



Teacher Evaluation and Professional Learning System (TEPL)

New Canaan Public Schools
June 2015

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www.newcanaan.k12.ct.us

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INTRODUCTION

The **Teacher Evaluation and Professional Learning Plan (TEPL)** of the New Canaan Public Schools is a model of educator evaluation and growth that is visionary and innovative, building on the exemplary work of this district in curriculum, instruction, assessment, and professional development. The TEPL system is one that seeks not only to ensure educator accountability but also to foster the continuous growth of all educators in the district. Moreover, the system is designed to promote the growth of individual educators as well as the collective growth of our schools and the district as a whole. Ultimately, such a coherent and comprehensive approach to professional learning and growth, coupled with evaluation and supervision, supports our commitment to high-quality, effective teaching and learning for all students, in every classroom in New Canaan.

We believe the work of building trust, developing expertise, collaborating on ideas, and providing educators - a term intended to include all certified faculty - with growth opportunities that truly elevate their practice and effective communication is already well underway in New Canaan. However, the TEPL plan is informed by new ideas, relevant research, evidence-based practices, and a systems perspective that have emerged over the last decade. It is also expected to bring greater coherence, consistency, and alignment to the instruments of practice. In particular, it is important to emphasize the systems approach used to design a plan to meet the key goals of promoting professional growth and ensuring professional accountability. The ultimate objective is for all students to be actively engaged in robust and relevant learning in order to develop the attributes and competencies that will be required of citizens in a global community.

The plan envisions teachers and administrators, guided by a systems framework and a set of professional principles continuously developing both their own individual practice and the collective practice that leads to the achievement of these goals. The TEPL design is intended to build upon a long established culture of excellence, with new awareness of individual and collective responsibility, renewed attention to research based practices, and an understanding and acknowledgement that the ultimate measure of teacher growth and effectiveness is determined by the extent to which students grow and the system continuously improves.

The growth and evaluation of teachers and other education professionals is a complex process. It involves issues of expertise, trust, collaboration, communication, recognition, best practice and support. It also involves laws, policies, procedures, documents, and timelines. Conceived and implemented well, it is a process that should, over time, continually enhance teacher performance and, consequently, student learning outcomes. Done hastily or in a perfunctory way, it may substantially limit or negate its impact on teachers seeking to grow their skill set and on a school system seeking to elevate the performance of all their students.

For school districts such as New Canaan, there is an additional challenge. With many talented professionals already knowledgeable and skilled in curriculum content, effective instruction, and meaningful communication with high achieving students, our unique challenge is to create a plan that encourages and motivates teachers to go beyond their already significant accomplishments

and provides them with growth opportunities that truly elevate their practice as a matter of professionalism and commitment to student outcomes.

Of necessity, the TEPL plan may also involve legal matters. In cases of ineffective or unacceptable teacher performance, the rights and responsibilities of the teacher and the school system under this plan are spelled out, as are the appropriate steps for providing reasonable professional opportunities to raise teacher practice to a level commensurate with New Canaan expectations and standards. This has been and continues to be articulated through a structured assistance process.

The **key features** of the TEPL plan include:

- A shared vision, set of beliefs, and a research based framework for effective teaching and learning, as well as a continuum of practice that supports growth across levels
- Meaningful and substantive goal setting as integral to professional growth plans
- Multiple measures of student and teacher performance
- Constructive, timely feedback from supervisors and instructional leaders
- An environment that encourages self-reflection on a teacher's impact over time and a vehicle for continuous growth.
- A variety of options that enable teachers to target specific needs and take an active role in the development of a well-conceived professional growth plan
- Differentiated supervision and professional development
- Measures of effectiveness based on student growth
- Structured Assistance: Intensive support and well defined procedures where teacher performance is in clear need of significant improvement
- Substantive and ongoing training in the recognition of high quality and effective teaching
- Multidimensional approaches to classroom observation, examination of student work, and data analysis

The components of the TEPL plan that have been developed to enact these key features are:

- 1. New Canaan Public Schools Effective Teaching Framework**
- 2. Professional Growth Plan**
- 3. Educator Observation of Practice Framework**
- 4. Learning Community Growth**
- 5. Whole School Student Learning**
- 6. Structured Assistance**

Each of these components of the plan is discussed more fully in subsequent sections. It is the intention of TEPL to provide all teachers with developmental opportunities best suited to their professional growth, the needs of students and the expectations of the NCPS.

OVERVIEW

This document describes the educator evaluation and related professional growth process for the New Canaan Public Schools. Its purpose is to guide all educators in the district in understanding the underlying spirit of the plan and help both groups follow the defined procedures.

The evaluation and growth system has five essential purposes:

1. Encourage the highest level of professional performance through a focus on excellence, continual improvement, and professional development linked to student academic success.
2. Provide educators with a range of opportunities for self-initiated growth.
3. Validate and recognize the contributions and accomplishments of the professional staff.
4. Ensure that all educators demonstrate the competencies essential to fostering student academic success.
5. Ensure the accountability of all staff, including administrators, for achieving the goals of the New Canaan Public Schools.
6. Provide timely feedback on educator performance. The timelines set forth in this TEPL assure such feedback. However, they are subject to extension when circumstances justify such action, such as educator or evaluator absence or disruptions due to weather.

In order to be an effective educator, an individual must possess a broad and complex array of knowledge, skills, competencies, and attitudes. It is only with such a repertoire and a commitment to using these attributes to continually refine and enhance their practices in response to feedback that educators can ensure that students learn and perform at high levels.

There are many models which set forth the standards and the criteria for both self-assessment and evaluation of educators. This plan has been grounded in *Connecticut's Common Core of Teaching*, a comprehensive view of the attributes of an accomplished educator.

TEACHER EVALUATION AND ADMINISTRATOR EVALUATION

If one purpose of this plan is to guide teachers and administrators, as noted above, it is important to recognize that there is a reciprocal and direct relationship between teacher evaluation and administrator evaluation under the *Teacher Evaluation and Professional Learning (TEPL)* system. Effective leadership is critical to assuring that educators grow professionally and are supported within a framework of accountability. In turn, the effectiveness of educational administrators is determined in large measure by: 1) how well they lead staff in achieving desirable student learning outcomes and 2) how well they support and guide the development of educators' skills and abilities. **This reciprocal relationship illustrates our vision and belief that teacher and administrator evaluation plans are in fact components under an overarching system of educator evaluation and professional learning.** A full description of the New Canaan Leader Evaluation and Professional Learning System is contained in a companion document.

GENERAL FEATURES & PROCEDURES

All professional certified staff shall participate in the annual evaluation process according to the provisions of the TEPL plan. (For purposes of this document teacher and educator refers to all certified staff not serving in the role of administrator.) The nature of the participation depends upon tenure status, evaluator input, and the teacher's self-assessment of needs. An outline of the core elements of the system is provided below. Detailed explanations of the core elements / expectations follow.

PROFESSIONAL GROWTH PLAN – Required of All Teachers

- ❑ Professional Learning Focus and related student impact
- ❑ Initial growth plan conference, Mid-Year conference, End-Year conference with Evaluator

INDUCTION I – Non-Tenured Staff (Years 1 & 2)

- ❑ State of Connecticut TEAM (Teacher Education and Mentoring Program) modules satisfy Professional Growth Plan component above (initial, mid-year, and end-year conferences should be scheduled).
- ❑ Classroom Observations and Feedback – as described in Teacher Observation Framework
- ❑ Mid-Year Progress Report by Evaluator (January / optional March, as needed)
- ❑ Mid-Year Reflection on Professional Growth (Completed TEAM reflection paper may be attached in place of optional reflection.)
- ❑ End-Year Reflection on Professional Growth (Completed TEAM reflection paper may be attached in place of optional reflection.)
- ❑ Annual Summative Evaluation Conference w/Evaluator and Summative Report by Evaluator.
 - For any Year 1 and 2 non-tenured educators not required to participate in TEAM, the Professional Growth Plan will be required.

INDUCTION II – Non-Tenured Staff (Years 3 & 4 or Previously Tenured in CT)

- ❑ Professional Growth Plan (see above) (with initial, mid-year, and end-year conferences scheduled).
- ❑ Classroom Observations and Feedback – as described in Teacher Observation Framework
- ❑ Mid-Year Progress Reports by Evaluator (as appropriate, January / optional March, as needed)
- ❑ Mid-Year Reflection on Professional Growth
- ❑ End-Year Reflection on Professional Growth
- ❑ Annual Summative Evaluation Conference w/Evaluator and Summative Report by Evaluator.

TENURED Staff

- ❑ Professional Growth Plan (see above) (with initial, mid-year, and end-year conferences scheduled).
- ❑ Classroom Observations and Feedback - options described in Teacher Observation Framework
- ❑ Mid-Year Reflection on Professional Growth
- ❑ End-Year Reflection on Professional Growth
- ❑ Annual Summative Evaluation Conference w/Evaluator and Summative Report by Evaluator

STRUCTURED ASSISTANCE

- ❑ Professional Growth Plan (see above)
- ❑ Induction I elements (see above, with exception of TEAM modules)
- ❑ Additional Observations by Evaluator as Needed
- ❑ Deficiency or Concern Defined
- ❑ Standards/Expectations for Improvement Stated
- ❑ Assistance/Suggestions for Improvement Offered/Specified
- ❑ Peer Support Determined
- ❑ Timeline for Improvement Established
- ❑ Mentor Selected if Requested and Appropriate
- ❑ Evaluator Provides Written Assessment

New Canaan Effective Teaching Framework Overview

New Canaan Effective Teaching Framework

The New Canaan Effective Teaching Framework establishes a shared vision and language for effective teaching and learning in the district across a continuum of practice. It is intended to:

- Provide clarity of professional expectations to support enhanced calibration, consistency, and accountability;
- Foster educator self-reflection and link to professional growth plans;
- Focus observation dialogue and feedback.
- Provides alignment between formative/summative assessments and criteria for evaluation of practice.

The Framework articulates six domains of professional practice, grounded in the Connecticut Common Core of Teaching (CCT) and reflective of the current New Canaan instruction framework, Responsive Teaching in the Differentiated Classroom. These domains are listed below.

Domains

- 1. Learning Environment, Student Engagement and Commitment to Learning:** Connection of Learner, Social-emotional / Personal learning
- 2. Planning for Active Learning/ Enduring Understanding:** Teaching for 21st Century Learning, Rigor and Relevance
- 3. Responsive Teaching in the Differentiated Classroom:** Instruction for Active Learning and Enduring Understanding, Response to instruction and intervention , and Questioning
- 4. Assessment Literacy:** Assessment for learning: screening, progress monitoring, diagnostic, summative, and student self assessment
- 5. Professional Learning and Collaboration:** Participation in professional learning groups, contribution, communication, leadership
- 6. Professional Knowledge and Responsibilities:** Ethics, school-home connections, role-specific responsibilities

Indicators have been developed for each domain to describe best practice. These indicators are grounded in research represented in the Connecticut Common Core of Teaching (2010), NCPS Responsive Teaching in the Differentiated Classroom document (2009), and the work of Robert Marzano, specifically his framework for effective teaching (Marzano, 2011). The work of Charlotte Danielson (2007), Carol Ann Tomlinson (2003, 2005), Kim Marshall (2009), and Douglas Fisher and Nancy Frey (2008) also informed this work. Evidence of practice demonstrating these indicators can be gathered in a variety of ways, including observation, analysis of artifacts (student work, instructional tasks, lesson plans, etc.), and conferences between educator and evaluator. Such evidence takes into account both educator behaviors and student behaviors in the classroom. Each indicator is then described along a continuum, which provides language for an educator's reflection, goal-setting, and dialogue about performance.

It is expected that the New Canaan Effective Teaching Framework will be used by both educators and evaluators throughout all components of the teacher evaluation and professional

growth system. With regard to the Professional Growth Plan, it is expected that the educator's self-reflection on practice will be grounded in the Framework indicators; goals for growth will link to one or more indicators; and dialogue with evaluators, supervisors, coaches, or other collaborators about the Professional Growth Plan will connect to the document. With regard to observations of practice, it is expected that the language of the framework and indicators will be part of the professional dialogue and will be present in feedback that result from observations or reviews of teacher work and its products.

New Canaan Effective Teaching Framework: Domains and Indicators

Keeping in mind the principles of meaningful reflection and feedback as central to professional learning and growth, evidence can and should be gathered in a number of ways as appropriate to the domain/indicators; these include observation, analysis of artifacts, and conferencing. The primary source for domains and indicators is the CT Common Core of Teaching (CCT); that document has been cross referenced with the New Canaan Responsive Teaching in the Differentiated Classroom (RTDC) framework in developing this tool. This tool cross references to the CCT Continuum of Performance Profiles (2010) which should be considered as an example of a companion set of documents to ground educator reflection, goal-setting, and feedback.

The pages that follow provide the domains and indicators included in the NCPS Effective Teaching Framework; a continuum of practice for each indicator is articulated in the full NCPS Effective Teaching Framework, available in Appendix A.

NCPS Effective Teaching Framework: At a Glance

| | |
|---|---|
| <p><u>Domain 1: Learning Environment</u></p> <ul style="list-style-type: none"> • Respectful environment • Student engagement • Development of students’ social skills • Behavior management • Routines and transitions • Physical environment | <p><u>Domain 2: Planning</u></p> <ul style="list-style-type: none"> • Student needs • Coherent design • Assessment strategies • Appropriate interventions • Literacy skills • Integration of disciplines • 21st Century skills |
| <p><u>Domain 3: Responsive Teaching</u></p> <ul style="list-style-type: none"> • Learning objective and expectations • Instructional practices • Learning strategies • Questioning • Student independence and interdependence • Monitoring student learning • Differentiated instruction • Descriptive feedback • Metacognition | <p><u>Domain 4: Assessment Literacy</u></p> <ul style="list-style-type: none"> • Variety of assessments • Performance assessment • Opportunities for students to self-assess • Data teams • Data-informed decision making • Development of instruction and interventions • Communication of expectations and progress |
| <p><u>Domain 5: Professional Learning and Collaboration</u></p> <ul style="list-style-type: none"> • Active participation • Leadership • Contributions to school and district | <p><u>Domain 6: Professional Knowledge & Responsibilities</u></p> <ul style="list-style-type: none"> • Content and essential skills • Professionalism |

New Canaan Effective Teaching Framework

Overview

| Domain 1 | The educator promotes student engagement, independence and interdependence in learning by facilitating a positive and productive learning community. | | |
|-----------------------------|---|--------------|--|
| | Indicator | | |
| Learning Environment | Respectful Environment | LE. 1 | <i>Creates a learning environment that is responsive to and respectful of the academic and behavioral needs of students with diverse backgrounds, interests and performance levels.</i> |
| | Student Engagement | LE. 2 | <i>Promotes engagement in and shared responsibility for the learning process including encouraging opportunities for students to initiate their own questions and inquiry.</i> |
| | Development of Social Skills | LE. 3 | <i>Provides explicit and clear instruction about social skills to develop social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to students' needs.</i> |
| | Behavior Management | LE. 4 | <i>Defines and explicitly teaches appropriate standards of behavior that support a productive learning environment for all students.</i> |
| | Routines and Transitions | LE. 5 | <i>Maximizes the amount of time spent on learning by effectively managing routines and transitions.</i> |
| | Instructional Environment | LE. 6 | <i>Designs the physical / virtual environment to promote learning goals.</i> |

| Domain 2 | | The educator plans instruction aligned with district curriculum in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large. | |
|-----------------|---------------------------------------|---|---|
| | | Indicator | |
| Planning | Student Needs | PL. 1 | <i>Ensures content instruction is at an appropriate level of challenge and differentiated to meet student learning needs, learning styles, and/or interests.</i> |
| | Coherent Design | PL. 2 | <i>Develops and organizes coherent and relevant class units, lessons, learning tasks and homework assignments that are aligned with district curriculum, enduring understandings, content knowledge and skill objectives (KUD's).</i> |
| | Assessment Strategies | PL. 3 | <i>Incorporates appropriate assessment strategies to monitor ongoing student progress into unit / lesson planning.</i> |
| | Appropriate Interventions | PL. 4 | <i>Plans for differentiated, supplemental, or specialized interventions for students who do not respond to universal instruction.</i> |
| | Literacy Skills | PL. 5 | <i>Includes strategies for teaching and supporting Common Core State Standard (CCSS) content area literacy and numeracy skills in the curriculum (as appropriate).</i> |
| | Integration of Disciplines | PL. 6 | <i>Integrates other disciplines into unit and lesson design in ways that promote understanding of unit learning goals and performance expectations.</i> |
| | 21st Century Skills | PL. 7 | <i>Purposefully includes strategies for teaching and supporting 21st century learning expectations in unit/lesson planning (ex. NCPS ICT standards; critical, creative thinking, communication and collaboration skills).</i> |

| Domain 3 | | The educator implements effective instruction that engages students in rigorous and relevant learning, resulting in student growth and achievement. | |
|--|--|--|--|
| | | Indicator | |
| Responsive Teaching in the Differentiated Classroom | Learning Objective and Expectations | RTDC. 1 | <i>Communicates clear lesson objectives and performance criteria so that students understand what it is they need to know, understand and be able to do in order to demonstrate learning and growth.</i> |
| | Instructional Practices | RTDC. 2 | <i>Uses a variety of evidence-based practices matched to the learner and task, enabling students to construct and apply new learning.</i> |
| | Learning Strategies | RTDC. 3 | <i>Utilizes inquiry-based and active learning strategies to lead students to construct meaning.</i> |
| | Questioning | RTDC. 4 | <i>Poses, encourages and responds to questions in ways that scaffold learning and engage the students in higher order thinking.</i> |
| | Student Independence and Inter-dependence | RTDC. 5 | <i>Varies the student and educator roles in ways that develop independence and interdependence of learners with the gradual release of responsibility to each learner.</i> |
| | Monitoring Student Learning | RTDC. 6 | <i>Monitors student learning and adjusts teaching during instruction to promote student performance and engagement in learning tasks.</i> |
| | Differentiated Instruction | RTDC. 7 | <i>Uses differentiated instruction and supplemental intervention intentionally to support both students who are struggling and /or for those who demonstrate advanced understandings and skills.</i> |
| | Descriptive Feedback | RTDC. 8 | <i>Provides timely, meaningful, and specific feedback to students during instruction to improve their performance.</i> |
| | Metacognition | RTDC. 9 | <i>Regularly models metacognition and consistently provides opportunities for student reflection and self-assessment as part of the learning process.</i> |

