

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____

Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 2 ~ Planning for Active Learning	Evidence/Rating			
a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Planning instruction to cognitively engage students in the content.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Selecting appropriate assessment strategies to monitor student progress.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM F-6a (continued)
Informal Observation of Teacher Performance and Practice

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____

Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 3 ~ Instruction for Active Learning	Evidence/Rating			
a. Implementing instructional content for learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Assessing student learning, providing feedback to students, and adjusting instruction.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM F-6a (continued)
Informal Observation of Teacher Performance and Practice

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____

Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 4 ~ Professional Responsibilities and Teacher Leadership	Evidence/Rating			
a. Engaging in continuous professional learning to impact instruction and student learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Collaborating to develop and sustain a professional learning environment to support student learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

If you have any questions/comments/concerns pertaining to the content on this form, please contact the evaluator noted above.

FORM 6a (SESS)
Informal Observation of Student and Educator Support Specialist Performance and Practice

Support Specialist: _____ **Date:** _____ **Length of Observation:** _____

Assignment: _____ **School:** _____ **Grade(s):** _____

Domain 1 ~ Learning Environment, Student Engagement and Commitment to Learning	Evidence/Rating			
	Exemplary	Proficient	Developing	Below Standard
a. Promoting a positive learning environment that is respectful and equitable.	☐	☐	☐	☐
	Exemplary	Proficient	Developing	Below Standard
b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	☐	☐	☐	☐
	Exemplary	Proficient	Developing	Below Standard
c. Maximizing service delivery by effectively managing routines and transitions.	☐	☐	☐	☐

FORM 6a (SESS continued)
Informal Observation of Student and Educator Support Specialist Performance and Practice

Support Specialist: _____ **Date:** _____ **Length of Observation:** _____
Assignment: _____ **School:** _____ **Grade(s):** _____

Domain 2 ~ Planning for Active Learning	Evidence/Rating			
a. Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge for all students.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Planning prevention/intervention to actively engage students in the content.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Selecting appropriate assessment strategies to monitor student progress.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

127

FORM 6a (SESS continued)
Informal Observation of Student and Educator Support Specialist Performance and Practice

Support Specialist: _____ **Date:** _____ **Length of Observation:** _____
Assignment: _____ **School:** _____ **Grade(s):** _____

Domain 3 ~ Service Delivery	Evidence/Rating			
a. Implementing service delivery for learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Assessing student learning, providing feedback to students and adjusting service delivery.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM 6a (SESS continued)
Informal Observation of Student and Educator Support Specialist Performance and Practice

Support Specialist: _____ **Date:** _____ **Length of Observation:** _____
Assignment: _____ **School:** _____ **Grade(s):** _____

Domain 4 ~ Professional Responsibilities and Leadership	Evidence/Rating			
a. Engaging in continuous professional learning to impact service delivery and student learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Collaborating to develop and sustain a professional learning environment to support student learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

Evaluator: _____

Please note the following values: *Domain 1   35%*   *Domain 2   15%*   *Domain 3   35%*   *Domain 4   15%*.

   If you have any questions/comments/concerns pertaining to the content on this form, please contact the evaluator identified above.

FORM 6a – Music Classroom
Observation of Teacher Performance and Practice

Teacher Name: _____   **Date:** _____   **Length of Observation:** _____

Evaluator: _____   **School:** _____   **Grade:** _____   **Subject:** _____

Domain 1 ~ Environment, Student Engagement and Commitment to Learning	Evidence/Rating			
a. Creating a positive learning environment that conveys the value and effort to make music by both student and teacher while maintaining an atmosphere of respect and rapport.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Promoting developmentally appropriate standards of behavior that enable all students to engage actively in music making or listening establishing a learning environment that is engaging, productive, and enjoyable without being authoritarian.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Maximizing instructional time by effectively managing classroom procedures (routines and transitions) and organizational space.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM 6a – Music Classroom (continued)
Observation of Teacher Performance and Practice

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____
Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 2 ~ Planning for Active Learning	Evidence/Rating			
a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Planning coherent instruction that demonstrates knowledge of music content, students' abilities, learning outcomes, and available resources.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Designing appropriate student assessments to monitor student progress and guide future instruction.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM 6a – Music Classroom (continued)
Observation of Teacher Performance and Practice

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____
Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 3 ~ Instruction for Active Learning	Evidence/Rating			
a. Communicating clear and accurate knowledge and skill expectations to students.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Exercising developmental awareness of students' skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Using assessment in instruction to provide feedback to students and adjust teaching.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM 6a – Music Classroom (continued)
Observation of Teacher Performance and Practice

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____

Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 4 ~ Professional Responsibilities and Teacher Leadership	Evidence/Rating			
a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Participating in professional and school communities and maintaining accurate records related to that participation.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

If you have any questions/comments/concerns pertaining to the content on this form, please contact the evaluator noted above.

FORM 6a – Music Ensemble
Observation of Teacher Performance and Practice

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____

Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 1 ~ Environment, Student Engagement and Commitment to Learning	Evidence/Rating			
a. Creating a positive learning environment that teaches music is based on hard work, consistent attention to quality, and on-going commitment while maintaining an atmosphere of respect and rapport.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Maximizing instructional time by effectively managing classroom procedures (routines and transitions).	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM 6a – Music Ensemble (continued)
Observation of Teacher Performance and Practice

Teacher Name: _____   **Date:** _____   **Length of Observation:** _____

Evaluator: _____   **School:** _____   **Grade:** _____   **Subject:** _____

Domain 2 ~ Planning for Active Learning	Evidence/Rating			
a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and of students.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Planning coherent instruction that cognitively engages students in content and sets instructional outcomes.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Designing appropriate student assessments to monitor student progress.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM 6a – Music Ensemble (continued)
Observation of Teacher Performance and Practice

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____

Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 3 ~ Instruction for Active Learning	Evidence/Rating			
a. Communicating clear and accurate knowledge and skill expectations to students.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Using assessment in instruction to provide feedback to students and adjust teaching.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

FORM 6a – Music Ensemble (continued)
Observation of Teacher Performance and Practice

Teacher Name: _____ **Date:** _____ **Length of Observation:** _____
Evaluator: _____ **School:** _____ **Grade:** _____ **Subject:** _____

Domain 4 ~ Professional Responsibilities and Teacher Leadership	Evidence/Rating			
a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
b. Participating in professional and school communities and maintaining accurate records related to that participation.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐
c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.	Exemplary ☐	Proficient ☐	Developing ☐	Below Standard ☐

If you have any questions/comments/concerns pertaining to the content on this form, please contact the evaluator noted above.

Observation of Teacher Performance and Practice-Administrative Summative Rating Worksheet
To be utilized in determining overall practice rating for end of year conference.

Teacher: _____   Evaluator _____

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

FORM 6b SESS
Observation of SESS Performance and Practice-Administrative Summative Rating Worksheet
To be utilized in determining overall practice rating for end of year conference.

SESS: _____   **Evaluator** _____

Domain 1 ~ Learning Environment, Student Engagement and Commitment to Learning	Rating
a. Promoting a positive learning environment that is respectful and equitable.	
b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	
c. Maximizing service delivery by effectively managing routines and transitions.	
Combined Domain Rating	
Domain 2 ~ Planning for Active Learning	**Rating**
a. Planning prevention/intervention that is aligned with standards, builds on the students' prior knowledge, and provides for appropriate level of challenge for all students.	
b. Planning prevention/intervention to actively engage students in the content.	
c. Selecting appropriate assessment strategies to monitor student progress.	
Combined Domain Rating	
Domain 3 ~ Service Delivery	**Rating**
a. Implementing service delivery for learning.	
b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	
c. Assessing student learning, providing feedback to students and adjusting service delivery.	
Combined Domain Rating	
Domain 4 ~ Professional Responsibilities and Leadership	**Rating**
a. Engaging in continuous professional learning to impact service delivery and student learning.	
b. Collaborating to develop and sustain a professional learning environment to support student learning.	
c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.	
Combined Domain Rating	
Observation of SESS Performance and Practice Overall Rating	

FORM 6b - Music Classroom
Observation of Music Classroom Performance and Practice-Administrative Summative Rating Worksheet
To be utilized in determining overall practice rating for end of year conference.