| Domain 4 | | The educator uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making. | |
|----------------------------|---|---|---|
| | | Indicator | |
| Assessment Literacy | Variety of Assessments | AL. 1 | <i>Uses a variety of formative and summative assessments with criteria that directly aligns to unit understandings and learning objectives.</i> |
| | Performance Assessment | AL. 2 | <i>Uses performance assessments that reflect professional design standards to assess deep understanding and complex problem solving (ex. district performance assessment design and Smarter Balance design standards.)</i> |
| | Opportunities for Students to Self-Assess | AL. 3 | <i>Includes student self-assessment and goal setting as part of the instructional process.</i> |
| | Data Teams | AL. 4 | <i>Collaborates with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress; contributes to and uses results of data team meetings (ex. USTs, SSTs) to plan, implement and assess the impact of instruction/interventions.</i> |
| | Data-Informed Decision Making | AL. 5 | <i>Maintains and uses a comprehensive set of data that provides depth and breadth of understanding of student achievement at particular point in time and over time.</i> |
| | Development of Instruction and Interventions | AL. 6 | <i>Uses academic, behavioral, and health data to select and/or design targeted instruction and/or a range of interventions.</i> |
| | Communication of Expectations and Progress | AL. 7 | <i>Supports student progress by communicating academic and behavioral performance expectations and results with students, their families and other educators.</i> |

| | | | |
|--|--|------------------|--|
| Domain 5 | As a member of a professional learning community, the educator maximizes support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership. | | |
| | * All New Canaan educators are members of professional learning communities (plc) which include, but are not limited to, grade-level, course and department teams, data teams, and professional learning groups. | | |
| | | Indicator | |
| Professional Learning and Collaboration | Active Participation | PLC. 1 | <i>Collaborates with colleagues in supporting student learning through active participation in a variety of professional learning communities.</i> |
| | Role based Leadership | PLC. 2 | <i>Demonstrates role- based leadership in developing and enhancing professional learning communities.</i> |
| | Contributions to School and District | PLC. 3 | <i>Actively contributes to the broader school and district culture of professional learning.</i> |

| | | | |
|--|--|--------------|--|
| Domain 6 | As a professional, the educator is aware of and complies with the Connecticut Code of Professional Responsibility for Educators. This extends to understanding of State, district, and school policies and procedures. The educator also demonstrates content knowledge and essential skills in fulfilling the responsibilities of his/her professional role as defined by the New Canaan Public Schools. | | |
| | Indicator | | |
| Professional Knowledge and Responsibilities | Content and Essential Skills | PK. 1 | <i>Understands and applies essential skills, central concepts and tools of inquiry and practice in their subject matter or field.</i> |
| | Professionalism | PK. 2 | <i>Displays knowledge and skills of profession based on professional standards, State regulations and standards, and district and school policies and practices.</i> |

Professional Growth Plan

Professional Growth Plan

Growth plans are designed to foster and document an educator's continuous improvement process. The process of designing and implementing a professional growth plan is intended to provide educators with the opportunity to reflect and receive feedback on professional practice and identify domains for growth, with the ultimate goal of moving student learning to new levels. New Canaan certified staff, including classroom teachers, instructional specialists and student support professionals, are expected to identify a professional learning focus, such that supervision and evaluation, including classroom observations, can serve that focus. While primarily intended to contribute to individual and team development, the professional growth plans of staff members also contribute knowledge, research, and collaboration that fosters the collective growth of the district.

The professional growth plan is designed to be a comprehensive cycle for an educator. This plan – designed either by the individual educator or as a team commitment - is shaped through reflection, feedback, and a synthesis of multiple inputs. As part of this process, the educator, in consultation with an evaluator, crafts an action plan to map the vehicles and strategies that best match the learning focus and related goals. This action plan should embed opportunities for collaboration with a team of colleagues, mentors, or others who may contribute expertise to the educator's learning and professional growth. This team of collaborators also provides for multiple and ongoing points of contact for reflection and feedback, in addition to the designated reflections and conferences with an evaluator.

The professional growth plan must be written to articulate its dual purposes – (1) to afford opportunities for targeted professional growth in a selected domain of practice, carefully selected based on an analysis of and reflection on previous results of practice, and (2) to impact student learning in a way that is measurable or can be demonstrated in a rigorous, qualitative manner. It is important to note that while impact on student learning due to the educator's actions and learning from the plan implementation must be evidenced in some manner, quantitative test scores are only one measure to consider; a range of qualitative tools, such as student work and district assessments, case studies, student surveys, etc., should be also be considered as evidence of impact and evidence for reflection.

Step 1: Establish the Professional Learning Focus

The professional growth planning process begins with an educator's self-reflection on multiple sources of inputs that might inform the focus of the growth plan. These inputs include (but are not limited to):

- a. Domains of practice (NCPS Effective Teaching Framework, CCT Performance Profiles);

- b. Student performance data and trends over time (over past several years, across multiple cohorts of students, not limited to current class data);
- c. Ongoing feedback from administrators, colleagues, etc.;
- d. Other external inputs, including new curriculum, district initiatives, etc.

An initial professional growth conference between the educator and evaluator(s) to discuss the planning of a professional focus occurs at any time prior to September 24th (see Timeline). Educators are not expected to bring a completed professional growth plan to this initial meeting, but they should be prepared to share their self assessment, reflections and points for consideration. *Note that this self-reflection, preliminary thinking about professional learning focus, and conference with the evaluator can occur in the spring of the previous year, to allow for an ongoing evolution of focus and goals from one year to the next.*

The growth plan must include a summary statement of the inputs and reflection in order to articulate the rationale for the learning focus. This rationale may be in the form of a narrative explanation grounded in the inputs and self-reflection, an essential question that frames the growth plan and is described in terms of origin, scope, and impact on student learning, or a theory of action [“If ___(professional growth) ____, then____ (student learning impact)_____”].

Step 2: Anticipate Related Student Impact

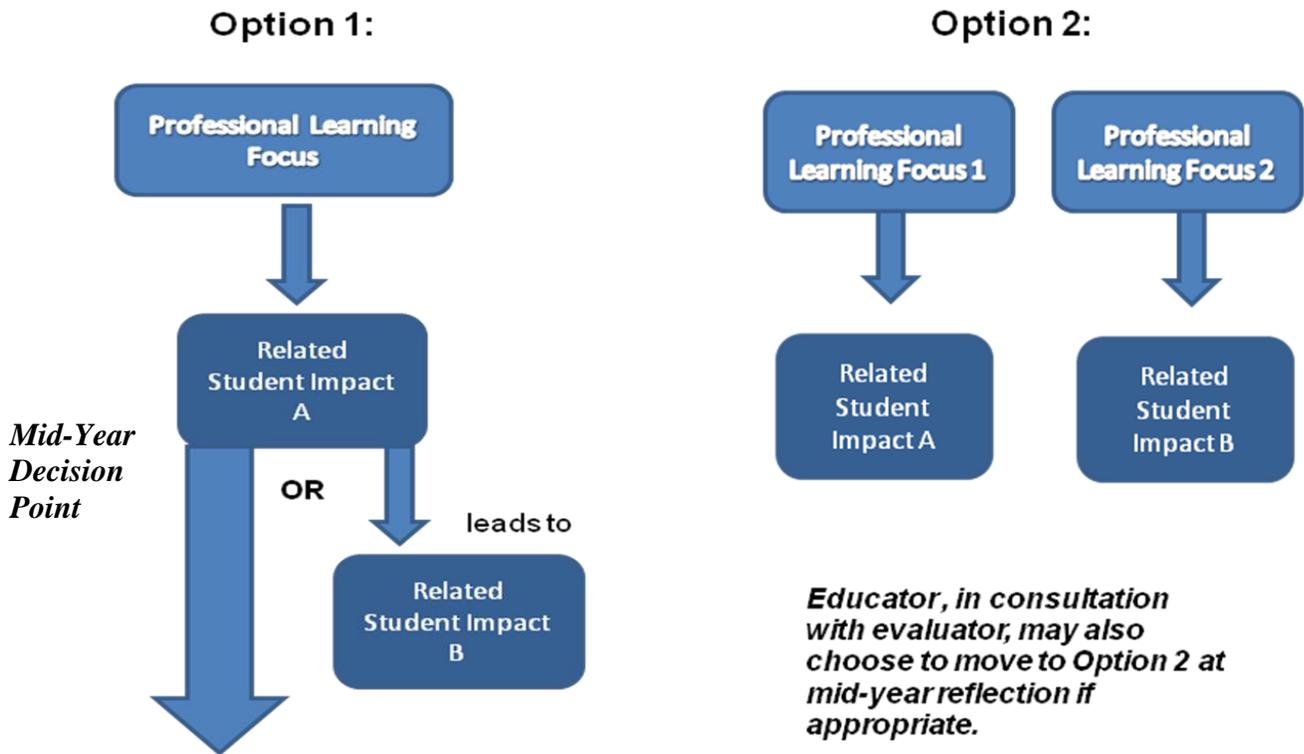
A professional growth plan should foster an educator’s continued development of practice and have the capacity to make measurable impact on student learning. To that end, an educator must articulate the student impact related to his or her professional learning focus. The development of this student learning impact can occur in a variety of ways (see diagram on following page):

Option 1: Based on self-reflection, educator selects a single professional learning focus (domain and indicator) and develops corresponding related student impact target; the educator will pursue professional learning related to that focus and undertake instruction and application in the classroom to document specific impact the professional learning is having on student growth. At the mid-year conference, educator and evaluator will discuss the progress-to-date in relation to both the professional learning focus and related student impact evidence in order to inform the mid-year decision. If the professional learning and related student impact is rich and rigorous enough to merit continued study throughout the year, the educator may continue in that manner. If the related student impact evidence suggests study of impact of professional learning focus in a different manner, then the educator may continue to pursue the same professional learning focus but shift the related student impact study.

Alternatively, if at the mid-year it is determined that the educator would be best served by shifting to a different professional learning focus with a corresponding related student impact target, the educator may shift in that manner, closing one professional learning focus and developing a new plan (addressing different indicator and/or domain) mid-year.

Option 2: Based on self-reflection, educator selects two different professional learning areas (two different indicators within same domain or two indicators each in a different domain); each professional learning focus would connect to a related student impact target to provide evidence of impact of professional focus on student growth and professional learning focus would have its own action plan mapped by the educator. These two professional learning areas would be undertaken simultaneously.

Professional Growth Plan Options



Step 3: Design Action Plan

The action plan outlines the process that educators will undertake in support of their professional learning focus and related student impact. The action plan (using the attached form) must note the following:

Professional Learning Processes: The steps, strategies, and experiences (*see professional growth options below*) that the educator will undertake to facilitate progress towards a learning focus and related impact. An **anticipated timeline** (linked to each process identified) supports an educator's mapping and pacing of the work throughout the year.

Collaborators / Consultants: Teams or individuals (colleagues, administrators, outside experts, etc.) who will collaborate or consult with the educator in the study, execution, or reflection on the plan.

****** Observations (including mini-observations, in professional meetings, etc.) can be linked to the professional learning focus. Educators can include specific observation requests and a focus for feedback in their action plan.***

Resources: Professional literature, training, staffing, time, technology, etc.

Evidence of Impact: Tools that will be used by the educator to document evidence of the impact of the action plan on both their professional practice AND student learning growth. **Note that a balance of both standardized (where applicable) and non-standardized evidence must be used.**

Proposed Meeting Dates: For milestones in TEPL process (ie. mid/end year reflection)

The following professional growth options may be considered as vehicles to facilitate educator learning noted in the action plan. Staff members may propose or include additional options as well, including virtual options. (See Appendix for description and related web resources.)

- Collaborative projects (grade-level, cross-grade, cross-discipline)
- Action research
- Professional Learning Communities (PLC) / Study group
- Lesson Study
- Critical Friends groups
- Unit of Study
- Peer Visitation / Feedback
- Coaching

An educator's action plan, including professional learning focus and related goal(s), should be submitted in a timely manner following the initial professional growth conference, but no later than November 1st for final approval by the evaluator.

Step 4: Implement Action Plan

As educators undertake their action plan, they gather evidence of the progress and impact of their action plan on both their professional practice and related student impact. Evidence must be provided that demonstrates how an educator has grown in relation to the professional learning focus. Possible sources of evidence that demonstrates an educator's work at a new level on the continuum in a specific domain of practice may include (but are not limited to):

- Artifacts of practice
- Observations (including mini observations)
- Professional publication / presentation
- Unit / lesson plans

Educators must also use a variety of tools to document evidence of the initial and cumulative impact of their action plan on student learning (for instance, formative or progress monitoring data as well as summative or final evidence). Instruments used must be appropriate to the goal and must have the capacity to evidence measurable change in student learning. Data shared as evidence can be quantitative or qualitative in nature, with the understanding that a single piece of data can yield both quantitative and qualitative analysis. Possible sources of data or evidence of student impact that an educator may select to use include (but are not limited to):

- District assessments
- Writing samples (rubric scored)
- Unit pre/post assessments
- Standardized assessments
- Student interviews
- Behavior logs

Educators and evaluators should arrive at an agreed-upon set of evidence that includes both standardized (where applicable) and non-standardized evidence sources as per CT State guidelines.

Step 5: Reflect

Analysis and reflection are a critical part of professional learning. To that end, ongoing reflection is encouraged and educators may choose to use a reflection journal throughout the year for this purpose. Educators are encouraged to share these reflections and seek feedback on a regular basis from their team of collaborators, consultants, etc. linked to the action plan or from others in the district who may have relevant expertise or perspectives to contribute. The intent is to foster more ongoing points of contact with colleagues and others for reflection, feedback, and collaboration.

Educators will complete a written mid-year and end-year reflection, with related evidence of professional learning and impact on student learning to be shared. These reflections are followed by professional growth conferences between the educator and evaluator, typically within 2-3 weeks, to ensure opportunity for face-to-face feedback and dialogue. A flexible timeline is

available for these reflections as noted below. For planning purposes, anticipated dates should be inserted in the educator's action plan at the initial professional growth conference in the fall and should be scheduled to allow adequate time between the submission of the plan and progress reflection points (ie. at least 8-10 weeks). The intent is that the professional growth plan allows professional learning and reflection related to student learning to be an ongoing process, refined and revised as needed throughout the year and from one year to the next. Conferences can also be requested at any time by an educator or evaluator.

The dates reflecting timelines for the 2015-16 year are as follows:

Mid-year professional growth progress reflection: December 1st – February 2nd
(see timeline for details regarding tenured and non-tenured staff)

End-year professional growth progress reflection: April 20th – May 11th; date to be mutually agreed upon by evaluator and educator at the time of the mid-year conference

(Evaluator end-year feedback conference also serves as summative educator evaluation meeting.)

(Note that reflections should be written and submitted individually by an educator, even for growth plans that are written with a team focus or team goal.)

Related Timeline

Note that milestone dates for Professional Growth reflections and conferences can be set in advance using the space provided on the Action Plan. While dates below appear linear in nature, the Professional Growth Plan is intended to be a cyclical process that allows educators to build on a professional learning focus and related goals from one year to the next. **Also, note that these dates are subject to extension when circumstances justify such action, such as educator or evaluator absence or disruptions due to weather.**

| | |
|--|--|
| Orientation | All staff will participate in an orientation to TEPL prior to September 24th . New teachers to the district will receive additional training during new teacher orientation in August. |
| Initial Professional Growth Conference | Prior to September 30th Self-reflection submitted to evaluator prior to conference <i>(Note that this meeting can also occur in June of the previous academic year.)</i> |
| Professional Growth Plan Due to Evaluator | In a timely manner, following the initial professional growth conference but no later than October 9th for final approval by the evaluator |
| Mid-year Professional Growth Reflection | Dec. 1st – Dec. 14th (non-tenured staff) Dec. 1st – Feb. 1st (tenured staff) |
| Mid-Year Reflection Conference | Typically, within 2-3 weeks of reflection Non-Tenured Staff- Prior to Jan. 8th Tenured Staff- Prior to Feb. 12th |
| End-year Professional Growth Reflection | Due 48 hours prior to end of year conference. |
| End-year Professional Growth Conference | May 1 st - May 27 th May-15 |

Observation of Practice Framework

Observation of Practice Framework

The Observation of Practice component of TEPL is designed in recognition of the importance of frequent, informed reflection about professional practice grounded in the shared experiences of educators and expert coaches and evaluators. Toward that end, the district is dedicated to a professional evaluation and growth system that includes frequent, varied, and robust observations, meaningful dialogue, and purposeful reflection.

The TEPL Observation of Practice framework provides for both mini-observations and comprehensive observations. Each type of observation is described below. Observations are conducted by an administrator (and, as the process evolves over time, supported by a district-trained and approved instructional leader such as Curriculum Coordinator, Saxe Instructional Leader or NCHS Department Chair). In order to provide educators with expert and meaningful feedback, observations may be completed collaboratively by an evaluator and co-evaluator (who is also an administrator), each of whom bring expertise to the observation.

The district recognizes that the active involvement of administrators and coaches in all aspects of the educational process are essential to informed, effective leadership. It is therefore recognized that as part of their professional responsibilities, administrators **frequently visit classrooms and observe educators engaged in their professional roles for multiple reasons that extend beyond the observation process.** Such involvement is both growth producing and allows the district to meet expectations and standards for accountability.

Defining the Observations

- ***Mini observations***

The mini observation process allows for more authentic and frequent observation, feedback, and dialogue between educators and evaluators. Mini observations, in the context of the New Canaan TEPL system, involve observing an educator in the process of executing his/her professional roles and responsibilities, including but not limited to classroom instruction, counseling, facilitating a coaching or parent conference, participating in a student planning meeting or data team meeting, arts performances, and supervisory roles. There will be a minimum of 4-6 minis over the course of the year for an educator under a full mini observation option. *It is important to note that it is the comprehensive picture of an educator's practice that emerges over the course of frequent and varied mini observations and conferences and not the results of any single mini observation that contributes to a summative evaluation.*

In New Canaan, *mini observations* are typically a minimum of 8-10 minutes in duration and focus on a specific set of teaching and learning behaviors with the goal of reflecting on and sharing meaningful feedback in timely and meaningful ways. Mini observations may be announced or unannounced. They are intentionally conducted at varied times and in an array of contexts so that over the course of the year a comprehensive understanding of an educator's practice and growth is developed by both the educator and her/his observers. As noted throughout this document in multiple ways, the New Canaan

Effective Teaching Framework and an educator’s professional growth plan will be used throughout the supervision and evaluation process to help focus observations and give specificity to feedback.

Evaluators will record evidence in the classroom during a mini-observation to capture elements of practice and student learning that can inform specific, growth-inducing feedback for the educator. An email communication will notify educators that a mini observation was conducted. Educators may seek out specific oral feedback from their evaluator following any mini-observation or at any time. That conversation is intended to provide specific feedback and to allow for dialogue and reflective questioning that focuses on specific instructional/professional practices and related outcomes (ie. grounded in domains and indicators of the NCPS Effective Teaching Framework). Over the course of the year, the intention is to implement a technology platform that will provide vehicles for the recording and sharing of feedback and reflection across educator and evaluator.

Evaluators will communicate promptly with educators if any single mini-observation or trend in minis raises significant concerns. Furthermore, administrators at any time can choose to observe practice for an extended period including a full lesson or sequence of lessons or meetings.

Summary feedback will be provided orally at mid-year professional growth conferences for all educators and incorporated into mid-year written progress report(s) for non-tenured staff. Relevant points from observations and coaching conversations will be integrated into written summative evaluations at the end of the year for all staff.

- ***Comprehensive observations***

Comprehensive observations provide an opportunity to observe the full cycle of instruction. Comprehensives focus on multiple domains and indicators in the teaching framework including planning, instruction (or other service as appropriate to role), assessment and reflection. Toward that end, comprehensives may include a *preconference*; the educator brings artifacts related to the reflection and planning domains for the observation. The observation typically ranges from 25-60 minutes, as appropriate to the context. A reflective *post conference* follows that focuses on analysis of the teaching and learning that occurred as a result of the educator’s work. Artifacts, data analysis, and reflection on the part of the educator and observer using the NCPS Effective Teaching Framework (domains and indicators) are part of this segment. These documents and discussions are used by the evaluator to complete the *observation analysis and feedback form*. All associated documents are part of the evaluation process.

Mapping the Observation of Practice Framework

The TEPL plan allows for differentiation of the observation framework based on educator status and professional learning needs. While some observation parameters are determined by educator status (non-tenured v. tenured), there is also opportunity, particularly for tenured staff, for the

educator and evaluator to collaboratively select the observation option that will best support the professional growth focus of the educator for the given year.

As outlined below, all options include observations annually but vary in the combination of observation formats and frequency to be most responsive to the individual educator’s growth and/or support needs. Past evaluations, professional growth plans, and other such factors are to be considered by the educator and evaluator in selecting the observation option for the given year.

Non-Tenured Observation Framework

NT1 or NT2: Non-Tenured Educator, Year 1 & 2 (also, Year 3 if in TEAM)

Minimum of 2 comprehensive observations per year.

- Comprehensive observations include a **pre-conference** and a **post-conference** w/written report. Written report feedback is grounded in the relevant Effective Teaching Framework indicators.
- Educator reflection is integrated into mid-year and end-year self-reflection submissions. Summary feedback is provided orally at mid-year and integrated into written mid-year progress report(s) and end-year summative evaluation.

Additional observations (1 or more comprehensives and/or set of mini-observations) will also occur, as determined by evaluator based on educator performance and progress.

NT3 or NT4: Non-Tenured Educator, Year 3 and 4

Minimum of 1 comprehensive and at least 4 mini-observations; timing and sequence can be flexible.

- Comprehensive observation must include a **pre-conference** and a **post-conference** w/written report. Written report feedback is grounded in the relevant Effective Teaching Framework indicators.
- **Oral feedback can be requested by the educator following any mini-observation.**
- Educator reflection is integrated into mid-year and end-year self-reflection submissions. Summary feedback is provided orally at mid-year and integrated into written mid-year progress report(s) and end-year summative evaluation.

Tenured Observation Framework Options

Tenured Educator

Administrators will consult and have dialogue with the educator regarding professional learning focus and goals in order to determine the evaluation option that is best suited to meet the growth and evaluation purposes of the TEPL plan.

Option 1 (TM): Mini observations

- **Minimum of 4-6 mini-observations** during the year. Note that additional minis may occur; minimum is not intended to limit points of contact or opportunity for feedback.
- **Email is sent** by administrator / evaluator to notify the educator following a mini and invite reflection of feedback.
- **Specific oral feedback** can be requested by the educator or initiated by administrator following any mini-observation.
- **Evidence or notes may be recorded and shared** between educator and evaluator using a universal tool / technology platform, etc.
- Educator **reflection** is integrated into mid-year and end-year self-reflection submissions. **Summary feedback** is provided **orally at mid-year and integrated into summative evaluation.**

Option 2 (TMC): Mini and comprehensive combination

- **Minimum of 1 comprehensive and at least 3 mini-observations** during the year; timing and sequence can be flexible.
- Comprehensive observation may include a **pre-conference** and must include a **post-conference** w/written report. Written report feedback is grounded in the relevant Effective Teaching Framework indicators.
- **Email is sent** by administrator / evaluator to notify the educator following a mini and invite reflection or feedback.
- **Specific oral feedback** can be requested by the educator or initiated by administrator following any mini-observation.
- **Evidence or notes may be recorded and shared** between educator and evaluator using a universal tool / technology platform, etc.
- **Educator reflection** is integrated into mid-year and end-year self-reflection submissions. **Summary feedback** is provided **orally at mid-year and integrated into summative evaluation.**

In order to ensure that observations of practice are relevant and foster professional growth, educators can make explicit links that connect observations of practice to the educator's

professional growth plan and professional learning focus. This can occur by requesting (to the extent possible) specific elements of effective practice as the focus of observations, feedback, and dialogue in coaching conversations. Both educator and evaluator can suggest such focus for observation. Also, mid-year and end-year self-reflections and professional growth conferences are intended, by design, to integrate summaries and feedback from observations as part of overall reflection and dialogue about educator practice and growth.

Calibration

The New Canaan Public Schools recognizes that calibration is critical to ensure the consistency and fidelity of implementation with respect to applications of the Effective Teaching Framework across plan components including observations of practice and conferencing about Professional Growth Plans.

The district has been working with expert trainers for several years as part of our commitment to developing administrators and educators well-versed and calibrated in the application of research-based effective teaching definitions, practices and supervision tools. The district remains committed to the training and calibration of administrators around curriculum and instruction and has an agreement with a state-approved consultant for approximately 18 days over the course of the 2015-16 school year. This training includes the use of a designated, shared set of videos of classroom lessons, classroom visits in teams, and simulations of post-observation feedback and coaching conferences. Protocols for discussion and reflection during these training sessions develop precision in evaluator dialogue and consistency in professional judgment across evaluators using the Effective Teaching Framework. Ongoing participation in this training is required of all evaluators.

In addition to such calibration with observations, district teams of leaders continue to meet in small groups and whole group to undertake shared review of sets of Professional Growth Plans, student growth evidence, and summative assessment reports, in order to develop precision and consistency in responses and feedback related to these dimensions of the system as well.

While we continue to move forward using this process for in-house certification of evaluators, we also are taking advantage of the State calibration training vehicle as a supplemental training with an in-district trainer.

Learning Community Growth

(addressing Parent / Peer Survey component of CT State Guidelines)

Learning Community Growth

(addressing Parent/Peer Survey component of CT State Guidelines)

In each school across the district, a research based school survey designed by the Alliance for the Study of School Climate (California State University, Los Angeles) will be administered each spring to all staff members and parents of students in selected grades. Building-level school climate committees have worked over the past year to review the survey and give approval of the items included in the survey. The survey, whose items have been statistically validated and clustered into dimensions for the purposes of data analysis, is designed to capture data related to school climate, community of learning, and professional culture. It is an anonymous survey, administered online. This survey data will be analyzed by each school's leadership team and school climate committee in order to determine the school's Learning Community Growth focus for the year.

This Learning Community Growth focus will address either parent feedback or peer (staff) feedback from the survey; both parents and peers (colleagues) are critical to the overall Learning Community established in the school. This is in alignment with the Connecticut State Educator Evaluation Core Requirements that a component be developed to include parent or peer feedback in the evaluation system.

The focus for a given building will differ from that of another building in order to be responsive to the needs of the school. One building may determine that a parent communication focus is needed given data that has been examined, while another building may decide that the most relevant and meaningful focus would be in the realm of faculty relations or collaboration as a professional learning community, thereby responding to the peer feedback submitted in the survey responses from staff members.

Educators then work as groups (ie. grade-level team, etc.) or as individuals and in collaboration with their evaluator to determine the manner in which they will demonstrate growth and contribute towards the Learning Community focus. This will be included on the educator's Professional Growth Plan no later than September 30th of each school-year.

Work in the realm of Learning Community Growth also intersects with Domain 5 (Professional Learning Communities) and Domain 6 (Professional Responsibilities) of the NCPS Effective Teacher Framework. As such, mid-year and end-year growth conferences will include discussions between educator and evaluator to reflect on and assess the manner in which the educator is contributing to the professional learning community of the school (Domains 5 and 6) and the growth that is being made related to the school's Learning Community (parent/peer) focus. In the self-reflection and/or at the End Year Growth Conference, the educator will provide evidence of the parent or peer /professional learning community growth action (depending on building focus) that has been undertaken.

Whole School Student Learning

(addressing Whole School / Student Survey component of CT State Guidelines)

Whole School Student Learning

(addressing Whole School / Student Survey component of CT State Guidelines)

The Whole School Student Learning component will address the school-based areas of focus identified by school administrators and leadership teams in their review of annual school performance data. This includes a review of the school's SPI data (including subgroup data), standardized assessment data, and other local assessment data (such as district benchmark assessments). Following the selection of a Whole School Student Learning focus by the building administrator, staff members will articulate on their Professional Growth Plans the actions they will each take to contribute to the growth of students related to that Whole School Student Learning focus.

Also, students at designated grades will be surveyed using a research based student survey tool designed by the Alliance for the Study of School Climate (California State University, Los Angeles). Building-level school climate committees have worked over the past year to review the survey and give approval of the items included in the survey. The student survey, whose items have been statistically validated and clustered into dimensions for the purposes of data analysis, is designed to capture student perspectives and data related to school climate, teaching and learning, and peer interactions in the building. It is an anonymous survey, administered online. Student focus groups may also be utilized to gather further student data.

Subsequently, this student survey (and focus group data, if applicable) will be analyzed by each building leadership / school climate team to note potential areas of strength and areas of growth for the school. Administrators will consider this data as part of their review of the Whole School Student Learning performance data and it can inform the administrator's development of the Whole School Student Learning focus for the school.

Such an analysis of the full range of student evidence and data allows administrators, in conjunction with leadership teams, to determine a focus that will best foster the growth of the building. This component – along with the Learning Community Growth component – allows the TEPL system to not only support the improvement of individual teachers but to also foster the collective growth of the school and district. We recognize this is a robust interpretation of the Whole School dimension; however, in the context of our district and our commitment to continuous improvement such differentiated and responsive, evidence- based approach makes sense, especially for a year 1 implementation.

Educators in each building work as groups (ie. grade-level team, etc.) or as individuals and in collaboration with their evaluator to determine the manner in which they will contribute towards the Whole School Student Learning focus selected for their school. This will be included on the educator's Professional Growth Plan no later than September 30th of each school-year and will be discussed in both mid-year and end-year educator reflections and summative evaluation.

Summative Evaluation

MID-YEAR PROGRESS EVALUATION REPORTS (Non-tenured staff only)

All non-tenured staff will receive a written progress report by January 15. An optional March 15 progress report may also be completed by the evaluator if necessary to document ongoing performance progress of the staff member. These progress reports will be completed and submitted to the Superintendent's Office. If there is sufficient concern regarding continued employment, the January report should include a statement indicating this fact. If the staff member is not being recommended for continued employment, the March 15 report should include a statement to that effect.

The progress report will address relevant indicators of the Effective Teaching Framework, cite student performance data, and provide ratings and any related feedback for each component of the summative evaluation rubric. Progress reports may incorporate data from observations and other appropriate sources relevant to performance (e.g. teacher self-assessment, artifacts provided by the teacher such as examples of student work, relevant professional trainings, professional materials or presentations developed, etc.). An assessment of progress related to the educator's Professional Growth Plan (and/or TEAM modules as appropriate) established at the beginning of the school year is also discussed in the progress report; this will include evidence of impact on both professional practice and student learning.

Prior to it being submitted to the Superintendent, professional staff members will receive a copy of the progress report and have an opportunity to discuss it with their evaluator. Educators may choose to attach comments of their own. Any written response to the progress report by the educator must be shared with the evaluator and attached to the report prior to submission to the Superintendent's Office. An educator's signature on a progress report indicates receipt only.

SUMMATIVE EVALUATION

All certified staff will receive an annual summative evaluation. These reports will typically be provided during the last three weeks of school.

Prior to completing annual summative evaluation reports, evaluators will be provided with the staff member's End-Year Reflection on Professional Growth, which will include educators' reports of their accomplishments and progress related to their Professional Growth Plan during the year. This should include evidence of impact on both student learning and professional practice. The reflection and student performance data will be reviewed and discussed by the educator and evaluator at the End-Year Professional Growth Conference. Note that the educator's reflection must be received prior to the growth conference. The End-Year Professional Growth conference will include a discussion of the NCPS Summative Evaluation Rubric with the educator, with ratings for each component noted and evidenced orally; specific feedback related to several relevant indicators of the NCPS Effective Teaching Framework (or role-specific related document) will also be shared with the educator at the End-Year Professional Growth Conference. This End-Year Growth Conference should be viewed as an opportunity to highlight achievements, important contributions, and opportunities to grow.

Educators may also choose to give recognition to those colleagues or others with whom they collaborated or who contributed to their professional growth plan process.

The Summative Evaluation Report, which includes ratings specific to each of the four components of the NCPS Summative Evaluation Rubric as well as an overall summative evaluation rating and determination of “effective” or “ineffective”, will incorporate all sources of appropriate data either in the narrative or by attachment. These sources would include an educator’s reflective commentary, observation reports, information regarding performance of other professional responsibilities, progress toward the achievement of instructional and professional growth plans established at the beginning of the school year, and data from professional growth approaches where applicable. This Summative Evaluation Report will be completed by the evaluator within two weeks of the End-Year Professional Growth Conference. **The Summative Evaluation will be revisited and revised as appropriate up until September 15th of the same calendar year in order to consider additional standardized assessment data received during the summer months.** Educators will be notified of any revisions that are made to their Summative Evaluation.

Prior to the submission of the Summative Evaluation to the Superintendent’s Office, professional staff members will receive a copy and may confer further with their evaluators. Staff members may choose to supplement the evaluation report with comments of their own. Any educator response to the evaluation must be shared with the evaluator prior to submission to the Superintendent. An educator’s signature on a summative evaluation indicates receipt only.

NCPS Summative Evaluation Rubric – An Introduction

The intent of the NCPS Summative Evaluation Rubric is to serve the dual goals of providing summative and accountability information while *informing a continuous improvement cycle for all educators through growth feedback*. The Summative Evaluation Rubric communicates evaluation information specific to each of four components to the educator; the TEPL system is designed to focus on growth and as such this type and level of summary feedback is consistent with the system’s beliefs and goals.

Supporting evidence for the evaluation of each component on the rubric is gathered over time across a variety of contexts. For example, evidence of student learning (including but not limited to evidence documented through Professional Growth Plans) and observations of teacher practice as articulated by domains and specific indicators of the NCPS Effective Teaching Framework may be noted. For this reason, on an annual basis, mid-year and end-year growth conferences include discussion and analysis of practice related to relevant domains and indicators as a source of more specific, fine-grain feedback to the educator.

Educators are to complete the End-Year Self-Reflection and they should also self-evaluate in each of the four components using the Summative Evaluation Rubric prior to the growth conference. In addition, consistent with state guidelines, a composite rating is also reviewed as part of the end of year conference.