Teacher: _____ Evaluator _____

Domain 1 ~ Environment, Student Engagement and Commitment to Learning	Rating
a. Creating a positive learning environment that conveys the value and effort to make music by both student and teacher while maintaining an atmosphere of respect and rapport.	
b. Promoting developmentally appropriate standards of behavior that enable all students to engage actively in music making or listening establishing a learning environment that is engaging, productive, and enjoyable without being authoritarian.	
c. Maximizing instructional time by effectively managing classroom procedures (routines and transitions) and organizational space.	
Combined Domain Rating	

Domain 2 ~ Planning for Active Learning	Rating
a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and differentiates and engages students of all abilities in content.	
b. Planning coherent instruction that demonstrates knowledge of music content, students' abilities, learning outcomes, and available resources.	
c. Designing appropriate student assessments to monitor student progress and guide future instruction.	
Combined Domain Rating	

Domain 3 ~ Instruction for Active Learning	Rating
a. Communicating clear and accurate knowledge and skill expectations to students.	
b. Exercising developmental awareness of students' skills and leading students, through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques, to participate in the exploration of musical concepts and apply new learning.	
c. Using assessment in instruction to provide feedback to students and adjust teaching.	
Combined Domain Rating	

Domain 4 ~ Professional Responsibilities and Teacher Leadership	Rating
a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.	
b. Participating in professional and school communities and maintaining accurate records related to that participation.	
c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.	
Combined Domain Rating	
Observation of Performance and Practice Overall Rating	

FORM 6b - Music Ensemble **Observation of Music Ensemble Performance and Practice-Administrative Summative Rating Worksheet** *To be utilized in determining overall practice rating for end of year conference.*	

Teacher: _____ **Evaluator** _____

Domain 1 ~ Environment, Student Engagement and Commitment to Learning	**Rating**
a. Creating a positive learning environment that teaches music is based on hard work, consistent attention to quality, and on-going commitment while maintaining an atmosphere of respect and rapport.	
b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.	
c. Maximizing service delivery by effectively managing classroom procedures (routines and transitions).	
Combined Domain Rating	
Domain 2 ~ Planning for Active Learning	**Rating**
a. Planning of instructional content that demonstrates knowledge of content and pedagogy, of resources, and of students.	
b. Planning coherent instruction that cognitively engages students in content and sets instructional outcomes.	
c. Designing appropriate student assessments to monitor student progress.	
Combined Domain Rating	
Domain 3 ~ Instruction for Active Learning	**Rating**
a. Communicating clear and accurate knowledge and skill expectations to students.	
b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies embedded in questioning and discussion techniques.	
c. Using assessment in instruction to provide feedback to students and adjust teaching.	
Combined Domain Rating	
Domain 4 ~ Professional Responsibilities and Teacher Leadership	**Rating**
a. Reflecting on teaching practice while growing and developing professionally through collegial conferencing and professional affiliation.	
b. Participating in professional and school communities and maintaining accurate records related to that participation.	
c. Communicating with students and families to develop and sustain a positive school climate that supports student learning.	
Combined Domain Rating	
Observation of Performance and Practice Overall Rating	

APPENDIX H
Improvement and Remediation Sample Form

"School Letterhead"
Improvement and Remediation Plan

Name:	
Association President/Designee:	
Initial Meeting Date:	
Implementation Date	
End Date	
Staff Assignment	
Immediate Supervisor	

Evidence of Deficiencies

Evaluatee Requests the Formation of an Improvement Team (may be added as plan evolves).

YES ☐   NO ☐

Team Members:

Improvement and Remediation Plan

Name: _____

Date: _____

Staff Assignment: _____

Immediate Supervisor: _____

Action Plan for Improvement (based on criteria for improvement)

GOAL	TIME LINE
Cite Domain and Indicator. Identify its attribute(s).	Each example below denotes an essential element of remediation and support: **Lesson Plans, Observations,** and **Peer Observations**. All action steps below are to be met within **90 school days** of the plan's implementation date.
Domain _____ focuses on _____.	
Specifically, _TEACHER NAME_ will demonstrate proficiency in attribute(s) _____.	_TEACHER NAME_ will meet with _SUPERVISOR NAME_ or his/her designee every two weeks for a lesson plan review. The lesson plans will highlight the elements of the attribute(s) _____.
Domain _____ focuses on _____.	
Specifically, _TEACHER NAME_ will demonstrate proficiency in attribute(s) _____.	_TEACHER NAME_ will be observed by _SUPERVISOR NAME_ or his/her designee, formally and informally, for a total of four observations. These observations will be unannounced and all will be followed by a post-conference.
Domain _____ focuses on _____.	
Specifically, _TEACHER NAME_ will demonstrate proficiency in attribute(s) _____.	_TEACHER NAME_ will observe a total of three teachers during his/her planning time to identify elements of the attribute _____. The teachers observed will be mutually agreed upon between _TEACHER NAME_ and _SUPERVISOR NAME_. _TEACHER NAME_ will submit a reflection after each observation summarizing the attribute(s) and how he/she may incorporate the strategies into his/her own practice. Each reflection will be sent via email attachment to _SUPERVISOR NAME_ within one week of each observation.

Southington Public Schools
Southington, CT

Southington Administrator Evaluation and Development Plan

The content of this document is meant for use in the Southington Public School District beginning in the year 2015-2016. The content of this document has been designed by committee consensus.

Southington's Administrator Evaluation and Development Committee Members
2015-16

Timothy F. Connellan
Superintendent of Schools

TBD
Assistant Superintendent for Instruction and Learning

Kimberly Hunt
Personnel Manager

Steve Madancy
Principal, Kennedy Middle School

Patricia Mazzarella
Principal, Flanders Elementary School

Frank Pepe
Principal, DePaolo Middle School

Brian Stranieri
Assistant Principal, Southington High School

Richard Terino
Assistant Principal, Southington High School

Table of Contents

Introduction

Southington's administrator evaluation and development system is applicable to all administrators working under the 092 certification. The Superintendent of Southington Public Schools shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with the requirements of Connecticut General Statutes. This plan ascribes to the Common Core of Leading: Connecticut School Leadership Standards. This plan defines effective practice, encourages the exchange of accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth.

Design Principles

Purpose and Rationale

Effective teaching ensures student success, and effective teaching can only occur when administration provides effective leadership and the necessary support. To support our teachers and administrators, we need to clearly define excellent practice and results, give accurate, useful information about educators' strengths and development areas and provide opportunities for professional learning, growth and recognition. The purpose of the Southington Administrator Evaluation and Development system is to evaluate performance, fairly and accurately, and to help each educator strengthen his/her practice to improve student learning. Administrator effectiveness is defined in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

Core Design Principles

1. Administrator performance is evaluated in four areas:
   - Student learning (45%)
   - Administrator practice (40%)
   - Stakeholder feedback (10%)
   - Teacher effectiveness (5%)
2. Growth over time is an inherent expectation.
3. To ensure the accuracy of ratings, evidence of performance and observation of practice within the CCL Leadership Standards is paramount; however, of equal importance are the professional conversations between the evaluator and his/her evaluatee. Both should be considered to make an informed judgment about the quality and efficacy of practice.

This document describes the process of evaluation and delineates the four components that form its basis ~ *leadership practice, stakeholder feedback, student learning* and *teacher effectiveness*.

The sequence of steps taken by the evaluator/evaluatee to conclude a summative rating for the evaluatee are specified.

Administrator Evaluation and Development Overview

Southington's evaluation and development plan consists of multiple measures to ensure a comprehensive depiction of administrator performance. All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

1. Leadership Practice Related Indicators: This category contains components that positively impact student learning.
   a) Observation of Leadership Performance and Practice (40%) as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards
   b) Stakeholder Feedback (10%) on leadership practice through surveys
2. Student Outcomes Related Indicators: This category is comprised of two components that reflect the administrator's contribution to student academic progress at the school and classroom level.
   a) Student Learning (45%) assessed in equal weight by 1) progress on the academic learning measures in the state's accountability system for schools and 2) performance and growth on locally-determined measures
   b) Teacher Effectiveness Outcomes (5%) as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

Ratings from each of the four components will be combined to produce a summative performance rating of Exemplary, Proficient, Developing, or Below Standard. The ratings are defined as follows:

Exemplary – substantially exceeding indicators of performance
Proficient – meeting indicators of performance and also meets the high standards of the district
Developing – meeting some indicators of performance but not others
Below Standard – not meeting indicators of performance.

Process and Timeline
Orientation
To begin, the superintendent or designee will provide the administrator with materials that present the evaluation and development process along with any necessary information (e.g., SPI, Stakeholder Survey results, District Strategic Plan, district-wide data). Materials must include the following:
❏ assessment rubric for administrator practice
❏ instruments employed to gather feedback from staff, families, and, if incorporated, student feedback
❏ forms utilized within the process
❏ a copy of this document which details the process and calculation involved in integrating the elements of evaluation into an overall, summative rating.