NCPS Educator Summative Evaluation Rubric

| CATEGORY | Below Standard | Developing | Accomplished | Exemplary |
|---|--|--|--|--|
| Student Growth | <p>Professional Growth Plan lacks SMART student impact plans.</p> <p>Little or no evidence of student growth is presented.</p> <p>No plan to address student growth needs is presented or implemented.</p> | <p>Professional Growth Plan student impact statements are SMART goal statements.</p> <p>Evidence of student growth is presented but only for some students. An articulation of/reflection on obstacles to student growth is presented but steps to address student progress are not clear or not implemented.</p> <p>Most student performance data meet benchmarks (district, RTI, or IEP goals as appropriate) across classes / curriculum areas.</p> | <p>Professional Growth Plan student impact statements are rigorous, SMART goal statements.</p> <p>Multiple sources of student impact evidence, including both standardized (if available) and non-standardized measures, indicate growth for most students.</p> <p>Student performance data across classes / curriculum areas demonstrate performance at or above benchmark or (for those not meeting benchmark) progress towards benchmark is at an accelerating rate (and documented through RTI or IEP data).</p> <p>A clear plan to promote student growth is presented and implemented.</p> | <p>Both quantitative and rigorous qualitative data demonstrate student growth.</p> <p>Growth of all students (struggling as well as high-achieving) is documented. Connection to intentional practice is evidenced through differentiated plans that have been implemented to address growth of full range of students.</p> <p>Evidence related to integrated competencies in areas such as Literacy, Social, Academic and Personal Learning (SAPL), and/or ICT is maintained and presented.</p> |
| Whole School Student Learning | <p>Educator is not aware of or does not contribute to whole school student learning focus.</p> | <p>Educator is aware of but contributes minimally to whole school student learning focus.</p> | <p>Educator implements action plan to contribute to whole school student learning focus.</p> | <p>Educator demonstrates leadership in contributing to whole school student learning focus.</p> |
| Educator Observation of Practice * | <p>Indicator data across domains identifies one or more domains as below standard as evidenced by observations of practice and related artifacts.</p> | <p>Indicator data across domains identifies one or more domains as developing as evidenced by observations of practice and related artifacts.</p> | <p>Indicator data across domains identifies all domains as accomplished as evidenced by observations of practice and related artifacts.</p> | <p>Indicator data across domains identifies all domains as accomplished,</p> <p>AND, regularly reaches into the exemplary level across a variety of domains and indicators as evidenced by observations of practice and related artifacts.</p> |

** Educator Observation of Practice ratings are based on multiple observations over time and across settings (grade level meetings, PPTs, Data Team meetings, Authentic Student Performances, etc.) as defined in the Observation of Practice framework.*

NCPS Educator Summative Evaluation Rubric (continued)

| | | | | |
|----------------------------------|---|---|--|--|
| Learning Community Growth | <p>Indicator data across Domain 5, Professional Learning and Collaboration, and/or Domain 6, Professional Knowledge and Responsibilities describes performance is below standard for the domain.</p> <p>Educator is not aware of or does not contribute to Learning Community Growth focus.</p> | <p>Indicator data across Domains 5&6 indicate performance is developing for the domain.</p> <p>Educator is aware of but contributes minimally to Learning Community Growth focus.</p> | <p>Indicator data across Domains 5&6 indicate performance is accomplished for the domain.</p> <p>Educator implements action plan to contribute to Learning Community Growth focus.</p> | <p>Contributions demonstrate initiative to extend professional learning of school community and district. (Domains 5 & 6 regularly reach into the exemplary level across a variety of indicators.)</p> <p>Educator demonstrates leadership in contributing to Learning Community Growth focus.</p> |
|----------------------------------|---|---|--|--|

Decision rules for calibrated application of this rubric include the following operational definition of “ineffective”:

- Performance evidence **at below standard in Student Growth and/or Educator Observation rubric components** prompts an immediate shift to Structured Assistance.

OR,

- Performance evidence **at the developing level in Student Growth and/or Educator Observation rubric for two or more years** prompts a shift to Structured Assistance.

A determination of “ineffective” in turn requires timely progress in a Structured Assistance program or nonrenewal of contract / termination of employment. It should be noted that such determination can be grounded in evidence from ongoing observations during the year. A discussion relevant to concerns about rubric components can be communicated at any time to educators; it is not necessary for evaluators to wait for a Summative conference. Concerns and related evidence will be communicated promptly to educators.

As noted earlier, educator summative evaluations will include rubric ratings in each of the four components. It will be important for an educator and evaluator together to discuss strengths and areas for growth as suggested by any variation or spread of the ratings across the four components. This in turn can inform the educator’s self-reflection and support the development of a customized Professional Growth Plan for the following year, creating a cyclical, connected and responsive model of professional learning.

Overall Educator Summative Evaluation Rating

While the Summative Evaluation Rubric provides specific descriptive feedback to staff regarding each of the four components to note strengths and areas of growth for future professional learning, we understand as a result of much dialogue with state department professionals, that under current guidelines, the TEPL system must also meet the state mandate that requires Connecticut districts report an annual aggregate performance rating of educators to the state. In response to this State requirement, the TEPL committee has developed a set of decision rules to recognize the importance of balancing student outcomes and educator practice in determining an educator's overall summative rating. Although specific percentages have not been applied rigidly, there is clear weighting of Student Growth and Educator Observation components that is articulated explicitly in the decision rules below. Evaluators will apply the decision rules below to determine each educator's Student Outcome and Educator Practice ratings.

Summative Evaluation Decision Rules

Student Outcome Rating – Integrates Student Growth and Whole School Student Learning components

Where ratings in these components differ:

- Student Growth rating overrides Whole School Student Learning rating if a discrepancy of only 1 level exists between these two categories.
- If a discrepancy of 2 or more levels exists between the two categories, the Student Growth rating is lowered by 1 level (or is held the same if the Student Growth rating is the lower of the two ratings).

Educator Practice Rating – Integrates Educator Observation and Learning Community Growth

Where ratings in these components differ:

- Educator Observation rating overrides Learning Community Growth rating if a discrepancy of only 1 level exists between these two categories.
- If a discrepancy of 2 or more levels exists between the two categories, the Educator Observation rating is lowered by 1 level (or is held the same if the Educator Observation rating is the lower of the two ratings).

Based on state mandate and for reporting purposes, Student Outcome and Educator Practice ratings are in turn used to determine an overall summative rating. The TEPL system recognizes the need for clear and consistent decision rules to arrive at an overall evaluation rating and has approached this work through a matrix that synthesizes the calibrated professional judgments rendered in the Summative Rubric rather than a calculated algorithm. The matrix below coordinates the Student Outcome and Educator Practice ratings, determined through the weighting of the Summative Rubric components as described above, to arrive at an overall Summative Evaluation rating for an educator.

2015-2016 Reporting Matrix

| 2015-2016 Reporting Matrix | Educator Practice Rating <i>(Integrates Educator Observation and Learning Community Growth)</i> | | | | |
|---|---|-----------------------|-------------------|---------------------|------------------|
| Student Outcome Rating <i>(Integrating Student Growth and Whole School Student Learning components)</i> | | Below Standard | Developing | Accomplished | Exemplary |
| | Below Standard | Below Standard | Below Standard | Developing | Developing |
| | Developing | Below Standard | Developing | Accomplished | Accomplished |
| | Accomplished | Developing | Accomplished | Accomplished | Exemplary |
| | Exemplary | Developing | Accomplished | Exemplary | Exemplary |

Ratings highlighted in green and yellow shading above (exemplary, accomplished, and developing coordinates) will be defined as “effective” for reporting purposes. Ratings of “below standard” on the matrix will be defined as “ineffective” and require either a shift to Structured Assistance or a non-renewal of employment. In future years, “ineffective” will also be defined as an educator whose rating is placed in “developing” for 2 or more years.

RESOLUTION OF DIFFERENCES

Should an educator disagree with the evaluator's assessment and feedback or should the educator and evaluator disagree with any component of the system, including but not limited to the PGP, observation feedback and summative assessments, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust a report, but is not obligated to do so. The staff member has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting the educator's perspective. However, observation and evaluation reports are not subject to the grievance procedure. In all instances, if the parties cannot arrive at a mutually-agreed upon resolution of a given issue, the determination regarding that issue shall be made by the superintendent.

CONFIDENTIALITY

All evaluative reports are strictly confidential. One copy of evaluative reports with original signatures will be placed in the teacher's personnel file. An educator's signature on any such report is an acknowledgement of receipt only. Having been presented with a report on performance, an educator is expected to sign one copy, acknowledging receipt.

Structured Assistance

STRUCTURED ASSISTANCE

Non-Tenured Staff

Most non-tenured educators are relatively new to the profession and will, therefore, receive formal assistance (e.g. State of CT Teacher Education and Mentoring TEAM Program) and informal support beginning very early in their assignments. However, at any point during the school year, if a supervisor/evaluator determines that a non-tenured staff member's performance is less than satisfactory in one or more areas, these concerns will be promptly discussed with that staff member. Areas of concern will be discussed and suggestions for improved performance will be offered, including peer support, if appropriate. Peer support may be offered by a colleague who has relevant expertise, is tenured, has a relevant background (e.g. TEAM mentor training) without being an evaluator.

Non-tenured staff will be made aware of the possibility that if improvement is insufficient, continued employment for the following year may be in jeopardy. During the first 90 days of employment non-tenured educators are considered temporary employees and, therefore, immediate termination may be considered in very serious cases.

Non-tenured staff whose performance is inadequate or unsatisfactory will continue to be provided with assistance through the TEAM program, their primary supervisors, district coordinators, and other resources as appropriate. As deemed appropriate by the supervisor/evaluator, a non-tenured staff member may be provided some or all of the supports of a structured assistance plan as described below. However, given the probationary status of such staff members and time constraints of the non-renewal process, such supports shall not be required. If a decision to non-renew a non-tenured staff member is reached, that individual will be notified by the evaluator. A meeting will be scheduled with the educator being notified in advance of the purpose of the meeting in order to enable him/her to have an NCEA representative present if desired.

Tenured Staff

While the granting of tenure indicates that a staff member has performed satisfactorily and demonstrated competence in the major areas of the profession, it is recognized that circumstances may arise which result in a tenured staff member performing unsatisfactorily in one or more areas. A lapse in judgment may also be a triggering event. At any point during the school year, if a supervisor/evaluator determines that a tenured staff member's performance is "below standard" in one or more areas, these concerns will be promptly discussed with that staff member and the supervisor/evaluator may decide to provide the staff member structured assistance, as described below.

With regard to summative evaluation, two or more years of performance at the "developing" level in relation to either student growth or educator observation of practice will likewise prompt such discussion and structured assistance, as it is performance considered "in danger" of

practicing at the below standard level. In any year overall below standard performance or two years at the developing level are instances in which educator performance is deemed “ineffective” and so requires structured assistance to inform employment renewal decisions.

When a meeting is called to initiate the provision of structured assistance, the staff member will be notified in advance of the purpose of the meeting in order to enable him/her to have an NCEA representative present if desired. Following the meeting, a report of this deficiency or deficiencies will be prepared which will include a plan for continuing assistance.

Structured Assistance Plan for Tenured Staff

For tenured staff members who need to improve their performance a structured assistance plan will:

1. Identify the area(s) of concern or deficiency, referring to classroom or other relevant observations and/or data which describe and document these area(s).
2. Clearly express expectations for improved performance.
3. Include a plan for improvement which identifies what the teacher will do to improve performance. Included in the plan should be examples of actions and resources the teacher will seek out and use to improve performance.
4. Help identify a qualified colleague as a peer support (if appropriate). This colleague must be tenured and either be an instructional leader or have training as a TEAM Mentor or peer coach. This colleague would not be an evaluator.
5. Establish a monitoring system which may include a specific number of observations and/or conferences.
6. Provide a reasonable and specific time period in which improvement must be made and a review completed.

The expectation is that the level of performance defined in the plan will be maintained beyond the period of structured assistance.

Structured Assistance - Assessment of Progress

At the conclusion of a reasonable time period established by the evaluator for performance improvement, the educator will provide the evaluator with documentation and evidence of growth in the components deemed in need of assistance in order to support the evaluator’s assessment of progress. Documentation from the educator should include:

1. Verification of the teachers’ record of steps taken to improve.
2. A record of the assistance accessed and used by the teacher

Also, the evaluator will provide the educator with a formal written assessment which contains:

1. A record of the observations/data and/or conferences conducted or held to monitor performance
2. An assessment of performance in the area(s) of identified concern or deficiency
3. A clear statement of the status of the concern, i.e. whether resolved or in need of further action
4. Identification of adjustments and parameters involving the seriousness of a continued concern:
 - An extension of the terms and time limits of the existing plan
 - Revision of the assistance plan to include other strategies and support
 - Other administrative actions up to and including recommendation for termination of employment

A copy of any written assessment will be given to the educator, one will be kept by the evaluator, and the original will be forwarded to the Superintendent's Office for inclusion in the employee's personnel record. The educator has the right to review the written assessment before it is filed and may attach written comments. The teacher may have bargaining unit representation at all evaluation conferences if desired and requested. The Superintendent may assign other evaluators to assist in this process.

If the educator meets expectations successfully, his or her evaluation would resume as described under Induction II (*see General Features & Procedures – Summary*).

If the educator does not meet expectations for improved performance and the evaluator determined that there was no reasonable basis for extending the timeframe or revising the plan of assistance, the district may choose to schedule a meeting for counseling purposes related to separation from the position. The meeting will be scheduled with advance notification to enable the staff member to have an NCEA representative present if desired.

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Appendix A: NCPS Effective Teaching Framework and Continuum

NCPS Effective Teaching Framework: At a Glance

| | |
|---|---|
| <p><u>Domain 1: Learning Environment</u></p> <ul style="list-style-type: none"> • Respectful environment • Student engagement • Development of students’ social skills • Behavior management • Routines and transitions • Physical environment | <p><u>Domain 2: Planning</u></p> <ul style="list-style-type: none"> • Student needs • Coherent design • Assessment strategies • Appropriate interventions • Literacy skills • Integration of disciplines • 21st Century skills |
| <p><u>Domain 3: Responsive Teaching</u></p> <ul style="list-style-type: none"> • Learning objective and expectations • Instructional practices • Learning strategies • Questioning • Student independence and interdependence • Monitoring student learning • Differentiated instruction • Descriptive feedback • Metacognition | <p><u>Domain 4: Assessment Literacy</u></p> <ul style="list-style-type: none"> • Variety of assessments • Performance assessment • Opportunities for students to self-assess • Data teams • Data-informed decision making • Development of instruction and interventions • Communication of expectations and progress |
| <p><u>Domain 5: Professional Learning and Collaboration</u></p> <ul style="list-style-type: none"> • Active participation • Leadership • Contributions to school and district | <p><u>Domain 6: Professional Knowledge & Responsibilities</u></p> <ul style="list-style-type: none"> • Content and essential skills • Professionalism |

New Canaan Effective Teaching Framework

Overview

| Domain 1 | The educator promotes student engagement, independence and interdependence in learning by facilitating a positive and productive learning community. | | |
|-----------------------------|---|--------------|--|
| | Indicator | | |
| Learning Environment | Respectful Environment | LE. 1 | <i>Creates a learning environment that is responsive to and respectful of the academic and behavioral needs of students with diverse backgrounds, interests and performance levels.</i> |
| | Student Engagement | LE. 2 | <i>Promotes engagement in and shared responsibility for the learning process including encouraging opportunities for students to initiate their own questions and inquiry.</i> |
| | Development of Social Skills | LE. 3 | <i>Provides explicit and clear instruction about social skills to develop social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to students' needs.</i> |
| | Behavior Management | LE. 4 | <i>Defines and explicitly teaches appropriate standards of behavior that support a productive learning environment for all students.</i> |
| | Routines and Transitions | LE. 5 | <i>Maximizes the amount of time spent on learning by effectively managing routines and transitions.</i> |
| | Instructional Environment | LE. 6 | <i>Designs the physical / virtual environment to promote learning goals.</i> |

| Domain 2 | | The educator plans instruction aligned with district curriculum in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large. | |
|-----------------|---------------------------------------|---|---|
| | | Indicator | |
| Planning | Student Needs | PL. 1 | <i>Ensures content instruction is at an appropriate level of challenge and differentiated to meet student learning needs, learning styles, and/or interests.</i> |
| | Coherent Design | PL. 2 | <i>Develops and organizes coherent and relevant class units, lessons, learning tasks and homework assignments that are aligned with district curriculum, enduring understandings, content knowledge and skill objectives (KUD's).</i> |
| | Assessment Strategies | PL. 3 | <i>Incorporates appropriate assessment strategies to monitor ongoing student progress into unit / lesson planning.</i> |
| | Appropriate Interventions | PL. 4 | <i>Plans for differentiated, supplemental, or specialized interventions for students who do not respond to universal instruction.</i> |
| | Literacy Skills | PL. 5 | <i>Includes strategies for teaching and supporting Common Core State Standard (CCSS) content area literacy and numeracy skills in the curriculum (as appropriate).</i> |
| | Integration of Disciplines | PL. 6 | <i>Integrates other disciplines into unit and lesson design in ways that promote understanding of unit learning goals and performance expectations.</i> |
| | 21st Century Skills | PL. 7 | <i>Purposefully includes strategies for teaching and supporting 21st century learning expectations in unit/lesson planning (ex. NCPS ICT standards; critical, creative thinking, communication and collaboration skills).</i> |

| Domain 3 | | The educator implements effective instruction that engages students in rigorous and relevant learning, resulting in student growth and achievement. | |
|--|--|--|--|
| | | Indicator | |
| Responsive Teaching in the Differentiated Classroom | Learning Objective and Expectations | RTDC. 1 | <i>Communicates clear lesson objectives and performance criteria so that students understand what it is they need to know, understand and be able to do in order to demonstrate learning and growth.</i> |
| | Instructional Practices | RTDC. 2 | <i>Uses a variety of evidence-based practices matched to the learner and task, enabling students to construct and apply new learning.</i> |
| | Learning Strategies | RTDC. 3 | <i>Utilizes inquiry-based and active learning strategies to lead students to construct meaning.</i> |
| | Questioning | RTDC. 4 | <i>Poses, encourages and responds to questions in ways that scaffold learning and engage the students in higher order thinking.</i> |
| | Student Independence and Inter-dependence | RTDC. 5 | <i>Varies the student and educator roles in ways that develop independence and interdependence of learners with the gradual release of responsibility to each learner.</i> |
| | Monitoring Student Learning | RTDC. 6 | <i>Monitors student learning and adjusts teaching during instruction to promote student performance and engagement in learning tasks.</i> |
| | Differentiated Instruction | RTDC. 7 | <i>Uses differentiated instruction and supplemental intervention intentionally to support both students who are struggling and /or for those who demonstrate advanced understandings and skills.</i> |
| | Descriptive Feedback | RTDC. 8 | <i>Provides timely, meaningful, and specific feedback to students during instruction to improve their performance.</i> |
| | Metacognition | RTDC. 9 | <i>Regularly models metacognition and consistently provides opportunities for student reflection and self-assessment as part of the learning process.</i> |

| Domain 4 | | The educator uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making. | |
|----------------------------|---|---|---|
| | | Indicator | |
| Assessment Literacy | Variety of Assessments | AL. 1 | <i>Uses a variety of formative and summative assessments with criteria that directly aligns to unit understandings and learning objectives.</i> |
| | Performance Assessment | AL. 2 | <i>Uses performance assessments that reflect professional design standards to assess deep understanding and complex problem solving (ex. district performance assessment design and Smarter Balance design standards.)</i> |
| | Opportunities for Students to Self-Assess | AL. 3 | <i>Includes student self-assessment and goal setting as part of the instructional process.</i> |
| | Data Teams | AL. 4 | <i>Collaborates with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress; contributes to and uses results of data team meetings (ex. USTs, SSTs) to plan, implement and assess the impact of instruction/interventions.</i> |
| | Data-Informed Decision Making | AL. 5 | <i>Maintains and uses a comprehensive set of data that provides depth and breadth of understanding of student achievement at particular point in time and over time.</i> |
| | Development of Instruction and Interventions | AL. 6 | <i>Uses academic, behavioral, and health data to select and/or design targeted instruction and/or a range of interventions.</i> |
| | Communication of Expectations and Progress | AL. 7 | <i>Supports student progress by communicating academic and behavioral performance expectations and results with students, their families and other educators.</i> |

| | | | |
|--|--|------------------|--|
| Domain 5 | As a member of a professional learning community, the educator maximizes support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership. | | |
| | * All New Canaan educators are members of professional learning communities (plc) which include, but are not limited to, grade-level, course and department teams, data teams, and professional learning groups. | | |
| | | Indicator | |
| Professional Learning and Collaboration | Active Participation | PLC. 1 | <i>Collaborates with colleagues in supporting student learning through active participation in a variety of professional learning communities.</i> |
| | Role based Leadership | PLC. 2 | <i>Demonstrates role- based leadership in developing and enhancing professional learning communities.</i> |
| | Contributions to School and District | PLC. 3 | <i>Actively contributes to the broader school and district culture of professional learning.</i> |

| | | | |
|--|--|------------------|--|
| Domain 6 | As a professional, the educator is aware of and complies with the Connecticut Code of Professional Responsibility for Educators. This extends to understanding of State, district, and school policies and procedures. The educator also demonstrates content knowledge and essential skills in fulfilling the responsibilities of his/her professional role as defined by the New Canaan Public Schools. | | |
| | | Indicator | |
| Professional Knowledge and Responsibilities | Content and Essential Skills | PK. 1 | <i>Understands and applies essential skills, central concepts and tools of inquiry and practice in their subject matter or field.</i> |
| | Professionalism | PK. 2 | <i>Displays knowledge and skills of profession based on professional standards, State regulations and standards, and district and school policies and practices.</i> |

Domain 1: Learning Environment, Cognitive Engagement, Connecting to the Learner

The educator promotes student engagement, independence and interdependence in learning by facilitating a positive and productive learning community.

LE 1 – Respectful Environment: *Creates a learning environment that is responsive to and respectful of the academic and behavioral needs of students with diverse backgrounds, interests and performance levels. (Examples of learning environments include instructional, support settings, and non instructional environments such as recess, lunchroom and hallways.)*

| Below Standard | Developing | Accomplished | Exemplary |
|---|---|---|--|
| <ul style="list-style-type: none"> • Appropriate academic and behavioral expectations are not established for students. • Evidence of student culture, community, or background experience is not represented in the learning environment • Interactions between educator and student are not consistently respectful and may include sarcasm. | <ul style="list-style-type: none"> • High academic and behavioral expectations are established for some students but are lowered for others based on such characteristics as socio-economic status, race, disability, gender or background. • Integration-of students’ cultures, communities or backgrounds is observable in the learning environment • Interactions between educator and student s are consistently respectful. | <ul style="list-style-type: none"> • High academic and behavioral expectations are established for all students regardless of such factors as socio-economic status, race, disability, gender or background. • Integration and consideration of students’ cultures, communities or backgrounds is observable in the learning environment, including instruction and assessment. • Educator-student and student-student interactions are consistently respectful. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> • Students respectfully recognize culture and diversity issues. • Students assume ownership for creating a respectful culture within the classroom/learning environment. |

Domain 1: Learning Environment, Cognitive Engagement, Connecting to the Learner

The educator promotes student engagement, independence and interdependence in learning by facilitating a positive and productive learning community.

LE 2 – Student Engagement: *Promotes engagement in and shared responsibility for the learning process including encouraging opportunities for students to initiate their own questions and inquiry.*

| Below Standard | Developing | Accomplished | Exemplary |
|---|--|---|---|
| <ul style="list-style-type: none"> • Educator provides few, if any, opportunities for students to make decisions and take ownership of their learning. • Educator allows many students to disengage from lesson. • Educator discourages students from trying something other than strategy being taught within lesson. | <ul style="list-style-type: none"> • Educator provides opportunities for students to take ownership of behavioral/procedural tasks but not academic tasks. • Educator addresses students who are not behaviorally engaged and refocuses them on lesson. • Educator encourages some students to try strategies from previous learning of content or skill. | <ul style="list-style-type: none"> • Educator provides opportunities for most students to take ownership of behavioral/procedural and academic tasks that support their success with lesson objective. • Educator creates an environment in which most students are consistently behaviorally and cognitively engaged in lesson. • Educator encourages most students to apply strategies from previous learning to content or skill. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> • Learning environment supports all students in setting and monitoring their own goals for behavior and learning. • Learning environment promotes students supporting one another’s engagement through peer to peer questioning and feedback. |

Domain 1: Learning Environment, Cognitive Engagement, Connecting to the Learner

The educator promotes student engagement, independence and interdependence in learning by facilitating a positive and productive learning community.

LE 3 – Development of Students’ Social Skills: *Provides explicit and clear instruction about social skills to develop student social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized based on student needs.*

| Below Standard | Developing | Accomplished | Exemplary |
|---|--|--|--|
| <ul style="list-style-type: none"> Educator provides limited modeling or direct instruction on development of social skills. | <ul style="list-style-type: none"> Educator models socially competent behavior in interactions with students and other adults. Educator articulates classroom expectations for social skills and introduces some strategies to help students develop socially competent behavior. Educator implements behavioral intervention strategies that are more reactive than proactive. | <ul style="list-style-type: none"> Educator provides direct instruction and support of student mastery of appropriate social skills and ethical and responsible behavior. Educator structures opportunities for students to discuss, learn, practice and reinforce appropriate social skills. Educator is proactive in implementing a variety of behavioral intervention strategies that are differentiated based on student needs. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> Educator designs and implements strategies to support students’ independence in seeking to improve their own social, ethical, and responsible behavior. Students are able to demonstrate the social skills necessary for success in academic settings. |

Domain 1: Learning Environment, Cognitive Engagement, Connecting to the Learner

The educator promotes student engagement, independence and interdependence in learning by facilitating a positive and productive learning community.

LE 4 – Behavior Management: *Creates appropriate standards of behavior that support a productive learning environment for all students.*

| Below Standard | Developing | Accomplished | Exemplary |
|---|---|--|--|
| <ul style="list-style-type: none"> • Expectations of appropriate behavior are not clearly established. • Educator does not consistently address misbehavior quickly, respectfully, or appropriately. • Educator does not consistently address individual student behavior in a manner that models sensitivity and respect. • Logical and fair consequences are not consistently assigned. | <ul style="list-style-type: none"> • Expectations of appropriate behavior are clearly established. • Educator consistently addresses misbehavior quickly, respectfully, and appropriately. • Educator consistently addresses individual student behavior in a manner that models sensitivity and respect. • Logical and fair consequences are consistently assigned that are aligned to established rules for behavior. | <ul style="list-style-type: none"> • Expectations of appropriate behavior are consistently implemented by teacher. • Educator elicits students' input in establishing rules of conduct and consequences. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> • Students monitor and regulate their own behavior. • Students promote behavior that supports a productive learning environment. |

Domain 1: Learning Environment, Cognitive Engagement, Connecting to the Learner

The educator promotes student engagement, independence and interdependence in learning by facilitating a positive and productive learning community.

LE 5 – Routines and Transitions: *Maximizes the amount of time spent on learning by effectively managing routines and transitions.*

| Below Standard | Developing | Accomplished | Exemplary |
|--|---|---|---|
| <ul style="list-style-type: none"> • Instructional time is lost due to lack of clear routines and procedures. • Supplies, equipment, or resources are not readily accessible to the teacher or students. • Students demonstrate a lack of understanding of how to transition appropriately and efficiently. | <ul style="list-style-type: none"> • Routines and procedures are established but not efficient. • Supplies, equipment, or resources are readily accessible to the educator but not for all students. • Instructional arrangements are planned but some instructional time is lost because the educator continually redirects students through transitions. | <ul style="list-style-type: none"> • Routines and procedures are established and used to maximize instructional time. • Students can access supplies and resources as needed to support independent or group learning. • All students demonstrate an understanding of how to transition appropriately and efficiently. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> • Students are able to assume responsibility for themselves both individually and in groups during routines and transitions. |

Domain 1: Learning Environment, Cognitive Engagement, Connecting to the Learner

The educator promotes student engagement, independence and interdependence in learning by facilitating a positive and productive learning community.

LE 6 – Instructional Environment: *Designs the physical / virtual environment to promote learning goals.(Classroom is inclusive of all learning and service environments including support service offices.)*

| Below Standard | Developing | Accomplished | Exemplary |
|---|---|--|---|
| <ul style="list-style-type: none"> • Classroom is not arranged to facilitate student interaction. • Classroom arrangement limits educator’s ability to circulate and monitor all students. • Classroom arrangement interferes with some students having access to instructional materials used by the educator (visuals, read-aloud books, etc.). • Classroom is not sufficiently safe / organized to promote the learning of all students. • Current student work is not displayed. • Displays and postings convey messages inconsistent with district expectations and standards. | <ul style="list-style-type: none"> • Classroom is arranged to facilitate student interaction but does not promote group work. • Classroom arrangement allows the educator to circulate and monitor all students. • All students have access to instructional materials used by the educator (visuals, read-aloud books, tools, etc.). • Classroom is sufficiently safe and organized to promote the learning of all students. • Current and relevant student work is evident in classroom. • Displays and postings convey messages consistent with district expectations and standards. | <ul style="list-style-type: none"> • Classroom arrangement allows students to easily move and use tools and resources in collaborative and independent ways to match the instructional plan. • As needed, classroom arrangement is modified to meet needs of students and lesson activities. • Classroom is safe, organized and inviting for all students. • Student work is used by the educator and students to support student success with learning objective. • Displays and postings convey messages that explicitly promote district expectations and standards. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> • Students are allowed to modify the physical environment of the classroom in order to meet their learning needs. • Student work is displayed in a manner that communicates learning objectives and makes explicit student thinking. • Examples of criteria for student work are displayed and used by students to evaluate their work. • Displays and postings are student generated and convey messages that celebrate district expectations and standards. |

Domain 2: Planning

The educator plans instruction aligned with district curriculum in order to engage students in rigorous and relevant learning and promote their curiosity about the world at large.

PL 1 – Student Needs: *Ensures content instruction is at an appropriate level of challenge and differentiated to meet student learning needs, learning styles, and/or interests.*

| Below Standard | Developing | Accomplished | Exemplary |
|---|---|---|---|
| <ul style="list-style-type: none"> Plans do not build on students' prior knowledge. References to previous learning experiences are not evident. Plans are not at an appropriate level for most students. | <ul style="list-style-type: none"> Plans build on students' prior knowledge but are not logically sequenced or segmented to support students in meeting unit goals. Plans are at an appropriate level for some students but do not address all students' learning needs, learning styles, and/or interests. | <ul style="list-style-type: none"> Plans are logically sequenced and segmented based on students' prior knowledge and learning in order to support students in meeting unit goals. Plans include differentiation that addresses most students' learning needs, learning styles, and/or student interests. Activities and materials are at an appropriate level for most students but are not challenging for all students. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> Plans include differentiation of across content, process, and product in order to address students' learning needs, learning styles, and/or interests. Activities and materials are appropriately challenging for all students. Plans include opportunities for students to make choices based on their learning needs, learning styles, and/or interests. |

Domain 2: Planning

The educator plans instruction aligned with district curriculum in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

PL 2 – Coherent Design: *Develops and organizes coherent and relevant class units, lessons, learning tasks and homework assignments that are aligned with district curriculum, enduring understandings, content knowledge and skill objectives (KUD's: know, understand and be able to do).*

| Below Standard | Developing | Accomplished | Exemplary |
|---|---|--|---|
| <ul style="list-style-type: none"> Plans do not provide a continuum of learning for students. Plans do not articulate or reference essential questions or enduring understandings. Plans include few opportunities for students to engage in the learning process. | <ul style="list-style-type: none"> Plans have connections to previous learning but lack a logical sequence that provides a continuum of learning for students. Plans do not consistently address essential questions and enduring understandings. Plans include some opportunities for students to engage in the learning process. | <ul style="list-style-type: none"> Plans are logically sequenced and segmented to provide a clear continuum of learning for all students. Plans are built appropriately from unit essential questions, enduring understandings (KUD's). Plans include multiple opportunities for students to engage in the learning process and apply higher level thinking skills to their work, including homework (when applicable). | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> Plans include opportunities for students to make connections between skills or concepts being taught. Plans include opportunities for students to generate questions that further their understanding of skills or concepts being taught. Plans include opportunities for students to identify/pose and solve problems related to real-world issues. |

Domain 2: Planning

The educator plans instruction aligned with district curriculum in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

PL 3 – Assessment Strategies: *Selects appropriate assessment strategies to monitor ongoing student progress.*

| Below Standard | Developing | Accomplished | Exemplary |
|---|---|--|--|
| <ul style="list-style-type: none"> • Assessments are not aligned with district curriculum. • Assessments measure students' end of unit performance but do not include strategies to monitor their progress towards unit goals. • Plans do not include strategies for use of assessment data. | <ul style="list-style-type: none"> • Assessments are aligned with district curriculum. • Plans include summative and formative assessments for monitoring student progress towards unit goals. • Plans include strategies for the educator's use of assessment data to inform planning | <ul style="list-style-type: none"> • Assessments are aligned with district curriculum and are responsive to students' needs (ex. culturally non biased, language controlled.) • Plans include a variety of assessment tools for monitoring student progress towards unit goals. • Assessments measure student knowledge and higher-level thinking skills. • Plans include strategies for the both for educator's and students' use of assessment data. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> • Plans include opportunities for students to self-evaluate and reflect on their learning based on specific criteria. • Plans include opportunities for students to make choices for how they will demonstrate their learning. |

Domain 2: Planning

The educator plans instruction aligned with district curriculum in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

PL 4 –Appropriate Interventions: *Plans for differentiated, supplemental, or specialized interventions for students who do not respond to primary instruction alone.*

| Below Standard | Developing | Accomplished | Exemplary |
|--|--|--|---|
| <ul style="list-style-type: none"> Specific academic and social/emotional/behavioral interventions are not referenced in plans. | <ul style="list-style-type: none"> Plans include either appropriate academic or social/emotional/behavioral interventions but not both. Interventions referenced are research based and appropriate for some students. | <ul style="list-style-type: none"> Plans include appropriate academic and social/emotional/behavioral interventions for all students as needed. Interventions are research-based and appropriate for most students. Plans demonstrate educator’s collaboration with colleagues and specialists in development of interventions. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> Plans provide evidence of educator’s continual analysis of data to develop interventions for all students as needed. |

Domain 2: Planning

The educator plans instruction aligned with district curriculum in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

PL 5 – Literacy Skills: *Includes strategies for teaching and supporting Common Core State Standards content area literacy and numeracy skills in the curriculum (as appropriate).*

| Below Standard | Developing | Accomplished | Exemplary |
|--|---|--|--|
| <ul style="list-style-type: none"> Plans include limited opportunities to support literacy and numeracy skills. | <ul style="list-style-type: none"> Plans include the educator’s use of materials or strategies to support comprehension or communication skills in content area instruction. Plans include literacy and numeracy skills but do not include opportunities for student application. Plans include literacy and numeracy skills but the skills are not used to enhance content area learning. | <ul style="list-style-type: none"> Plans include an educator’s model for how comprehension and communication skills support student learning of content. Plans include opportunities for students to construct meaning through reading, writing, listening, speaking, viewing, and presenting to enhance content area learning. Plans include opportunities for students to problem solve, interpret and use data and numerical representations to enhance content area learning. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> Students are able to explain how literacy and numeracy skills support their learning of content and allow for effective demonstration of understanding. |

Domain 2: Planning

The educator plans instruction aligned with district curriculum in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

PL 6 – Integration of Disciplines: *Integrates other disciplines into unit and lesson design in ways that promote understanding of unit learning goal and performance expectations.*

| Below Standard | Developing | Accomplished | Exemplary |
|---|---|---|--|
| <ul style="list-style-type: none"> Integration of other disciplines is not evident in plans. | <ul style="list-style-type: none"> Plans reference other disciplines but only in a general or non meaningful way. Opportunities for students to make connections across disciplines are not evident in plans. | <ul style="list-style-type: none"> Strategies are planned for how the educator will integrate other disciplines to support students in meeting unit goals. Plans include opportunities for students to make general connections across disciplines. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> Strategies are planned for how the educator will integrate the learning goals of other disciplines in a cohesive and meaningful way. Plans include opportunities for students to explain how different disciplines support the content area of study (as appropriate). |

Domain 2: Planning

The educator plans instruction aligned with district curriculum in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

PL 7– Supports 21st Century Learning: *Purposefully includes strategies for teaching and supporting 21st century learning expectations in unit/lesson planning (ex. NCPS ICT standards; critical, creative thinking, communication and collaboration skills).*

| Below Standard | Developing | Accomplished | Exemplary |
|--|--|---|--|
| <ul style="list-style-type: none"> • Purposeful use of technology to enhance student learning is not evident in plans. • Plans do not incorporate student development of 21st century learning. | <ul style="list-style-type: none"> • Plans include opportunities for student use of technology but only as directed by the educator. • Plans include student development of 21st century learning but only as directed by the educator. | <ul style="list-style-type: none"> • Plans reference the educator’s and students’ use of technology in a manner that supports students in meeting unit goals. • Plans incorporate direct instruction and application of 21st century learning expectations for students. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> • Plans may include opportunities for students to select appropriate technology tools based on unit goals. • Plans incorporate opportunities for students to select and apply 21st century learning standards. • Plans include opportunities for students to reflect and self-assess on their use of 21st century learning. |

Domain 3: Responsive Teaching in the Differentiated Classroom

The educator implements effective instruction that engages students in rigorous and relevant learning, resulting in student growth and achievement.