Goal-setting & Planning
By November 1
- Orientation (prior to school year)   - Administrator Goal-setting   - Goal-setting Conference

Mid-Year Check in
January/February
Mid-year conference to review goal and performance status

End of Year Review
By June 30
- Administrator self-reflection   - End of year conference   - Superintendent Rating and Summary Report
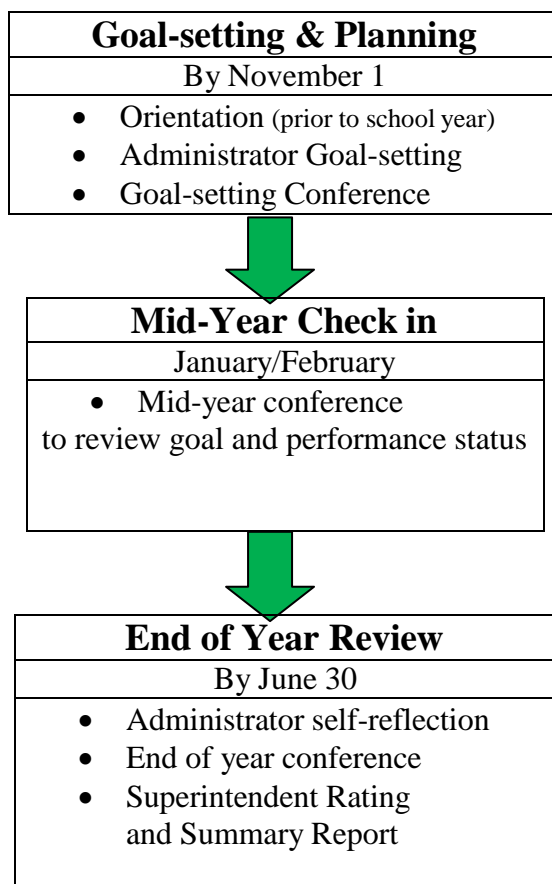
Step 1 / Goal-setting

Prior to the goal-setting conference, the administrator will craft at least two SLOs and one Survey Target that will form the basis of discussion. A focus area or areas to support the achievement of the SLOs and Survey Target will be identified in this conference. While it is understood that any administrator shall attend to each of the Common Core of Leading: Connecticut School Leadership Standards, a given Performance Expectation's Element may form the focus area that can produce the greatest impact on the administrator's practice and thus, summative evaluation rating.

The superintendent or designee and administrator will mutually agree on the measures and performance targets for the student learning indicators, teacher effectiveness outcomes, and stakeholder feedback. The evaluator and administrator will also identify the focus area(s) for development of administrator practice aligned to the Connecticut School Leadership Standards. Any professional development and resource needs to support the administrator in meeting the performance targets will be discussed. If the evaluator and the evaluatee are unable to agree on the goals, the sources of evidence, and/or support needed, the dispute shall be submitted to a subcommittee of Southington's Administrator Evaluation and Development Committee. The superintendent and the president of the collective bargaining unit may each designate self or select one representative from the Southington Administrator Evaluation and Development Committee to constitute this subcommittee and select a neutral party mutually agreed upon between them. The decision of the evaluation team shall be binding. Orientation and the goal-setting conference results are depicted below:

Available Data	➜➜➜			
		SLO 1	➜➜➜	**Focus Area(s)** *Aligned to Common Core of Leadership Performance Expectations and selected to assist in accomplishing the SLOs and Survey Target*
Superintendent's Priorities	➜➜➜			
		SLO 2	➜➜➜	
School Improvement Plan	➜➜➜			
		Survey Target	➜➜➜	
Prior Evaluation Results	➜➜➜			

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

1. Twenty-two point five percent (22.5%) of an administrator's evaluation shall be based only on student performance and/or growth on the state-administered assessments in core content areas that are part of the state's approved school accountability system.

    This portion must include:
    a) School Performance Index (SPI) progress from year to year;
    b) SPI progress for student subgroups.

    This portion may include:
    a) SPI rating;
    b) SPI rating for student subgroups.
    The local district will determine the relative weight on each of the above components.

2. Twenty-two point five percent (22.5%) of an administrator's evaluation shall be based on at least two locally-determined indicators of student learning, at least one of which must include student outcomes from subjects and/or grades not assessed on state-administered assessments. Any measure must be aligned to Common Core of State Standards and Connecticut Content Standards. ***For administrators in high schools, selected indicators must include the cohort graduation rate and the extended graduation rate as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.***

    Indicators
    1. For school-based administrators, selected indicators must be relevant to the student population (e.g., grade levels) served by the administrator's school and may include the following:
        *   Student performance or growth on the state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, etc.).
        *   Students' progress toward graduation in the school using 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.
- Other indicators proposed by the district.

2. For assistant principals, indicators may focus on student results from a subset of teachers, grade levels, or subjects, consistent with the job responsibilities of that assistant principal.

3. For central office administrators, indicators may be based on results in the group of schools, group of students, or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.

In the selection of indicators, the district may establish its own district-wide indicators or may allow administrators and their evaluators to craft mutually agreed upon student learning objectives specific to that administrator.

Locally established indicators will align to the Common Core State Standards or where no standards are available will align to research-based learning standards.

For any administrator assigned to a school in "review" or "turnaround" status in the state's accountability system, the indicators used for administrator evaluation must align with the performance targets set out in the school's mandated Improvement Plan.

Step 2 / Plan Implementation and Evidence Collection

As the evaluatee implements the plan, he/she and the evaluator both collect evidence about the evaluatee's practice. The evaluator must conduct school site visits with all observations followed by written feedback. This should occur within five school days of an observation. The evaluator should establish a schedule of site visitations to observe the evaluatee's practice and collect evidence on it. The first visit should occur near the beginning of the school year. Subsequent visitations might be planned at 2-3 month intervals.
Site visitations include a minimum of:
- 2 observations for each administrator
- 4 observations for administrators new to the district, school, profession, or who has received a rating of **Developing** or **Below Standard**.

Possible reviews of practice or sources of evidence may include but are not limited to
- Artifacts of budget aligned with identified priorities
- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teachers' meetings
- Observation of Administrative/Leadership Team meetings
- Communications to parents and community
- Observations of interactions with staff
- Observations of interactions with students
- Observations of interactions with families.

Step 3 / Mid-year Formative Review

In January/February, the evaluator shall hold a conference meeting with the evaluatee on the status of his/her SLO(s) and Survey Target progress. Discussion of the administrator's practice shall also occur. This meeting

affords the opportunity to revise any goal/target outcome that has been impacted by a change of context (e.g., a large influx of new students).

Step 4 / Self-Reflection
In the spring, the evaluatee reflects and assesses his/her practice on the Elements of the CCL: Connecticut Leadership Standards. This reflection should involve consideration of the following:
- Need to grow and improve practice on a given element;
- Strengths within a given element but potential for growth or improvement; and,
- Consistent effectiveness on a given element.

This self-reflection shall be submitted to the evaluator prior to the End of the Year Summative Review as an opportunity for the self-reflection to inform the summative rating.

Step 5 / Summative Review and Rating
The evaluator and evaluatee meet in the late spring to discuss the evaluatee's self-reflection and all evidence collected over the course of the year. While a formal rating follows this meeting, the evaluator uses the meeting to convey strengths, growth areas, and the probable rating. After the meeting, the evaluator assigns a holistic rating, based on a preponderance of evidence.

Formulating the Summative Rating
Leadership Practice Related Indicators
The Leadership Practice Related Indicators evaluate the administrator's knowledge of a complex set of skills and competencies and how these are applied in leadership practice. It is comprised of two categories:
- Observation of Leadership Practice **(40%)**
- Stakeholder Feedback **(10%)**

Category #1 Observation of Leadership Performance & Practice (40%)
Leadership practice is framed by the CCL: Connecticut School Leadership Standards, adopted by the Connecticut State Board of Education in June 2012. Effective administrative practice is delineated by six performance expectations.
1. **Vision, Mission, and Goals:** *Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.*
2. **Teaching and Learning:** *Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.*
3. **Organizational Systems and Safety:** *Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe high-performing learning environment.*
4. **Families and Stakeholders:** *Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.*
5. **Ethics and Integrity:** *Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.*
6. **The Education System:** *Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting educations.*

While all six of these performance expectations make for successful schools, improving teaching and learning is at the core of what effective educational leaders do. Therefore, **Performance Expectation 2 (Teaching and Learning)** constitutes half of the leadership practice rating and the other five performance expectations are equally weighted.

In order to arrive at these ratings, administrators are measured against the **CCL: Leader Evaluation Rubric (Appendix B)** which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are **Exemplary, Proficient, Developing,** and **Below Standard.** The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the CCL: Connecticut School Leadership Standards in order to serve as a guide and resource for evaluators and evaluatees to discuss practice, identify specific areas for growth and development, and have common language to use in describing what improved practice would be.

In cases where an evaluatee demonstrates one level of performance for a given element and a different level of performance for another element within a performance expectation, the evaluator will use judgment to decide the level of performance assigned to that performance expectation.

The superintendent or designee (i.e., the primary evaluator) will be responsible for the overall evaluation process, including assigning summative ratings. The district may also decide to use complementary evaluators to assist the primary evaluator. Complementary evaluators are certified administrators. Complementary evaluators *must* be fully trained as evaluators in order to be authorized to serve in this role.

Evaluatees and evaluators will not be required to complete this rubric at the Indicator level for any self-reflection or evaluation process. Evaluators and evaluatees will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using individual Indicators for supporting information as needed. As part of the evaluation process, evaluators and evaluatees should identify areas for ongoing support and growth.

All indicators of the evaluation rubric may not apply to assistant principals, directors, coordinators, or central office administrators. The district evaluators will generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards.

Summative ratings are based on the preponderance of evidence for each performance expectation in the CCL: Connecticut School Leadership Standards. The evaluator will assign a total practice rating based on the criteria in the chart below and generate a summary report of the evaluation prior to June 30. The summary report may be revised based on a review of additional data.

Exemplary	Proficient	Developing	Below Standard
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

Category #2 Stakeholder Feedback (10%)

Feedback from stakeholders is **10%** of an administrator's summative rating. A survey with measures aligned to CCL: Connecticut School Leadership Standards is administered annually to stakeholders to assess a leader's effectiveness. The survey shall:

- If constructed for school or district-wide purposes, contain a subset aligned to some or all of the CCL: Connecticut School Leadership Standards; and
- Include teachers and parents as stakeholders but may include other staff, community members, and students.

Examples of Surveyed Stakeholders School-based Administrators

Principals
All parents/guardians
All teachers and staff
All students grades 7-12

Assistant Principals
All or a subset of parents/guardians
All or a subset of teachers and staff
All or a subset of students grades 7-12

Central Office Administrators

Assistant Superintendent
Principals
Subsets of other administrators
Relevant parents/guardians

Directors and Coordinators
Principals
Assistant principals
Specific subsets of teachers and staff
Other district specialists
Relevant parents/guardians

The rating reflects the degree to which an administrator has shown growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth target.
Exceptions:
- Administrators with high ratings previously-rating reflects maintenance of that degree
- Administrators new to the role-reasonable target set using district standards

The evaluator makes an overall determination on the administrator's Leadership Practice and concludes a rating based on the following weights:
- Observation of Leadership Practice **(40%)**
- Stakeholder Feedback **(10%)**.
  Stakeholder feedback shall encompass the following process:
1. Administer standardized district survey aligned to the CCL: Connecticut School Leadership Standards to relevant stakeholders
2. Review and analyze standardized district survey results to establish baseline
3. Identify one area for growth, set a target for growth and detail action steps to accomplish that growth
4. In the spring, administer standardized district survey aligned to the CCL: Connecticut School Leadership Standards to relevant stakeholders
5. Aggregate and reflect on data to determine whether the action steps taken resulted in the established target being achieved

More than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.

Formulating the Summative Rating
Student Outcomes Related Indicators

Category #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 constitute the **45%** of the administrator's evaluation.

State Measures of Academic Learning
Currently the state's accountability system includes two measures of student academic learning:
1. School Performance Index (SPI) progress – changes from baseline in student achievement on Connecticut's standardized assessments
2. SPI progress for student subgroups – changes from baseline in student achievement for subgroups on Connecticut's standardized assessments
Evaluation ratings for administrators on these state measures are generated as follows:

Step 1: The target level for all Connecticut schools is an SPI rating of 88. SPI Progress is applied to give the administrator a rating.

Step 2: Ratings 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.
*Subgroup must exist in year prior and in year of evaluation.

Step 3: An overall summative rating will be determined based on noted progress or overall performance in Steps 1 and 2.

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student's scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

Locally-determined Measures (Student Learning Objectives)

Administrators establish at least two Student Learning Objectives (SLOs) on measures they select. A rating is assigned based on the results of the SLO measures and the mid-year and end of year conferences in which
1. adequate data was collected to enable the evaluator to make a fair judgment about whether the administrator met established objectives;
2. objectives are based on review of student characteristics (e.g., attendance, demographic and learning characteristics) relevant to the assignment of the administrator;
3. data informed mid-year conference and opportunity existed at mid-year to adjust performance targets;
4. summative data informed summative rating; and
5. professional resources are appropriate to supporting the administrator in meeting performance targets

Rating is assigned as illustrated in the following table:

Exemplary	Proficient	Developing	Below Standard
Exceeded both objectives substantially Or Exceeded one objective and substantially exceeded the other	Met both objectives Or Met 1 objective and made substantial progress on the other	Met 1 objective and did not meet the other objective nor make substantial progress on the second objective	Met no objective

To arrive at an overall Student Learning Rating, the state assessment rating and the locally-determined rating are applied in the following matrix. The point of intersection will yield the overall Student Learning Rating.

		State Measures of Academic Learning			
Locally-determined Measures of Academic Learning	*Rated*	*Exemplary*	*Proficient*	*Developing*	*Below Standard*
	Exemplary	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	Proficient	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	Developing	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	Below Standard	Gather further information	Rate Developing	Rate Developing	Rate Below Standard

Category #4 Teacher Effectiveness (5%)

Teacher effectiveness -as measured by an aggregation of teachers' student learning objectives (SLOs)- is **5%** of an administrator's evaluation. A central office administrator will be responsible for the teachers under his/her assigned role. All other administrators will be responsible for the teachers assigned to their given schools or a subset within those schools.

The administrator's rating for teacher effectiveness is assigned as illustrated in the table below.

Exemplary	Proficient	Developing	Below Standard
>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

The evaluator makes an overall determination on the administrator's Student Outcomes Related Indicators and concludes a rating based on the following weights:

- Student Learning **(45%)**
- Teacher Effectiveness Outcomes **(5%)**.

Summative Administrator Evaluation Rating

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

Exemplary – substantially exceeding indicators of performance

Proficient – meeting indicators of performance

Developing – meeting some indicators of performance but not others

Below Standard – not meeting indicators of performance.

The evaluator applies the overall rating for Leadership Practice derived from Observation of Leadership Performance and Practice **(40%)** and Stakeholder Feedback **(10%)** and the overall rating for Student Outcomes derived from Student Learning **(45%)** and Teacher Effectiveness Outcomes **(5%)** to the following matrix. The summative rating is identified where the two ratings intersect.

	Leadership Practice			
Rated	***Exemplary***	***Proficient***	***Developing***	***Below Standard***
Exemplary (Student Outcomes)	**Rate Exemplary**	**Rate Exemplary**	**Rate Proficient**	**Gather further information**
Proficient	**Rate Exemplary**	**Rate Proficient**	**Rate Developing**	**Gather further information**
Developing	**Rate Proficient**	**Rate Proficient**	**Rate Developing**	**Rate Below Standard**
Below Standard	**Gather further information**	**Rate Developing**	**Rate Developing**	**Rate Below Standard**

The evaluator completes the summative evaluation report and shares it with the evaluatee. It shall be placed into the evaluatee's personnel file. If, within two weeks of the report's receipt, the evaluatee requests, his/her written comments shall be added to the report in the personnel file.

Summative ratings must be completed for all administrators by June 30 of a given school year. Should data (i.e., survey results, teacher effectiveness ratings, state accountability measures, summative student learning indicators) not be available at the time of a final rating, a rating must be completed based on the evidence that is available.

- If the 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 ratings 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 the full assessment of student learning. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator may recalculate the evaluatee's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should occur before the start of the new school year so that prior year results can inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Administrator effectiveness will be based upon a pattern of summative ratings derived from the evaluation system. All administrators receiving a summative rating of *Proficient* or *Exemplary* shall be deemed effective. Any administrator not rated *Proficient* or *Exemplary* will be placed on an Improvement and Remediation Plan.

An experienced administrator shall be deemed ineffective if said administrator receives at least two sequential *Developing* ratings or one *Below Standard* rating at any time.

To be deemed effective, administrators new to the district will be required to have no more than one summative rating of *Developing* in their first year and a summative rating of *Proficient* or *Exemplary* in their second year.

Improvement and Remediation Plan

It is understood that an administrator shall receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address concern in its earliest stage.

If an administrator's performance is projected or rated as *Developing* or *Below Standard*, it signals the need for focused support and development. An Improvement and Remediation Plan will be constructed in collaboration with the evaluator and evaluatee who is entitled to representation by his/her exclusive bargaining unit representative. The plan is to be created within 30 work days after the completion of the summative rating conference.

The plan must include the following components:
- Area(s) in need of improvement;
- Evidence from the Mid-Year Formative Review or Summative Evaluation that shows an area(s) needing improvement (i.e., CCL: Connecticut School Leadership Standards - Performance Expectation ratings of *Developing* or *Below Standard*);
- Exemplar practices/strategies in the area(s) identified as needing improvement that the evaluatee can implement;
- Specific tasks the evaluatee will complete that will improve Performance Expectation
- List of supports and resources the evaluatee can use to improve (e.g., professional learning opportunities, peer observation, colleague mentor);
- How the evaluatee will demonstrate progress towards *Proficient* in the identified area(s) in need of improvement through observation, data, evidence, etc.;
- Timeline for meeting the year-end summative rating of no less than **Proficient** which identifies a mid-year conference in January;
- scheduled observations and periodic meetings which occur at designated frequency; and,
- all evaluative feedback will include a written summary.