RTDC 1 - Learning Objective and Expectations: *Communicates clear lesson objectives and performance criteria so that students understand what it is they need to know, understand and be able to do (KUD) to demonstrate learning and growth.*

| Below Standard | Developing | Accomplished | Exemplary |
|---|---|--|---|
| <ul style="list-style-type: none"> Learning objective is not displayed or communicated to students. Learning objective is not aligned to a curricular standard. Expectations for student work are unclear or are too simple or too difficult for majority of students. | <ul style="list-style-type: none"> Learning objective is displayed and communicated to students, but not in a purposeful way. Learning objective is aligned to curricular standards, but connections between the objective and standard are not made explicit for students. Expectations for student work are stated at the beginning of the lesson, but not articulated or revisited throughout the lesson. Performance expectations are focused on a knowledge/procedural levels of understanding and do not require students to think at a higher level. | <ul style="list-style-type: none"> Essential questions and learning objectives are displayed and communicated to students so that students are able to explain both. Learning objectives are connected to enduring understandings and curricular standards in a manner that provides a continuum of learning for students. Learning objectives are focused on a targeted set of understandings and skills with clear assessment criteria that is articulated to students. Learning objectives are connected to what students have previously learned, know from life experiences, and connected to other disciplines or concepts. Performance expectations require students to think at a higher level. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> Learning objectives are standards-based, specific, and measurable, demanding, and made meaningful to students. Educator articulates, displays, and references the learning objective(s) throughout the lesson in meaningful ways. Students are able to articulate the intended learning and desired performance outcome, as well as, connect it to real life significance and other content. Performance expectations that are demanding and require higher order thinking are made explicit to students throughout the lesson. |

Domain 3: Responsive Teaching in the Differentiated Classroom

The educator implements effective instruction that engages students in rigorous and relevant learning, resulting in student growth and achievement.

RTDC 2 - Instructional Practices: *Uses a variety of evidence-based practices matched to the learner and task, enabling the students to construct and apply new learning.*

| Below Standard | Developing | Accomplished | Exemplary |
|--|--|--|---|
| <ul style="list-style-type: none"> • Educator’s instruction demonstrates limited consideration of students’ learning needs or interests. • Lesson is primarily focused on lower level learning skills (i.e., factual memorization). • Majority of students are not cognitively engaged. | <ul style="list-style-type: none"> • Educator’s instruction demonstrates consideration of some students’ learning needs or interests. • Content is presented using more than one strategy, but the lesson is focused more on task completion than on new learning. • Some students are not cognitively engaged during lesson. • Lesson provides opportunities for some students to construct and apply new learning but opportunities are inconsistent and not purposeful. | <ul style="list-style-type: none"> • Educator’s instruction shows a consistent consideration of most students’ learning needs or interests. • Content is presented using multiple strategies that cognitively engage students. • Lesson includes, and as appropriate is focused on, application and extension of new learning. • Students are able to articulate how the new learning applies to situations outside the scope of the lesson. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> • Students are able to select strategies by which to gain new learning based on their needs and interests. • Students are able to articulate how new learning relates to real-world issues and other disciplines beyond content being taught. |

Domain 3: Responsive Teaching in the Differentiated Classroom

The educator implements effective instruction that engages students in rigorous and relevant learning, resulting in student growth and achievement.

RTDC 3 – Learning Strategies: *Implements inquiry-based tasks and active learning strategies to lead students to construct meaning.*

| Below Standard | Developing | Accomplished | Exemplary |
|--|--|---|---|
| <ul style="list-style-type: none"> Learning tasks (including, as appropriate, homework) require limited knowledge acquisition, application, and/or reasoning by students. Lesson provides limited opportunities for students to interact for purpose of learning. Educator primarily provides information with little opportunity for discourse. Educator use of technology is limited and does not enhance student learning. Educator does not model effective problem-solving strategies or engage students in exploring real-world issues. | <ul style="list-style-type: none"> Learning tasks (including, as appropriate, homework) provide opportunities for students to acquire knowledge, but opportunities to apply or to develop reasoning are limited. Lesson provides opportunities for students to interact but not engage in collaborative problem-solving or inquiry-based learning. Discussions are generally teacher-directed. Use of technology is related to the lesson but is provides little opportunity for students to engage and interact meaningfully with the learning objectives. Educator models effective problem-solving strategies but does not engage students in exploring real-world issues. | <ul style="list-style-type: none"> Learning tasks (including, as appropriate, homework) provide opportunities for students to apply knowledge and reasoning skills and analyze diverse perspectives. Student-to-student discourse is purposeful, collaborative, and supports problem-solving of real-world issues. Educator provides an array of digital resources/tools as an integrated and meaningful component of the learning tasks. Students approach problem solving tasks and respond with evidence of original thought and inquiry-based learning. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> Learning tasks (including, as appropriate, homework) provide opportunities for students to generate connections to novel situations make meaning and create new understandings. Students determine how to engage in and sustain purposeful discourse and collaboration in order to meet the learning objective. Students identify and pose solutions to real-world problems and issues. Students may select from and utilize a range of digital resources and tools that support their success with learning tasks. |

Domain 3: Responsive Teaching in the Differentiated Classroom

The educator implements effective instruction that engages students in rigorous and relevant learning, resulting in student growth and achievement.

RTDC 4 - Questioning: *Poses, encourages and responds to questions in ways that scaffold learning and engage the student(s) in higher order thinking.*

| Below Standard | Developing | Accomplished | Exemplary |
|---|--|---|---|
| <ul style="list-style-type: none"> • Questions posed by educator and/or students have limited connections to the learning objectives. • Questions posed are on the remembering or comprehension levels and do not require higher order thinking. • The educator primarily calls on student volunteers or answers his/her own questions. • Sufficient wait time is not provided. | <ul style="list-style-type: none"> • Questions posed by educator and/or students are connected to the learning objectives. • Majority of questions posed by the educator are at the level of knowledge or comprehension but some attempt to pose higher order questions is evident. • The educator varies response methods to allow volunteers and non-volunteers to answer questions. • Sufficient wait time is inconsistently provided. • Students pose questions focused on clarification of directions or at a factual level. | <ul style="list-style-type: none"> • Questions posed or solicited by the educator engage learners in higher-level, critical thinking that lead to successfully meeting the learning objective. • Response methods are varied and engage most students by requiring them to formulate responses. • Sufficient wait time is consistently provided. • Students pose questions to the educator that are relevant to the learning objective and demonstrate higher order thinking. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> • Students take initiative in posing questions to each other that demonstrate higher order thinking and extend the learning objective. • Students elaborate on each other's responses using higher level thinking skills. |

Domain 3: Responsive Teaching in the Differentiated Classroom

The educator implements effective instruction that engages students in rigorous and relevant learning, resulting in student growth and achievement.

RTDC 5 - Student Independence and Interdependence: *Varies the student and educator roles in ways that develop independence and interdependence of learners with the gradual release of responsibility to the students.*

| Below Standard | Developing | Accomplished | Exemplary |
|---|---|--|---|
| <ul style="list-style-type: none"> • Educator directs the lesson with limited opportunity for student engagement or input. • Educator overly scaffolds lesson so that students are not required to take responsibility for learning and their work. • Educator takes responsibility for instructional and non-instructional tasks. | <ul style="list-style-type: none"> • Educator provides opportunities for questioning/clarification of task, content, and discusses concepts presented. • Scaffolds provided allow some students to take responsibility for their work and think independently. • Educator provides opportunities for students to take responsibility for non-instructional tasks. • Digital resources are available but their use is not modeled or encouraged by the educator. | <ul style="list-style-type: none"> • Educator provides opportunities for students to collaborate with each other to discuss and apply skills and concepts presented. • Scaffolds allow most students to take responsibility for their work and think independently. • Educator provides opportunities for students to take responsibility for some learning activities. • Use of digital tools is modeled and encouraged in a manner that supports student independence and interdependence. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> • Educator and student roles are differentiated based on students' academic and behavioral needs, allowing students to progress towards independence at different rates. • Students work individually and collaboratively to analyze, question, and/or develop new learning. • Students develop and facilitate individual and collaborative learning activities. • Students may select appropriate digital tools and resources for researching and collaborating. |

Domain 3: Responsive Teaching in the Differentiated Classroom

The educator implements effective instruction that engages students in rigorous and relevant learning, resulting in student growth and achievement.

RTDC 6 - Monitoring Student Learning: *Monitors student learning and adjusts teaching during instruction in response to student performance and engagement in learning tasks.*

| Below Standard | Developing | Accomplished | Exemplary |
|--|--|--|--|
| <ul style="list-style-type: none"> Monitoring focuses on task completion and/or student behavioral engagement only. Educator does not demonstrate use of formative assessment to monitor student learning towards the learning objectives. Educator rarely adjusts instruction based on student performance. System for tracking formative assessment data is not evident. | <ul style="list-style-type: none"> Monitoring focuses primarily on whole class progress towards the learning objectives. Educator uses at least one formative assessment method to monitor student learning towards the learning objectives. Educator occasionally adjusts instruction based on student performance but does not address significant student misconceptions, misunderstandings or questions. System for tracking formative assessment data is inconsistently applied and/or not aligned to the learning objective. | <ul style="list-style-type: none"> Monitoring focuses primarily on the progress of small groups towards the learning objectives. Educator uses multiple types of formative assessments to monitor students' progress toward the learning objectives. Educator effectively adjusts instruction or individual support during lesson as needed in response to student performance and feedback. Students self-evaluate performance or work based on specific criteria. Educator consistently utilizes a system for tracking formative assessment data aligned to the learning objective. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> Monitoring focuses on the progress of all students as individuals, in small groups, and as a class towards the learning and unit objectives. Educator uses varied and multiple formative assessments to monitor students' progress toward the learning objectives. Students have a system for tracking their progress toward learning or unit objectives. Students select learning experiences based on their analysis of their progress towards learning and unit objectives, and as appropriate personalized learning goals. |

Domain 3: Responsive Teaching in the Differentiated Classroom

The educator implements effective instruction that engages students in rigorous and relevant learning, resulting in student growth and achievement.

RTDC 7 - Differentiated Instruction: *Uses differentiated instruction and supplemental intervention intentionally over time to support all students, including struggling students and /or for those who demonstrate advanced understandings and skills.*

| Below Standard | Developing | Accomplished | Exemplary |
|--|--|--|--|
| <ul style="list-style-type: none"> Majority of instruction is provided whole group. Differentiation is limited to providing extra time for struggling learners or extra work for early finishers. Differentiation based on student learning and/or behavioral needs is provided solely by individuals other than the educator. Most students struggle to meet the learning objective or are disengaged in the lesson due to a lack of differentiation. | <ul style="list-style-type: none"> Differentiation appears to be mostly reactive, instituted as individual student needs surface. Educator attempts to differentiate to meet students' specific needs, but differentiation is limited in scope and effectiveness. Instructional groups are utilized but without clear purpose or intentionality. Educator uses technology as directed by curriculum without making adjustments for students' interests or needs. Some students struggle to meet the lesson objective or are disengaged due to a lack of differentiation (ex. some students have already mastered the lesson objectives or have previously used many of the materials in similar way). | <ul style="list-style-type: none"> Differentiation is planned based on data and supports all students in meeting (or as appropriate exceeding) the lesson objectives and maintaining active engagement. Differentiation is varied across dimensions and is matched to the learner and task; it includes appropriate use of technology to meet students' specific needs while supporting access to appropriate standards. Instructional groups are used intentionally in conjunction with student academic and behavioral needs and interests. Students respond to differentiation and are successful in meeting learning objectives. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> Educator cultivates students' reflection on their learning needs and styles as well as their ability to select and utilize strategies to maximize learning and growth. Students display an awareness of and responsiveness to peers' academic and behavioral needs and respond in ways that support others as members of the learning community. Students may choose to utilize technology tools or innovative approaches as differentiated ways of demonstrating their understanding of learning objective |

Domain 3: Responsive Teaching in the Differentiated Classroom

The educator implements effective instruction that engages students in rigorous and relevant learning, resulting in student growth and achievement.

RTDC 8 – Descriptive Feedback: *Provides timely, meaningful, and specific feedback to students during instruction to improve their performance.*

| Below Standard | Developing | Accomplished | Exemplary |
|--|---|--|---|
| <ul style="list-style-type: none"> • Feedback to students about the quality of their work/performance is general and may be inconsistent or inaccurate. • Feedback provided is limited to evaluative or motivational statements. • Criteria for student performance expectations are unclear. | <ul style="list-style-type: none"> • Feedback to students about the quality of their work/performance is consistent and accurate but often general (not specific). • Identification of steps students need to take towards mastery of learning objective is not clearly articulated. • Criteria for student performance is provided but not explained to students. | <ul style="list-style-type: none"> • Feedback to students about the quality of their work /performance is timely, specific, accurate, and reinforces effective learning strategies. • Descriptive feedback provided focuses on student strengths and next steps. • Criteria for student performance are clearly explained to students. • Descriptive feedback supports high level thinking and success with learning objectives. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> • Feedback to students challenges them to extend their thinking. • Opportunities are provided for students to reflect on and use descriptive feedback to identify next steps. • Opportunities for students to give one another descriptive feedback are strategically provided throughout the lesson. • Students are able to explain the criteria for their performance expectations. |

Domain 3: Responsive Teaching in the Differentiated Classroom

The educator implements effective instruction that engages students in rigorous and relevant learning, resulting in student growth and achievement.

RTDC 9 - Metacognition: Regularly models metacognition and consistently provides opportunities for student reflection and self-assessment as part of the learning process.

| Below Standard | Developing | Accomplished | Exemplary |
|---|---|---|---|
| <ul style="list-style-type: none"> Educator communicates only about the task or product, not about the learning or thinking process. No opportunity is provided for student reflection and self-assessment. | <ul style="list-style-type: none"> Educator prompts for individual reflection but there is no explicit modeling or instruction about metacognition. Opportunities are provided for students to reflect about a specific activity or task without probing for deeper reflection on learning. | <ul style="list-style-type: none"> Educator explicitly instructs about and models metacognition to help students think more deeply about the discipline. Opportunities are provided for students to reflect about and share their growth related to a learning objective. | <p><i>In addition to evidence for Accomplished...</i></p> <ul style="list-style-type: none"> Opportunities are <i>regularly</i> provided for students to reflect on the thinking process and learning strategies they selected to address the learning task. (“thinking about thinking” or, metacognition). Students reflect on and assess their performance and growth over time to guide and extend their own learning. |

Domain 4: Assessment Literacy

The educator uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making.

AL 1 – Variety of Assessments: *Uses a variety of formative and summative assessments matched to purpose and aligned to unit learning objectives (Know, Understand, and able to Do 's- KUDs) and the learner.*

| Below Standard | Developing | Accomplished | Exemplary |
|--|---|---|--|
| <ul style="list-style-type: none"> • Educator primarily uses summative assessments. • Assessment tools used do not align learning objectives. • Principles of differentiation are not applied to assessments (i.e. evidence of bias or lack of cultural sensitivity in assessment questions.) | <ul style="list-style-type: none"> • Educator utilizes a variety of assessment tools but alignment with purpose and/or learning objectives is inconsistent. • Educator occasionally or on a limited basis applies appropriate principles of differentiation to assessment (ex. use of controlled language.) | <ul style="list-style-type: none"> • Educator utilizes a variety of formative and summative assessments (including pre- and post- assessments) that are aligned with purpose and to the learning objectives. • Educator consistently applies appropriate principles of differentiation to assessment. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> • Assessments are designed to provide students with choices for how they will demonstrate their learning. |

Domain 4: Assessment Literacy

The educator uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making.

AL 2 – Performance Assessment: *Uses performance assessments that reflect professional design standards to assess deep understanding and complex problem solving.*

| Below Standard | Developing | Accomplished | Exemplary |
|--|---|--|---|
| <ul style="list-style-type: none"> Performance assessments primarily assess factual knowledge (low rigor.) Performance assessments do not require students to provide rationale for their responses. | <ul style="list-style-type: none"> Performance assessments require students to apply concepts and skills to real-world situations but do not require the use of complex problem-solving skills (high relevance, low rigor). Performance assessments occasionally require students to explain their responses. | <ul style="list-style-type: none"> Performance assessments require students to analyze and think critically. Performance assessments measure student understanding on both the procedural and conceptual levels. Performance assessments require students to apply complex problem-solving skills to real-life, novel situations (high relevance, high rigor). Performance assessments require students to provide rationale to explain their responses. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> Students are provided choices in how they will apply concepts or skills to solve complex, real-world issues. Students evaluate multiple perspectives or possibilities when providing a rationale or justification for their response. |

Domain 4: Assessment Literacy

The educator uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making.