The evaluator and evaluatee will sign the plan and copies will be distributed to all those involved in its implementation including the superintendent. The content of the plan shall be confidential.

To be deemed effective, the administrator upon conclusion of his/her Improvement and Remediation Plan must receive a rating of *Proficient* or better.

Dispute Resolution Process

A dispute shall be submitted to a subcommittee of Southington's Administrator Evaluation and Development Committee. The superintendent and the president of the collective bargaining unit may each designate self or select one representative from the Southington Administrator Evaluation and Development Committee to constitute this subcommittee and select a neutral party mutually agreed upon between them. This subcommittee shall resolve disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Ensuring Fairness and Accuracy: Evaluator Training

The district will provide all evaluators of administrators with training focused on the administrator evaluation system, including training on conducting effective observations and providing high-quality feedback. Ongoing calibration activities will be incorporated into their training.

Evaluation-based Professional Learning

As this evaluation process identifies the needs of individual or groups of individual administrators, the district will provide professional learning opportunities. These opportunities shall be linked to the specific outcomes of the evaluation process as they relate to student learning needs, professional practice needs, and/or the results of stakeholder feedback.
Examples:
- Coaching vs. Evaluating Workshops
- Interviewing Workshops
- Leadership Team Meetings
- Legislative Updates Sessions
- Design Your Own Professional Development (DYOPD)

Career Development and Professional Growth

The district will provide opportunities for administrator career development and professional growth based on performance identified through the evaluation process. These opportunities include, but are not limited to,
- observations of peers
- mentoring/coaching early career administrators
- participation in improvement and remediation plans for peers whose performance has necessitated them
- conducting professional learning workshops for peers
- targeted professional development based on areas of need

Appendix A

Common Core of Leading: Connecticut School Leadership Standards

Common Core of Leading:

Connecticut School Leadership Standards

*Performance Expectations, Elements and Indicators

June 27, 2012

*For further information, visit: http://www.sde.ct.gov/sde/cwp/view.asp?a=2641&O=333900

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 establish high expectations for all students and staff.

Element B. Shared Commitments to Implement 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 commitment among all stakeholders.

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.

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.

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.

Element C. Assessment and Accountability: Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

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.

Element B. Operational Systems: Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

Element C. Fiscal and Human Resources: Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

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 other stakeholders.

Element B. Community Interests and Needs: Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

Element C. Community Resources: Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

Element A. Ethical and Legal Standards of the Profession: Leaders demonstrate ethical and legal behavior.

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.

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.

PERFORMANCE EXPECTATION 6: The Education System

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

Element A. Professional Influence: Leaders improve the broader social, cultural economic, legal, and political, contexts of education for all students and families.

Element B. The Educational Policy Environment: Leaders uphold and contribute to policies and political support for excellence and equity in education.

Element C. Policy Engagement: Leaders engage policymakers to inform and improve education policy.

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.

Dispositions exemplified in Expectation 1:
   Education leaders believe in, value, and are committed to
- **Every student learning**
- **Collaboration with all stakeholders**
- **Examining assumptions and beliefs**
- **High expectations for all students and staff**
- **Continuous improvement for all based on evidence**

Narrative

Education leaders are accountable and have unique responsibilities for developing and implementing a shared vision of learning to guide organizational decisions and actions. The shared vision assists educators and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens. Education leaders guide a process for developing, monitoring, and refining a shared vision, strong mission, and goals that are high and achievable for every student when provided with effective learning opportunities.

The vision, mission, and goals include a global perspective and become the beliefs of the school community in which all students achieve. The vision, mission, and goals become the touchstone for decisions, strategic planning, and change processes. They are regularly reviewed and refined, using varied sources of information and ongoing data analysis.

To be effective, processes of establishing vision, mission, and goals incorporate diverse perspectives in the broader school community and create consensus to which all can commit. While leaders engage others in developing and implementing the vision, mission, and goals, it is undeniably their responsibility to also advocate for and act to increase equity and social justice.

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.[2]

Indicators: *A leader…*

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.

2. Aligns the vision, mission, and goals of the school to district, state, and federal policies.

3. Incorporates diverse perspectives and collaborates with all stakeholders[3] to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.

---

[1] **Leader**: Connecticut School Leaders who are employed under their intermediate administrator 092 certificate *(e.g. curriculum coordinator, principal, assistant principal, department head, and other educational supervisory positions).*

[2] **Staff**: all educators and non-certified staff.

[3] **Stakeholder**: a person, group or organization with an interest in education.

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 commitment among all stakeholders.

Indicators: *A leader…*

1. Develops shared understandings, commitments, and responsibilities with the school community and other stakeholders for the vision, mission, and goals to guide decisions and evaluate actions and outcomes.

2. Aligns actions and communicates the vision, mission, and goals so that the school community and other stakeholders understand, support, and act on them consistently.

3. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students.

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.

Indicators: *A leader…*

1. Uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.

2. Uses data, research, and best practice to shape programs and activities and regularly assesses   their effects.

3. Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.

4. Identifies and addresses barriers to achieving the vision, mission, and goals.
    Seeks and aligns resources to achieve the vision, mission, and goals.

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

Dispositions exemplified in Expectation 2:
Education leaders believe in, value, and are committed to

- **Learning as the fundamental purpose of school**
- **Inspiring a life-long love of learning**
- **High expectations for all**
- **Standards-based curriculum and challenging instruction**
- **Diversity as an asset**
- **Continuous professional growth and development to support and broaden learning**
- **Collaboration with all stakeholders**

Narrative

In a strong professional culture, leaders share responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system. Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision, mission, and goals and include a global perspective. Instruction is differentiated to provide opportunities to challenge all students to achieve.

A strong professional culture includes professional development and leadership opportunities. As a supervisor and evaluator the school leader provides timely, accurate, and specific feedback and time for reflective practice.

Educators collaboratively and strategically plan their professional learning to meet student needs. Leaders engage in continuous inquiry about the effectiveness of curricular and instructional practices and work collaboratively with staff and other educational leaders to improve student 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.

Indicators: *A leader…*

1. Develops shared understanding and commitment to close achievement gaps[4] so that all students achieve at their highest levels.

2. Supports and evaluates professional development to broaden faculty[5] teaching skills to meet   the needs of all students.

3. Seeks opportunities for personal and professional growth through continuous inquiry.

4. Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.

5. Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.

6. Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.

---

[4] **achievement gap** (attainment gap): refers to the observed disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic   status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college-enrollment and completion rates.

[5] **faculty**: certified school faculty.

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.

Indicators: *A leader…*

1. Develops a shared understanding of curriculum, instruction, and alignment of standards-based instructional programs.

2. Ensures the development, implementation, and evaluation of curriculum, instruction, and   assessment by aligning content standards, teaching, professional development, and   assessment methods.

3. Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations.[6]

4. Develops collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.

5. Provides faculty and students with access to instructional resources, training, and technical support to extend learning beyond the classroom walls.

6. Assists faculty and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens.

---

[6] **diverse student needs:** students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness, or other factors affecting 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.

Indicators: *A leader…*

1. Uses district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.

2. Develops and uses multiple sources of information[7] to evaluate and improve the quality of teaching and learning.

3. Implements district and state processes to conduct staff evaluations to strengthen teaching,   learning and school improvement.

4. Interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.

---

[7] **multiple sources of information**: including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations.

PERFORMANCE EXPECTATION 3: Managing 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.

Dispositions exemplified in Expectation 3:
  Education leaders believe in, value, and are committed to
- **A physically and emotionally safe and supportive learning environment**
- **Collaboration with all stakeholders**
- **Equitable distribution of resources**
- **Shared management in service of staff and students**

Narrative

In order to ensure the success of all students and provide a high-performing learning environment, education leaders manage daily operations and environments through   effective and efficient alignment of resources with the vision, mission, and goals.

Leaders identify and allocate resources equitably to promote the academic, physical, and emotional well-being of all students and staff. Leaders address any conditions that might   impede student and staff learning. They uphold laws and implement policies that protect the safety of students and staff. Leaders promote and maintain a trustworthy, professional work environment by fulfilling their legal responsibilities, implementing policies, supporting due process, and protecting civil and human rights of all.

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.

Indicators: *A leader…*

1. Develops, implements and evaluates a comprehensive safety and security plan in collaboration with the district, public safety departments and the community.

2. Advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.

3. Involves families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.

Element B: Operational Systems
Leaders distribute responsibilities and supervise management structures and practices to   improve teaching and learning.

Indicators: *A leader…*

1. Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.

2. Ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.

3. Facilitates the development of communication and data systems that assures the accurate and   timely exchange of information to inform practice.

4. Evaluates and revises processes to continuously improve the operational system.

5. Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.

Element C: Fiscal and Human Resources
Leaders establish an infrastructure for finance and personnel that operates in support of teaching   and learning.

Indicators: *A leader…*

1. Develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations**.**

2. Seeks, secures and aligns resources to achieve organizational vision, mission, and goals to   strengthen professional practice and improve student learning.

3. Implements practices to recruit, support, and retain highly qualified staff.

4. Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies

PERFORMANCE EXPECTATION 4: Collaborating with 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.

Dispositions exemplified in Expectation 4:
   Education leaders believe in, value, and are committed to
- **High standards for all students and staff**
- **Including families, community resources and organizations as partners**
- **Respecting the diversity of family composition and culture**
- **Continuous learning and improvement for all**

Narrative

In order to ensure the success and achievement of all students, educational leaders mobilize all stakeholders by fostering their participation and collaboration and seeking diverse perspectives in decision making and activities.

Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy.

Leaders ensure that teachers effectively communicate and collaborate with families in support of their children's learning.

In communicating with families and the community, leaders invite feedback and questions so that communities can be partners in providing the best education for every student.

<u>Element A: Collaboration with Families and Community Members</u>
Leaders ensure the success of all students by collaborating with families and other stakeholders.

Indicators: *A leader…*

1. Coordinates the resources of schools, family members, and the community to improve student achievement.

2. Welcomes and engages families in decision making to support their children's education.

3. Uses a variety of strategies to engage in open communication with staff, families and community members.

Element B: Community Interests and Needs
Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

Indicators: *A leader…*

1. Demonstrates the ability to understand, communicate with, and interact effectively with people.

2. Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.

3. Capitalizes on the diversity[8] of the community as an asset to strengthen education.

4. Collaborates with community programs serving students with diverse needs.

5. Involves all stakeholders, including those with competing or conflicting educational perspectives.

[8]**diversity**: including, but not limited to cultural, ethnic, racial, economic, linguistic, and generational.

Element C: Community Resources

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

Indicators: *A leader…*

1. Collaborates with community agencies for health, social, and other services that provide essential resources and services to children and families.

2. Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.

3. Applies resources and funds to support the educational needs of all children and families.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

Dispositions exemplified in Expectation 5:
Education leaders believe in, value, and are committed to
- **Modeling ethical principles and professional conduct in all relationships and decisions**
- **Upholding the common good over personal interests**
- **Taking responsibility for actions**
- **Promoting social justice and educational equity for all learners**

Narrative

Connecticut school leaders exhibit professional conduct in accordance with *Connecticut's Code of Professional Responsibility for Educators (Appendix A).*

Leaders hold high expectations of themselves, students, and staff to ensure that all students have what they need to learn. They remove barriers to high-quality education that derive from economic, social, cultural, linguistic, physical, gender, or other sources of educational disadvantage or discrimination. By promoting social justice across highly diverse populations, leaders ensure that all students have equitable access to educational resources and opportunities.

Leaders create and sustain an educational culture of trust and openness. They promote reflection and dialogue about values, beliefs, and best practices. Leaders are receptive to new ideas about how to improve learning for every student by engaging others in decision making and monitoring the resulting consequences on students, staff, and the school community.

Element A: Ethical and Legal Standards of the Profession
Leaders demonstrate ethical and legal behavior.

Indicators: *A leader…*

1. Exhibits professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators (see Appendix A).

2. Models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.

3. Uses professional influence and authority to foster and sustain educational equity and   social justice[9] for all students and staff.

4. Protects the rights of students, families and staff and maintains confidentiality.

---

[9] **Social Justice**: recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure   fairness and equity for all students.

<u>**Element B: Personal Values and Beliefs**</u>
Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission, and goals for student learning.

Indicators: *A leader…*

1. Demonstrates respect for the inherent dignity and worth of each individual.

2. Models respect for diversity and equitable practices for all stakeholders.

3. Advocates for and acts on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.

4. 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.

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.

Indicators: *A leader…*

1. Models, reflects on, and builds capacity for lifelong learning through an increased understanding of research and best practices.

2. Supports on-going professional learning and collaborative opportunities designed to   strengthen curriculum, instruction and assessment.

3. Allocates resources equitably to sustain a high level of organizational performance.

4. Promotes understanding of the legal, social and ethical use of technology among all members of the school community.

5. Inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.

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

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.

Dispositions exemplified in Expectation 6:
  Education leaders believe in, value, and are committed to
- **Advocating for children and public education**
- **Influencing policies**
- **Upholding and improving laws and regulations**
- **Eliminating barriers to achievement**
- **Building on diverse social and cultural assets**

Narrative

In a variety of roles, leaders contribute special skills and insights to the cultural, economic, legal, political, and social well-being of educational organizations and environments.

Leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support the success of every student, while increasing equity and social justice.

Leaders see education as an open system in which policies, goals, and resources extend beyond traditional ideas about organizational boundaries of schools or districts. Leaders advocate for education and students in professional, social, economic, cultural, political and other arenas. They recognize how principles and structures of governance affect federal, state, and local policies and work to influence and interpret changing norms and policies to benefit all students.

Building strong relationships with stakeholders and policymakers enables leaders to identify, respond to, and influence issues, public awareness, and policies.

Leaders who participate in the broader system strive to provide information and engage constituents with data to sustain progress and address needs.

<u>**Element A: Professional Influence**</u>

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

Indicators: *A leader…*

1. Promotes public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.

2. Develops and maintains relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues that affect education.

3. Advocates for equity, access, and adequacy in providing for student and family needs to enable all students to meet educational expectations.

Element B: The Educational Policy Environment

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

Indicators: *A leader…*

1. Collects and accurately communicates data about educational performance in a clear and timely way.

2. Communicates with decision makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations.

3. Upholds federal, state, and local laws, and influences policies and regulations in support of education.

Element C: Policy Engagement
Leaders engage policymakers to inform and improve education policy.

Indicators: *A leader…*

1. 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.

2. Promotes public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning.

3. Collaborates with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning, policies, and programs.

Sec. 10-145d-400a. Code of Professional Responsibility for Educators

(a) 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.

PROFESSIONAL CONDUCT

(b) Responsibility to the student

(1) 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 pursuit of truth, knowledge, and wisdom and provide access to all points of view without deliberate distortion of subject 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;

(I) Maintain the confidentiality of information concerning students obtained in the proper course of educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;

(J) Create an emotionally and physically safe and healthy learning environment for all students;

(K) Apply discipline promptly, impartially, appropriately and with compassion.

(a) Responsibility to the profession

    (1) The professional educator, in full recognition of his or her obligation to the profession, shall:

        (A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;
        (B) Uphold the professional educator's right to serve effectively;
        (C) Uphold the principle of academic freedom;
        (D) Strive to exercise the highest level of professional judgment;
        (E) Engage in professional learning to promote and implement research-based best educational practices;
        (F) Assume responsibility for his or her professional development;
        (G) Encourage the participation of educators in the process of educational decision making;
        (H) Promote the employment of only qualified and fully certified, 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.

(b) Responsibility to the community

    (1) 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, and 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.

(c) Responsibility to the Student's Family

    (1) The professional educator in 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*

(c) 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;
   (B) Discriminate against students;
   (C) Sexually or physically harass or abuse students;
   (D) Emotionally abuse students; or
   (E) Engage in any misconduct which would put students at risk.

(d) 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.

(e) 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) Shall not knowingly misrepresent facts or make false statements.

   *Unprofessional conduct is not limited to the above. When in doubt regarding professional conduct (choice of actions) please seek advice from your school district.

(f) This code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, and by the Connecticut Advisory Councils for Administrator and Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.

Appendix B

Common Core of Leading (CCL): Leader Evaluation Rubric

COMMON CORE OF LEADERSHIP EVALUATION RUBRIC
Performance Expectation 1: Vision, Mission and Goals:

Education leader[1] ensure the success and achievement of all students by guiding the development and implementation[2] 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	Below Standard	Developing	Proficient	Exemplary
1. *Information & analysis shape vision, mission and goals*	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students shapes a vision and mission based on basic data and analysis.	**uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.**	uses a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. *Alignment to policies*	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	**aligns the vision, mission and goals of the school to district, state and federal policies.**	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.
3. *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 low 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[3] 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[3] and builds staff capacity to implement a shared vision for high student achievement.

[1]**Leader:** Connecticut School leaders who are employed under their intermediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other educational supervisory positions)
[2]**Staff:** all educators and non-certified staff
[3]**Stakeholders:** a person, group or organization with an interest in education

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	Below Standard	Developing	Proficient	Exemplary
1. *Shared understandings guide decisions & evaluation of outcomes.*	tells selected staff and stakeholders about decision- making processes related to implementing and sustaining the vision, mission and goals.	develops understanding of the vision, mission and goals with staff and stakeholders. provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.	**develops shared understandings, commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.**	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.
2 and 3 combined– Communicates vision; Advocates for effective learning for all	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. 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.**	effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission. 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.