AL 3 – Opportunities for Students to Self-Assess: *Includes student self-assessment and goal setting as part of the instructional process.*

| Below Standard | Developing | Accomplished | Exemplary |
|---|---|---|--|
| <ul style="list-style-type: none"> • Opportunities for students to self-assess and set goals are not provided. • Students are using educator provided comments only to assess their work/performance. • Criteria for student performance is not displayed or communicated to students. | <ul style="list-style-type: none"> • Opportunities for students to self-assess are provided. However, specific criteria to guide their self-assessment are not clear to students. • Opportunities are provided for students to set behavioral goals but are not explicitly provided opportunity to use academic assessment data to set goals. | <ul style="list-style-type: none"> • Opportunities are consistently provided for students to self-assess their performance based on specific criteria that is clear to students. • Students are explicitly provided with opportunities to set academic goals using information from their self-assessments. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> • Students have a system for tracking progress toward their goals. • Students identify their next steps based on the progress they are making in reaching their goals. |

Domain 4: Assessment Literacy

The educator uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making.

AL 4 – Data Teams: *Collaborates with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students’ progress; contributes to and uses results of data team meetings (ex. USTs, SSTs) to plan, implement and assess the impact of instruction/interventions.*

| Below Standard | Developing | Accomplished | Exemplary |
|---|--|--|--|
| <ul style="list-style-type: none"> Educator meets with colleagues to analyze data but does not use it to inform instructional decisions. | <ul style="list-style-type: none"> Educator meets with colleagues to analyze data and utilizes data to inform his/her planning. | <ul style="list-style-type: none"> Educator collaborates with colleagues in planning of future lessons based on analysis of data. Educator analyzes data to measure student growth towards unit goals and school wide goals. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> Educator is a contributing member of a team that continuously progress monitors and revisits instruction using district protocols and addressing SMART goals. |

Domain 4: Assessment Literacy

The educator uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making..

AL 5 – Data-Informed Decision Making: *Maintains and uses a comprehensive set of data that provides depth and breadth of understanding of student (individual, group and class) achievement at particular point in time and over time.*

| Below Standard | Developing | Accomplished | Exemplary |
|--|--|--|--|
| <ul style="list-style-type: none"> Assessments primarily measure factual knowledge. They do not require students to analyze information or explain their responses. Monitoring of assessment data is limited to summative grades and completion of tasks. Student growth is not tracked. | <ul style="list-style-type: none"> Assessments measure student understanding of a skill or concept on the procedural level but not on the conceptual level. Assessment data is used to identify class trends and inform whole group instruction. There is limited use of data to differentiate and individualize instruction or support. | <ul style="list-style-type: none"> Assessments measure student understanding of a concept or process by requiring students to explain their thinking. Assessment data is used to identify trends for the class, groups and for individual students. Assessment data is monitored for the purpose of measuring student growth over time. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> Assessment data is used to identify student misconceptions and mastery within a concept or skill area. Students use a system for monitoring their progress toward learning or unit objectives. |

Domain 4: Assessment Literacy

The educator uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making.

AL 6 - Development of Instruction and Interventions: *Uses academic, behavioral, and health data to select and/or design targeted instruction and/or a range of interventions.*

| Below Standard | Developing | Accomplished | Exemplary |
|--|---|--|--|
| <ul style="list-style-type: none"> Academic, behavioral, or health data is rarely used to develop targeted instruction and interventions for students. Educator participation/input is minimal in collaborating with school personnel on students' progress towards their RTI plans, 504 plans or IEP goals. | <ul style="list-style-type: none"> Academic, behavioral, and/or health data is sometimes used to develop targeted instruction and interventions for students. However, the educator does not utilize all data available. Educator collaborates with school personnel on students' progress towards their RTI plans, 504 plans or IEP goals. | <ul style="list-style-type: none"> Academic, behavioral, and health data is regularly used to develop targeted instruction and/or interventions for students (including but not limited to RTI, 504 plans, and IEPs). Multiple types of assessment data are used to collaborate with school personnel in the development of targeted instruction and interventions. Educator is proactive in collaborating with school personnel on students' progress towards their RTI plans, 504 plans or IEP goals. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> Students are included in decision-making regarding targeted instruction and interventions in developmentally appropriate ways (including but not limited to RTI, 504 and IEP planning). |

Domain 4: Assessment Literacy

The educator uses multiple types of purposeful assessments to evaluate student performance, monitor progress and inform reporting and decision making.

AL 7 – Communication of Expectations and Progress: *Supports student progress by communicating academic and behavioral performance expectations and results with students, their families and other educators.*

| Below Standard | Developing | Accomplished | Exemplary |
|---|---|---|--|
| <ul style="list-style-type: none"> Criteria for assessments is not displayed or communicated to students. Educator communicates student academic progress to parents only at designated times (i.e. report cards, parent-teacher conferences). Educator communicates with students primarily on behavioral performance and not academic performance. Educator does not respond in timely way to student, parent and/or support professional inquiries about performance . | <ul style="list-style-type: none"> Criteria for assessments is displayed but not clearly communicated to students- Educator communicates student academic and behavioral progress with parents only when student is experiencing challenges. Educator communicates with students on academic and behavioral performance only when areas of concern exist. Educator responds in timely way to student, parent and/or support professional inquiries about performance. | <ul style="list-style-type: none"> Criteria for assessments is displayed and clearly communicated to students. Educator communicates student academic and behavioral areas of strength and growth with parents on an ongoing basis. Educator communicates with students on academic and behavioral performance in areas of strength and areas of growth on an ongoing basis. Educator seeks the expertise of other school personnel in supporting students based on assessment data. Educator initiates communication with students, parents and/or support professionals about student performance. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> Educator provides parents with resources and suggestions for supporting their child based on assessment data. |

Domain 5: Professional Learning and Collaboration

* All educators are members of professional learning communities (plc) which include, but are not limited to, grade-level and department teams, UST, SST, and other data teams, and professional learning groups.

As a member of a professional learning community, the educator maximizes support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

PLC 1 - Active Participation: *Collaborates with colleagues in supporting student learning through participation in a variety of professional learning communities.*

| Below Standard | Developing | Accomplished | Exemplary |
|---|--|---|--|
| <ul style="list-style-type: none"> • Educator attends professional meetings but is unprepared to engage in the work. • Educator demonstrates little evidence of engagement or reflection at professional meetings. • Educator does not use technological and digital resources to promote learning, collaboration with colleagues, or communication within a learning community. | <ul style="list-style-type: none"> • Educator occasionally collaborates with colleagues in support of student learning. • Educator occasionally collaborates with colleagues about topics related to student learning and growth. • Educator demonstrates limited use of technological and digital resources to promote learning, collaboration with colleagues, and communication within a learning community. | <ul style="list-style-type: none"> • Educator collaborates with colleagues in analyzing behavioral and academic student data in order to identify strategies that support the learning of all students. • Educator collaborates with colleagues in examining professional topics and research and the application to practice. • Educator uses technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> • Educator supports colleagues in implementing strategies that support student learning. • Educator engages in reflective conversation with colleagues on the impact of research and strategies applied to practice. |

Domain 5: Professional Learning and Collaboration

* All educators are members of professional learning communities (plc) which include, but are not limited to, grade-level and department teams, UST, SST, and other data teams, and professional learning groups.

As a member of a professional learning community, the educator maximizes support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

PLC 2– Leadership: *Demonstrates role based leadership in developing and enhancing professional learning communities.*

| Below Standard | Developing | Accomplished | Exemplary |
|---|--|---|--|
| <ul style="list-style-type: none"> • Educator attends professional meetings but rarely demonstrates initiative. • Educator rarely engages colleagues in professional conversations about teaching and learning. | <ul style="list-style-type: none"> • Educator occasionally demonstrates initiative by offering comments and probing questions that enhance the group’s work and discussion. • Educator supports colleagues in identifying strategies to promote the learning of all students. • Educator attempts to assume leadership role, but effectiveness is limited (ex. communication, expertise or facilitation skills are not appropriate to the situation/context.) | <ul style="list-style-type: none"> • Communication with colleagues consists of higher level questions that promote educator engagement and analysis of student needs and content. • Educator facilitates and supports colleagues’ transference of strategies to the classroom, scaffolding for independence (<i>modeling, coaching, gradual release</i>). • Educator demonstrates effective leadership by facilitating communication and group productivity. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> • Educator provides differentiated support for colleagues based on content, grade, and student needs. • Educator supports colleagues in developing differentiated approaches in their transference of strategies to the classroom. • Educator supports colleagues in reflecting on their practice for continuous growth and improvement. • Educator develops and fosters leadership of others to extend the group’s effectiveness. |

Domain 5: Professional Learning and Collaboration

* All educators are members of professional learning communities (plc) which include, but are not limited to, grade-level and department teams, UST, SST, and other data teams, and professional learning groups.

As a member of a professional learning community, the educator maximizes support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

PLC 3–Contributions to School and District: *Actively contributes to the broader school and district culture of professional learning.*

| Below Standard | Developing | Accomplished | Exemplary |
|---|--|--|--|
| <ul style="list-style-type: none"> • Educator rarely shares professional knowledge or strategies with others. • Educator attends school-wide and district-level professional learning opportunities but without evidence of engagement or reflection. | <ul style="list-style-type: none"> • Educator shares knowledge and strategies with select group of colleagues only. • Educator participates in school-wide and district-level professional learning opportunities prepared by others with evidence of engagement and reflection. | <ul style="list-style-type: none"> • Educator shares pedagogical knowledge, reflections, and professional learning with colleagues in both formal, collaborative meetings and informally as educators discuss their work. • Educator actively participates in the development of school-wide and/or district level initiatives and curriculum. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> • Educator creates knowledge through synthesis of research and application to practice. • Educator creates opportunities for others' professional learning and reflection. • Educator takes an active role in supporting colleagues' understanding of school-wide and/or district level initiatives and curriculum. |

Domain 6: Professional Knowledge and Responsibilities

As a professional, the educator is aware of and complies with the Connecticut Code of Professional Responsibility for Educators. This extends to understanding of State, district, and school policies and procedures. The educator also demonstrates content knowledge and essential skills in fulfilling the responsibilities of his/her professional role as defined by the New Canaan Public Schools.

PK 1 – Content and Essential Skills: *Understands and applies essential skills, central concepts and tools of inquiry in their subject matter or field.*

| Below Standard | Developing | Accomplished | Exemplary |
|--|--|---|--|
| <ul style="list-style-type: none"> • Educator does not demonstrate proficiency in reading, writing, or mathematics skill, and does not demonstrate commitment to growth. • Educator does not demonstrate discipline-specific knowledge and skills and does not demonstrate commitment to growth. • Does not use appropriate verbal, non-verbal, and technological communications to enhance learning or meet professional responsibilities. | <ul style="list-style-type: none"> • Educator demonstrates proficiency in reading, writing, and mathematics but with occasional need for support. • Educator actively pursues improvement to address gaps in discipline-specific knowledge and skills. • Discipline-specific knowledge and skills is limited to a grade-level or course. • Educator uses some developmentally appropriate verbal, non-verbal, and technological communications to enhance learning and meet professional responsibilities. | <ul style="list-style-type: none"> • Educator demonstrates proficiency in reading, writing, and mathematics skills in professional work. • Educator demonstrates discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards and district curriculum (including vertical articulation). • Educator uses a wide range of appropriate verbal, non-verbal, and technological communications to enhance learning and meet professional responsibilities. • Educator uses technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community. | <p><i>In addition to evidence for Accomplished ...</i></p> <ul style="list-style-type: none"> • Educator contributes to the professional content knowledge base through research and application. |

Domain 6: Professional Knowledge and Responsibilities

As a professional, the educator is aware of and complies with the Connecticut Code of Professional Responsibility for Educators. This extends to understanding of State, district, and school policies and procedures. The educator also demonstrates content knowledge and essential skills in fulfilling the responsibilities of his/her professional role as defined by the New Canaan Public Schools.

PK 2 – Professionalism: *Displays knowledge and skills of profession and acts in accordance with professional ethics and role responsibilities. (Some of descriptors below are related to or reflective of bullets in other areas and can be cross referenced as appropriate.)*

| Below Standard | Developing | Accomplished | Exemplary |
|---|--|--|--|
| <ul style="list-style-type: none"> • Recognition of student culture, community, or background experience is not evident in the classroom • Educator rarely collaborates with others in supporting a positive school climate. • Educator communicates with school personnel, families, and students only as required or communication may be inappropriate or untimely. • Educator demonstrates little or no awareness of how their actions as an educator impact the learning of students. • Educator does not consistently fulfill role requirements/ responsibilities in an effective way. • Educator violates professional ethics. | <ul style="list-style-type: none"> • Recognition of student culture, community, or background experience is evident in the classroom environment but not incorporated into the educator's instruction. • Educator collaborates with others in supporting a positive school climate as required. • Educator communicates with school personnel, families, and students as required, in a timely manner, and when challenges exist. • Educator demonstrates an awareness of how action as an educator impacts the learning of students. • Educator fulfills role requirements / responsibilities consistently with some evidence of effectiveness. • Educator acts in accordance with professional ethics. | <ul style="list-style-type: none"> • Recognition of students' cultures, community, and background experiences is evident in the classroom environment, lesson instruction, and student tasks. • Educator collaborates with school personnel, parents and students to support a positive school climate and to increase the academic and behavioral performance of all students. • Educator utilizes various tools, including technology, to communicate with school personnel, families and students in a professional and ethical manner on an ongoing basis. • Educator communicates awareness of how purposeful action as an educator impacts the learning of students. • Educator utilizes current research to support the teaching of their content and impact on the growth of their students. • Educator acts in accordance with professional ethics and performs the varied aspects of their role effectively as evidenced by multiple indicators. | <p><i>In addition to evidence for Accomplished:</i></p> <ul style="list-style-type: none"> • Educator communicates in culturally respectful ways with families in order to encourage participation in their child's education and school community. • Educator continually engages in self-reflection that strengthens their instruction and support of all students. • Educator performs role with creativity, flexibility, adaptability, and expert knowledge; educator demonstrates a deep repertoire of skills in the role. • Educator consistently pursues unique areas of research and adds to professional knowledge base and capacity of district. |

Appendix B: Professional Growth Options

Professional Growth Options

The TEPL plan is grounded in the belief that a teacher evaluation plan should also serve to grow and develop the practice of both individual educators as well as the collective capacity of the district. For this reason, the plan is linked in many ways to the professional development and growth of staff members and seeks to afford opportunities for such professional growth. The plan also recognizes that there are a wide variety of vehicles that can promote an educator's professional growth and development. Several of these possible vehicles are defined below as professional growth options. These growth options are processes or vehicles that an educator might select in support of a Professional Learning Focus and related goals; the growth option would be indicated on the educator's Professional Growth Action Plan. The professional growth options are voluntary but provide possibilities in terms of "how" a staff member might choose to pursue his or her Learning Focus.

The list below is not intended to be exhaustive. It is intended, however, to provide more structure and definition to several of the options that have previously been pursued in the district or that staff members have expressed interest in pursuing.

Action Research – Action Research is a reflective process that allows for inquiry and discussion as components of the "research." Often, Action Research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement. Rather than dealing with the theoretical, Action Research allows educators to address those concerns that are closest to them, ones over which they can exhibit some influence and make change. The linking of the terms "action" and "research" highlights the essential features of this method: trying out ideas in practice as a means of increasing knowledge about or improving curriculum, teaching, and learning (Kemmis & McTaggart, 1998).

Source: Ferrance, Eileen. *Action Research*. Northeast and Islands Regional Education Laboratory at Brown University, 2000. http://www.lab.brown.edu/pubs/themes_ed/act_research.pdf
<http://physicsed.buffalostate.edu/danowner/actionrsch.html>
<http://www.emtech.net/actionresearch.htm>

Kemmis, S. & McTaggart, R. (1998). *The Action Research Planner*. Geelong, Victoria: Deakin University Press.

Collaborative Projects – A Collaborative Project involves two or more staff members sharing ideas, and asking targeted questions that will enable them to enhance their professional expertise, increase the effectiveness of using a particular instructional strategy, or gain deeper understanding of a particular aspect of instruction and student performance. The team pursues goals for improving student learning and professional growth by defining the project concept, developing the project concepts in great detail, communicating with others who may share the same issues, implementing the project and evaluating the outcomes. The project may emerge from an area identified through the use of data or other artifacts where staff members feel they need new skills to advance student learning. Team members may be from the same or different grade levels, departments, or buildings. Team composition should reflect the relevance of the

project to the members and their interest in contributing to the project's potential for improving student learning and enhancing each member professional growth.

Source: Adopted from NCPS, *Professional Evaluation and Growth System (PEGS)*, May 2001.

Critical Friends Group – A Critical Friends Group (CFG) is a collaborative structure for providing effective feedback and strong support in order to improve instruction and student learning. The members of a CFG bring student work, educator work and professional literature for focused analysis and feedback from their colleagues. Typically, “The Tuning Protocol” a form of collective inquiry, is used as a means to develop trust and foster professional dialogue in order to systematically share practices, examine student work, and offer feedback. Staff members commit to regularly scheduled meetings which focus on a staff member facilitating the following outline to the meeting:

- Opening (5 minutes) – Review agreed upon norms
- Presentation (15 minutes) – Staff member presents problem/task/assignment and shares student work samples, along with any other important documentation (ex. rubrics, curriculum map, etc.). During this time all other members of the group actively listen without interrupting the presenter. The presenter poses questions to the group.
- Clarifying Questions (5 minutes) – Facilitator offers group members opportunity to ask non-evaluative questions that seek more information.
- Participant Discussion (15 minutes) – Group members (participants) share both “warm” and “cool” feedback as the presenter simply listens. Warm feedback pinpoints what works well and what should be continued. Cool feedback is more critical – though not criticizing – and suggests through “what ifs” or questions what could be improved.
- Presenter Reflection (10 minutes) – The Presenter reflects aloud on the conversation as the group listens.
- Debriefing (10 minutes) – The Facilitator guides the group regarding new information or insights that were gained.