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.

Indicator	BelowStandard	Developing	Proficient	Exemplary
1. *Analyzes data to identify needs and gaps between outcomes and goals*	is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.	uses data to identify gaps between current outcomes and goals for some areas of school improvement.	**uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.**	collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals. works with faculty to collectively identify specific areas for improvement at the school, classroom and student level.
2 *and 3 combined— Uses data and collaborates to design, assess and change programs*	is unaware of the need to use data, research or best practice to inform and shape programs and activities.	uses some systems and processes for planning, prioritizing and managing change and inquires about the use of research and best practices to design programs to achieve the school's vision, mission and goals.	**uses data, research and best practice to shape programs and activities and regularly assesses their effects. analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.**	collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices. engages all stakeholders in building and leading a school-wide continuous improvement cycle.
3. *Identifies and addresses barriers to achieving goals*	does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.	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 their focus on student outcomes. uses challenges or barriers as opportunities to learn and to develop staff.
4. *Seeks and aligns resources*	is unaware of the need to seek or align resources necessary to sustain the school's vision, mission and goals.	aligns resources to some initiatives related to the school's vision, mission and goals.	**seeks and aligns resources to achieve the vision, mission and goals.**	builds capacity of the school and its staff to provide services that sustain the school's vision, mission and goals. prioritizes the allocation of resources to be consistent with the school's 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.

Indicator	BelowStandard	Developing	Proficient	Exemplary
1. *Analyzes data to identify needs and gaps between outcomes and goals*	is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.	uses data to identify gaps between current outcomes and goals for some areas of school improvement.	**uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.**	collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals. works with faculty to collectively identify specific areas for improvement at the school, classroom and student level.
2 *and 3 combined— Uses data and collaborates to design, assess and change programs*	is unaware of the need to use data, research or best practice to inform and shape programs and activities.	uses some systems and processes for planning, prioritizing and managing change and inquires about the use of research and best practices to design programs to achieve the school's vision, mission and goals.	**uses data, research and best practice to shape programs and activities and regularly assesses their effects. analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.**	collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices. engages all stakeholders in building and leading a school-wide continuous improvement cycle.
3. *Identifies and addresses barriers to achieving goals*	does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.	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 their focus on student outcomes. uses challenges or barriers as opportunities to learn and to develop staff.
4. *Seeks and aligns resources*	is unaware of the need to seek or align resources necessary to sustain the school's vision, mission and goals.	aligns resources to some initiatives related to the school's vision, mission and goals.	**seeks and aligns resources to achieve the vision, mission and goals.**	builds capacity of the school and its staff to provide services that sustain the school's vision, mission and goals. prioritizes the allocation of resources to be consistent with the school's vision, mission and goals.

54

COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

Performance Expectation 2: Teaching and Learning
Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

Element A: Strong Professional Culture
Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Closes achievement gaps	is unaware of the achievement gap[1]. is working toward improvement for only some students.	uses student outcome data to build their own awareness of achievement gaps. is developing a personal commitment to improvement for all students.	**develops shared understanding and commitment to close achievement gaps[1] so that all students achieve at their highest levels.**	regularly shares ongoing data on achievement gaps and works with faculty to identify and implement solutions. establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels.
2. Supports and Evaluates Professional Development	provides professional development that is misaligned with faculty and student needs. does not monitor classroom instruction for the implementation of professional development content.	provides professional development for staff that addresses some but not all needs for improvement.	**supports and evaluates professional development to broaden faculty[2] teaching skills to meet the needs of all students**	works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs. collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes.

[1]**Achievement gap** (attainment gap) refers to the disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race/ethnicity and socioeconomic status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college enrollment and completion rates.
[2]**Faculty:** certified school faculty

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...

3 and 4 combined – Fosters Inquiry and Collaboration for Improvement	establishes most strategies and directions without staff collaboration and is rarely open to new ideas and strategies. is uninvolved in faculty conversations to resolve student learning challenges.	models learning and seeks opportunities for personal growth. encourages staff collaboration and growth to improve teaching and learning.	**seeks opportunities for personal and professional growth through continuous inquiry.** **fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.**	develops processes for continuous inquiry with all staff and inspires others to seek opportunities for personal and professional growth. builds a culture of candor, openness to new ideas, and collaboration to improve instruction with all staff.
5. Supports Teacher Reflection and Leadership	provides insufficient time and resources for teachers to work together on instructional improvement. provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.	recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.	**provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.**	provides time and resources for teacher collaboration and builds the capacity. of teachers to lead meetings focused on improving instruction. builds a strong instructional leadership team, builds the leadership capacity of promising staff, and distributes leadership opportunities among staff.
6. Provides Feedback to Improve Instruction	ineffectively uses data, assessments or evaluation methods to support feedback. does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.	provides sporadic feedback based on data, assessments or evaluations. monitors some teachers' practice for improvements based on feedback.	**provides timely, accurate, specific and ongoing feedback using data, assessments and evaluation methods that improve teaching and learning.**	provides regular, timely and constructive feedback to all staff and monitors for implementation and improved practice. 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.

56

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	BelowStandard	Developing	Proficient	Exemplary
1 and 2 combined – Aligns Curriculum, Instruction and Assessment to Standards	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.	**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 meet or exceed state and national standards. monitors and evaluates the alignment of all instructional processes.
3. Improves Instruction for the Diverse Needs of All Students	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[1].**	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.

---

[1]Diverse student needs: students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness, or other factors affecting 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	BelowStandard	Developing	Proficient	Exemplary
4. Collaboratively Monitors and Adjusts Curriculum and Instruction	is unaware of how to analyze student progress using student work. supports the use of curriculum and instruction that fail to consistently meet the needs of all students.	analyzes student work and monitors student progress with occasional collaboration from staff. facilitates adjustments to curriculum and instruction that meet the needs of some but not all students.	**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.
5. Provides Resources and Training for Extended Learning	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 technical support to extend learning beyond the classroom walls.**	builds strong faculty commitment to extending learning beyond the classroom. collaborates with faculty to attain necessary resources and provide ongoing training and support for extended learning.
6. Supports the Success of Faculty and Students as Global Citizens[1]	focuses only on established academic standards as goals for student and staff skills. provides limited support or development for staff or students associated with the dispositions for a global citizen.	supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.	**assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.**	establishes structures for staff to continuously discuss the skill, knowledge and dispositions necessary for success as global citizens. faculty and students have multiple opportunities to develop global knowledge, skills and dispositions.

---

[1] **A Global Citizen** uses 21st century knowledge, skills and dispositions to communicate effectively, think creatively, respect diversity, gain an awareness and understandings of the wider world, appreciate different cultures and points of view and work to make the world a better place.

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	BelowStandard	Developing	Proficient	Exemplary
1 and 2 combined– Uses Multiple Sources of Information[1] to Improve Instruction	monitors limited sources of student information and staff evaluation data. does not connect information to school goals and/or instruction.	develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction. is learning to use multiple sources of information to identify areas for improvement.	**uses district, 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.
3. Staff Evaluation	conducts occasional classroom observations for some staff. does not connect evaluation results to professional development or school improvement goals.	completes evaluations for all staff according to stated requirements. uses some evaluation results to inform professional development.	**implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.**	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. develops and supports individual staff learning plans and school improvement goals based on evaluations.
4. Communicates Progress	provides limited information about student progress to faculty and families.	provides updates on student progress to faculty and families.	**interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders.**	builds the capacity of all staff to share ongoing progress updates with families and other staff members. consistently connects results to the vision, mission and goals of the school and frequently updates staff and families around progress and needs for improvement.

[1]**Multiple sources of information:** Including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations. Multiple assessments would include local, state, national, and international assessments.

COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

Performance Expectation 3: Organizational Systems and Safety

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

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

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

The Leader...

Indicator	BelowStandard	Developing	Proficient	Exemplary
1. *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.
2. *Positive school climate for learning*	is unaware of the link between school climate and student learning. acts alone in addressing school climate issues.	seeks input and discussion from school community members to build 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.
3. *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.

Element B: Operational Systems

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

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1 and 4 combined – Evaluate and Improve operational systems	ineffectively monitors operational processes. makes minimal improvements to the operational system.	reviews existing processes and plans improvements to operational systems.	uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise. processes to improve the operational system.	continuously evaluates and revises school processes. plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.
2. Safe physical plant	maintains a physical plant that does not consistently meet guidelines and legal requirements for safety.		ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.	develops systems to maintain and improve the physical plant and rapidly resolve any identified safety.
1. Data systems to inform practice	uses existing data systems that provide inadequate information to inform practice.	monitors communication and data systems to provide support to practice.	facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice.	gathers regular input from faculty on new communications or data systems that could improve practice. seeks new capabilities and resources based on school community input.
2. Equipment and technology for learning	uses existing equipment and technology or technology that ineffectively supports teaching and learning.	identifies new equipment and technologies and/or maintains existing technology. is learning about how technology can support the learning environment.	oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.	develops capacity among the school community to acquire, maintain and ensure security of equipment and technology and to use technology to improve instructional practices and enhance communication.

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	BelowStandard	Developing	Proficient	Exemplary
1 and 2 combined – Aligns resources to goals	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.
3. Recruits and retains staff	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 practices to recruit, support and retain highly qualified staff.**	involves all 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.
4. Conducts staff evaluations	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.

COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

Performance Expectation 4: Families and Stakeholders
Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

Element A: Collaboration with Families and Community Members
Leaders ensure the success of all students by collaborating with families and stakeholders.

The Leader...

Indicator	BelowStandard	Developing	Proficient	Exemplary
1. *Accesses family and community resources*	is unaware of how to access resources or support from families and the community.	reaches out to the broader community to access resources 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.
2. *Engages families in decisions*	provides limited opportunities for families to engage in educational decisions. does not ensure that families feel welcome in the school environment.	welcomes family involvement in some school decisions and events that support their children's education.	**welcomes and engages all families in decision-making to support their children's education.**	engages families consistently in understanding and contributing to decisions about school-wide and student- specific learning needs.
3. *Communicates with families and community*	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.

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	BelowStandard	Developing	Proficient	Exemplary
1. Communicates effectively	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 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.
2. Understands and accommodates diverse[1] student and community conditions	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.
3. Capitalizes on diversity	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.
4. Collaborates with community programs	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.
5. Involves all stakeholders	provides limited opportunities for stakeholder input. occasionally excludes or ignores competing perspectives.	elicits some stakeholder involvement and input. seeks occasional input from competing educational perspectives.	**involves all stakeholders, including those with competing or conflicting educational perspectives.**	builds a culture of ongoing open discussion for all stakeholders. actively seeks and values alternate viewpoints.

[1]Diversity: including, but not limited to cultural, ethnic, racial, economic, linguistic, generational

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	Below Standard	Developing	Proficient	Exemplary
1. Collaborates with community agencies	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.
2. Develops relationships with community agencies	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.
3. Applies resources to meet the needs of children and families	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.

COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

Performance Expectation 5: Ethics and Integrity
Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.

Element A: Ethical and Legal Standards of the Profession
Leaders demonstrate ethical and legal behavior.

The Leader...

Indicator	BelowStandard	Developing	Proficient	Exemplary
1. *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.
2. *Ethics*	does not consistently demonstrate personal and professional ethical practices.		**models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.**	holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.
5. *Equity and Social Justice*[1]	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.
6. *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.

[1]**Social Justice:** recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure fairness and equity for all students.

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	BelowStandard	Developing	Proficient	Exemplary
1. *Respects the Dignity and Worth of Each Individual*	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.
1. *Models Respect for Diversity and Equitable Practices*	does not consistently demonstrate respect for diversity and equitable practices for all stakeholders.		**models respect for diversity and equitable practices for all stakeholders.**	builds a shared commitment to diversity and equitable practices for all stakeholders.
3. *Advocates for Mission, Vision and Goals*	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.
4. *Ensures a Positive Learning Environment*	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.

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	BelowStandard	Developing	Proficient	Exemplary
1. Lifelong Learning	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.
2. Support of Professional Learning	does not consistently support and use professional development to strengthen curriculum, instruction and assessment.	supports professional development that is primarily related to curriculum and instructional needs.	**supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.**	supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment.
3. Allocates Resources Equitably	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.
4. Promotes Appropriate Use of Technology	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.
5. Inspires Student Success	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.

COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

Performance Expectation 6: The Education System

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

Element A: Professional Influence
Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Promotes public discussion about educational laws, policies and regulations*	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 shares 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.
2. *Builds relationships with stakeholders and policymakers*	takes few opportunities to engage stakeholders in educational issues.	identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers.	**develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to, and influence issues that affect education.**	actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.
3. *Advocates for equity, access and adequacy of student and family resources*	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 student 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.

Element B: The Educational Policy Environment

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

The Leader...

Indicator	BelowStandard	Developing	Proficient	Exemplary
1. *Accurately communicates educational performance*	ineffectively communicates with members of the school community. does not fully understand growth, trends and implications for improvement.	reviews school growth measures and student data. conducts basic data analyses and communicates data about educational performance.	**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.
2. *Improves public understanding of legislation, policy and laws*	provides incomplete 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.
3. *Upholds laws and influences educational policies and regulations*	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.

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The leader...

Indicator	BelowStandard	Developing	Proficient	Exemplary
1. *Advocates for public policies to support the present and future needs of children and families*	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.
2. *Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources*	is unaware of policies that result in equitable resources to meets the needs of all students. does not allocate resources appropriately, adequately or equitably.	supports fiscal 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.
3. *Collaborates with leaders to inform planning, policies and programs*	demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.	is learning to collect analyze and share data with others to raise awareness of its impact on decisions affecting student learning on local, district, state and national levels.	**collaborates with community leaders to collect and analyze data on economic, social and other emerging issues to inform district and school planning, policies and programs.**	actively engages all stakeholders 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.

Appendix C

Forms

FORM A
Initial Evaluation and Development Plan

Name: _____   **Date:** _____

School/Position: _____

STUDENT GROWTH INDICATORS

Student Learning Objectives

Write each SLO and identify what professional learning and/or other type of support would help you to achieve your goals. **SLO 1**
SLO 2

Focus Area Performance Expectation Element(s):

Possible Action Step(s)
Identify what professional learning and/or other type of support would help you to achieve your goals.

Survey Target:

Possible Action Step(s)

Evaluator's Comments:

Administrator: _____   **Date:** __

Evaluator: _____   **Date:** __

FORM B
Mid-year Administrator Self-Assessment/Reflection

Name: _____ **Date:** _____

School/Position: _____

Status of Student Learning Objectives
Copy and paste original SLOs and if applicable, revisions.
For each SLO, consider your overall assessment of progress toward the objective, describe what you have done that produced these results, describe what you have learned and how you will use it going forward, and identify what professional learning and/or other type of support would help you to achieve your goals. SLO 1:   SLO 2:

Status of Focus Area Performance Expectation Element(s)
Focus Area *(Please record original Focus Area.)***:**
Consider your overall assessment of progress within the focus area, describe what you have done that produced these results, describe what you have learned and how you will use it going forward, and identify what professional learning and/or other type of support would help you to achieve your goals.

Status of Survey Target
Survey Target *(Please record original Survey Target.)***:**
Consider your overall assessment of progress within the survey target and describe what you have learned and how you will use it going forward.

Evaluator's Comments:

Administrator: _____ **Date:** _

Evaluator: _____ **Date:** _

FORM C
End of Year Summative Administrator Self-Assessment/Reflection

Name: _____ **Date:** _____

School/Position: _____

Status of Student Learning Objectives
Copy and paste original SLOs and if applicable, revisions.
For each SLO, consider your overall assessment of progress toward the objective, describe what you have done that produced these results, describe what you have learned and how you will use it going forward, and identify what professional learning and/or other type of support would help you to achieve your goals.   SLO 1:   SLO 2:

Status of Focus Area Performance Expectation Element(s)
Focus Area *(Please record original Focus Area.)***:**
Consider your overall assessment of progress within the focus area, describe what you have done that produced these results, describe what you have learned and how you will use it going forward, and identify what professional learning and/or other type of support would help you to achieve your goals.

Status of Survey Target
Survey Target *(Please record original Survey Target.)***:**
Consider your overall assessment of progress within the survey target, describe what you have done that produced these results, describe what you have learned and how you will use it going forward.

Evaluator's Comments:

Administrator: _____ **Date:** __

Evaluator: _____ **Date:** __

This form should be attached to the administrator's final evaluation report.

Administrator Name:_____ Evaluator's Name: _

School Name: _____

COMMON CORE OF LEADERSHIP EVALUATION STANDARDS

Performance Expectation 1
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
Element B. Shared Commitments to Implement the Vision, Mission, and Goals
Element C. Continuous Improvement toward the Vision, Mission, and Goals

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
Element B. Curriculum and Instruction
Element C. Assessment and Accountability

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
Element B. Operational Systems
Element C. Fiscal and Human Resources

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

Element B. Community Interests and Needs

Element C. Community Resources

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

Element B. Personal Values and Beliefs

Element C. High Standards for Self and Others

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

Element B. The Educational Policy Environment

Element C. Policy Engagement