There are variations and adaptations to “The Tuning Protocol” and the team needs to determine what model works best for the nature of the group's focus. Through these regular meetings that respond directly to the needs of the members, CFGs provide ongoing and collaborative professional development.

Source: Educational Leadership: Redesigning Professional Development. March 2002, Volume 59, Number 6.

<http://www.ascd.org/publications/educational-leadership/mar02/vol59/num06/Critical-Friends.aspx>

Center for Strengthening the Teaching Profession. www.cstp-wa.org/teacherdevelopment-tools/criticalfriendsgroup

Individual Project - An Individual Project is an opportunity for an educator to pursue goals for improving student performance and professional growth by exploring new strategies and experimenting with innovative ideas. An Individual Project may focus on designing a new approach to engaging students, developing new curriculum or innovative program, using a particular instructional model, establishing a set of common materials and strategies, strengthening an important teaching skill, or meeting the specific learning needs of a small group of students.

Source: Adopted from NCPS, *Professional Evaluation and Growth System (PEGS)*, May 2001.

Lesson Study—Lesson Study is a professional development process that engages staff members in the process of systematically examining their practice, with the goal of becoming more effective. This examination centers on staff members working collaboratively on a small number of "study lessons". Working on these study lessons involves planning, teaching, observing, and critiquing the lessons. To provide focus and direction to this work, staff members select an overarching goal and related research question that they want to explore. This research question then serves to guide their work on all the study lessons.

While working on a study lesson, staff members jointly draw up a detailed plan for the lesson, which one of the educators uses to teach the lesson in a real classroom (as other group members observe the lesson). The group then comes together to discuss their observations of the lesson. Often, the group revises the lesson, and another educator implements it in a second classroom, while group members again look on. The group will come together again to discuss the observed instruction. Finally, group members write a reflection of what their study lessons have taught them, particularly with respect to their research question.

Source: Teachers College, Columbia University. *What is Lesson Study?*

<http://www.tc.edu/lessonstudy/lessonstudy.html>

<http://www.nwp.org/cs/public/print/resource/2182>

<http://www.nsd.columbia.edu/members/tools/tools2-04.pdf>

Peer Coaching – Peer Coaching is a strategy for educators to consult with one another, to discuss and share teaching practices, to observe one another's classrooms, to promote collegiality and support, and to help ensure quality teaching for all students. In Peer Coaching, usually two educators (though sometimes three or more) come together, share in conversations, and reflect on and refine their practice. The pair/team may also utilize study materials or other resources as a means to promote collaboration and develop new strategies to implement in the classroom and may consist of educators from the same grade level, Instructional Leaders, Department Chairs, Administrators, etc. The coaching relationship is built on confidentiality and trust in a non-threatening, secure environment in which colleagues learn and grow together.

Source: *On Site Staff Development: What is Peer Coaching?* Association for Supervision and Curriculum Development (ASCD) <http://webserver3.ascd.org/ossd/peercoaching.html>

Professional Learning Communities (PLC)/Study Group – It is a systematic process in which staff members work together to analyze and improve classroom practice. A team of colleagues collaborate to continuously seek and share learning and then act on what they learn. Within a PLC, there is ongoing exploration of questions that drive the work, promote team learning, and lead to high levels of student achievement. Teams must focus their efforts on crucial questions related to learning and generate products that reflect that focus, such as lists of essential outcomes, different kinds of assessment, analyses of student achievement, and strategies for improving results.

Source: DuFour, Richard. *What is a Professional Learning Community?* Educational Leadership. Volume 61, Number 8, May 2004.

http://pdonline.ascd.org/pd_online/secondary_reading/el200405_dufour.html

Professional Learning Communities: What Are They And Why Are They Important?
Issues... about Change, Vol. 6, No. 1 (1997)

Unit of Study - Unit Study is a professional development process similar to lesson study. In working with Units of Study, educators engage in systematic examination of their practice with the goal of becoming more effective. This examination centers on teachers working collaboratively on a Unit of Study (a coherent body of knowledge and/or skills). Working on these units involves planning, teaching, observing, and critiquing the lessons. Educators select an overarching goal and a related research question that they want to explore. The research question guides their work. Educators jointly draw up a detailed plan for the lesson which one uses to teach the lesson in a real classroom. The group then comes together to discuss the lesson. Finally, the group reflects on what the study lessons have taught them. A unit is somewhere in length between a lesson and an entire course of study that focuses on a major topic and lasts between a few days and a few weeks.

Source: Montana Office of Public Instruction

Appendix: Forms



Educator: _____ **School / Assignment:** _____ **Year:** _____

Self Reflection:

Professional Growth Plan

Professional Learning Focus (Domain and indicator):

Rationale (“If _____, then _____”):

Related Student Impact (articulated with specific, measurable language: “As a result of my study and application of _____, students will _____ as evidenced by _____.”)

| Professional Learning Processes (steps, strategies, professional growth options, etc.) | Resources | Anticipated Timeline |
|--|------------------|-----------------------------|
| 1. | | |

Collaborators and/or consultants:

Evidence of anticipated impact on professional practice and student learning *(Note tools to be used as indicators of growth; include multiple sources of evidence and, where applicable, standardized assessments):*

- Professional Practice:
- Student Learning:

Proposed meeting dates

Learning Community Growth School-Wide Focus:

Learning Community Growth Actions *(anticipated):*

Whole School Student Learning School-Wide Focus:

Whole School Student Learning Actions / Contributions *(anticipated):*

Educator Signature /Date _____ *Evaluator Signature / Date* _____

Name of Educator _____ School/Assignment _____ Date _____

NCPS Educator Mid-Year Reflection

Part 1: Overall Reflection (OPTIONAL)

Below are a set of prompts to spark reflection on professional practice and effectiveness. Consider one or more of these reflection prompts to frame your mid-year self-reflection. This is not intended to be an exhaustive list; it is simply to provide a springboard for your reflection and build a reflective stance on practice over time.

- With respect to your professional learning focus, what has been most satisfying to date this year? What has contributed to that?
- With respect to your professional learning focus, what has been most challenging to date this year? What obstacles have you encountered and how have you attempted to address those obstacles?
- What questions about your practice have emerged for you for continued study and growth through your work this year?

Part 2: Please complete reflections and cite related evidence year-to-date for each category. Consider the rubric descriptors as they align to your performance but assigning an overall rating for each category is optional at this time. Changes you are considering to your Professional Growth Plan can be indicated in the Student Growth and/or Observation categories. Submit this mid-year reflection to your evaluator **prior to the mid-year conference.**

| CATEGORY | Below Standard | Developing | Accomplished | Exemplary |
|--|--|--|--|---|
| Student Growth | <p>Professional Growth Plan lacks SMART student impact plans.</p> <p>Little or no evidence of student growth is presented.</p> <p>No plan to address student growth needs is presented or implemented.</p> | <p>Professional Growth Plan student impact statements are SMART goal statements.</p> <p>Evidence of student growth is presented but only for some students. An articulation of/reflection on obstacles to student growth is presented but steps to address student progress are not clear or not implemented.</p> <p>Most student performance data meet benchmarks (district, RTI, or IEP goals as appropriate) across classes / curriculum areas.</p> | <p>Professional Growth Plan student impact statements are rigorous, SMART goal statements.</p> <p>Multiple sources of student impact evidence, including both standardized (if available) and non-standardized measures, indicate growth for most students.</p> <p>Student performance data across classes / curriculum areas demonstrate performance at or above benchmark or (for those not meeting benchmark) progress towards benchmark is at an accelerating rate (and documented through RTI or IEP data).</p> <p>A clear plan to promote student growth is presented and implemented.</p> | <p>Both quantitative and rigorous qualitative data demonstrate student growth.</p> <p>Growth of all students (struggling as well as high-achieving) is documented.</p> <p>Connection to intentional practice is evidenced through differentiated plans that have been implemented to address growth of full range of students.</p> <p>Evidence related to integrated competencies in areas such as Literacy, Social, Academic and Personal Learning (SAPL), and/or ICT is maintained and presented.</p> |
| <p>Reflecting on student learning/performance data year to date, describe:</p> <ul style="list-style-type: none"> • Areas of strength with evidence noted • Next steps with rationale | | | | <p>Student Growth</p> <p><input type="checkbox"/> Below</p> <p><input type="checkbox"/> Developing</p> <p><input type="checkbox"/> Accomplished</p> <p><input type="checkbox"/> Exemplary</p> |

| | | | | |
|--|---|--|---|---|
| Whole School Student Learning | Educator is not aware of or does not contribute to whole school student learning focus. | Educator is aware of but contributes minimally to whole school student learning focus. | Educator implements action plan to contribute to whole school student learning focus. | Educator demonstrates leadership in contributing to whole school student learning focus. |
| Reflect on school performance data and your contributions year to date: | | | | Whole School Student Learning <ul style="list-style-type: none"> <input type="checkbox"/> Below <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary |

| | | | | |
|---|--|--|--|--|
| Educator Observation of Practice * | Indicator data across domains identifies one or more domains as below standard as evidenced by observations of practice and related artifacts. | Indicator data across domains identifies one or more domains as developing as evidenced by observations of practice and related artifacts. | Indicator data across domains identifies all domains as accomplished as evidenced by observations of practice and related artifacts. | Indicator data across domains identifies all domains as accomplished, AND, regularly reaches into the exemplary level across a variety of domains and indicators as evidenced by observations of practice and related artifacts. |
| Referencing the NCPS Effective Teaching Framework and feedback from observations year to date, describe: | | | | Educator Observation of Practice * <ul style="list-style-type: none"> <input type="checkbox"/> Below <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary |

* Educator Observation of Practice ratings are based on multiple observations over time and across settings (grade level meetings, PPTs, Data Team meetings, Authentic Student Performances, etc.) as defined in the Observation of Practice framework.

| | | | | |
|--|---|---|--|--|
| <p>Learning Community Growth</p> | <p>Indicator data across Domain 5, Professional Learning and Collaboration, and/or Domain 6, Professional Knowledge and Responsibilities describes performance is below standard for the domain.</p> <p>Educator is not aware of or does not contribute to Learning Community Growth focus.</p> | <p>Indicator data across Domains 5&6 indicate performance is developing for the domain.</p> <p>Educator is aware of but contributes minimally to Learning Community Growth focus.</p> | <p>Indicator data across Domains 5&6 indicate performance is accomplished for the domain.</p> <p>Educator implements action plan to contribute to Learning Community Growth focus.</p> | <p>Contributions demonstrate initiative to extend professional learning of school community and district. (Domains 5 & 6 regularly reach into the exemplary level across a variety of indicators.)</p> <p>Educator demonstrates leadership in contributing to Learning Community Growth focus.</p> |
| <p>Reflect on learning community growth and your contributions year to date (including reflections / professional evidence related to Domains 5 and 6):</p> | | | | <p>Learning Community Growth</p> <p><input type="checkbox"/> Below</p> <p><input type="checkbox"/> Developing</p> <p><input type="checkbox"/> Accomplished</p> <p><input type="checkbox"/> Exemplary</p> |

Educator's Name (Please print or type)

Educator's Signature

Date

Name of Educator _____

School/Assignment _____

Date _____

NCPS Educator End Year Reflection

To the educator: Please complete reflections and cite related evidence for each category. Also, reflect on rubric descriptors and consider your overall rating for each of the four rubric categories. This end year reflection is to be submitted to your evaluator prior to the end-year conference.

| CATEGORY | Below Standard | Developing | Accomplished | Exemplary |
|--|--|--|--|---|
| Student Growth | <p>Professional Growth Plan lacks SMART student impact plans.</p> <p>Little or no evidence of student growth is presented.</p> <p>No plan to address student growth needs is presented or implemented.</p> | <p>Professional Growth Plan student impact statements are SMART goal statements.</p> <p>Evidence of student growth is presented but only for some students. An articulation of/reflection on obstacles to student growth is presented but steps to address student progress are not clear or not implemented.</p> <p>Most student performance data meet benchmarks (district, RTI, or IEP goals as appropriate) across classes / curriculum areas.</p> | <p>Professional Growth Plan student impact statements are rigorous, SMART goal statements.</p> <p>Multiple sources of student impact evidence, including both standardized (if available) and non-standardized measures, indicate growth for most students.</p> <p>Student performance data across classes / curriculum areas demonstrate performance at or above benchmark or (for those not meeting benchmark) progress towards benchmark is at an accelerating rate (and documented through RTI or IEP data).</p> <p>A clear plan to promote student growth is presented and implemented.</p> | <p>Both quantitative and rigorous qualitative data demonstrate student growth.</p> <p>Growth of all students (struggling as well as high-achieving) is documented.</p> <p>Connection to intentional practice is evidenced through differentiated plans that have been implemented to address growth of full range of students.</p> <p>Evidence related to integrated competencies in areas such as Literacy, Social, Academic and Personal Learning (SAPL), and/or ICT is maintained and presented.</p> |
| <p>Reflecting on student learning / performance data year to date, describe:</p> <ul style="list-style-type: none"> • Areas of strength with evidence noted • Next steps with rationale | | | | <p style="text-align: center;">Student Growth</p> <p><input type="checkbox"/> Below</p> <p><input type="checkbox"/> Developing</p> <p><input type="checkbox"/> Accomplished</p> <p><input type="checkbox"/> Exemplary</p> |

| | | | | |
|--------------------------------------|---|--|---|--|
| Whole School Student Learning | Educator is not aware of or does not contribute to whole school student learning focus. | Educator is aware of but contributes minimally to whole school student learning focus. | Educator implements action plan to contribute to whole school student learning focus. | Educator demonstrates leadership in contributing to whole school student learning focus. |
|--------------------------------------|---|--|---|--|

| | |
|--|--|
| Reflect on school performance data and your contributions year to date: | Whole School Student Learning <input type="checkbox"/> Below <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary |
|--|--|

| | | | | |
|---|--|--|--|---|
| Educator Observation of Practice * | Indicator data across domains identifies one or more domains as below standard as evidenced by observations of practice and related artifacts. | Indicator data across domains identifies one or more domains as developing as evidenced by observations of practice and related artifacts. | Indicator data across domains identifies all domains as accomplished as evidenced by observations of practice and related artifacts. | Indicator data across domains identifies all domains as accomplished, AND, regularly reaches into the exemplary level across a variety of domains and indicators as evidenced by observations of practice and related artifacts. |
|---|--|--|--|---|

| | |
|--|---|
| Referencing the NCPS Effective Teaching Framework and feedback from observations year to date, describe: <ul style="list-style-type: none"> • Areas of strength with evidence noted (as appropriate at the indicator level) • Next steps with rationale (as appropriate, at the indicator level) | Educator Observation of Practice * <input type="checkbox"/> Below <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary |
|--|---|

** Educator Observation of Practice ratings are based on multiple observations over time and across settings (grade level meetings, PPTs, Data Team meetings, Authentic Student Performances, etc.) as defined in the Observation of Practice framework.*

| | | | | |
|--|---|---|--|--|
| <p align="center">Learning Community Growth</p> | <p>Indicator data across Domain 5, Professional Learning and Collaboration, and/or Domain 6, Professional Knowledge and Responsibilities describes performance is below standard for the domain.</p> <p>Educator is not aware of or does not contribute to Learning Community Growth focus.</p> | <p>Indicator data across Domains 5&6 indicate performance is developing for the domain.</p> <p>Educator is aware of but contributes minimally to Learning Community Growth focus.</p> | <p>Indicator data across Domains 5&6 indicate performance is accomplished for the domain.</p> <p>Educator implements action plan to contribute to Learning Community Growth focus.</p> | <p>Contributions demonstrate initiative to extend professional learning of school community and district. (Domains 5 & 6 regularly reach into the exemplary level across a variety of indicators.)</p> <p>Educator demonstrates leadership in contributing to Learning Community Growth focus.</p> |
| <p>Reflect on learning community growth and your contributions year to date (including reflections / professional evidence related to Domains 5 and 6):</p> | | | | <p align="center">Learning Community Growth</p> <p><input type="checkbox"/> Below</p> <p><input type="checkbox"/> Developing</p> <p><input type="checkbox"/> Accomplished</p> <p><input type="checkbox"/> Exemplary</p> |

Educator's Name (Please print or type)

Educator's Signature

Date

Overall Educator Summative Evaluation Rating (circle ONE):

| | | Educator Practice Rating <i>(Integrates Educator Observation and Learning Community Growth)</i> | | | |
|---|-----------------------|---|-------------------|---------------------|------------------|
| Student Outcome Rating <i>(Integrating Student Growth and Whole School Student Learning components)</i> | | Below Standard | Developing | Accomplished | Exemplary |
| | Below Standard | Below Standard | Below Standard | Developing | Developing |
| | Developing | Below Standard | Developing | Accomplished | Accomplished |
| | Accomplished | Developing | Accomplished | Accomplished | Exemplary |
| | Exemplary | Developing | Accomplished | Exemplary | Exemplary |

Educator Effectiveness Rating (check ONE): _____ **Ineffective** _____ **Effective**

Educator’s Name (Please print or type)

Educator’s Signature & Date

Copy / Distribution: Educator, Evaluator, Principal, Personnel File



Comprehensive Observation Report - A

Educator

School Year

Date of Post-Conference

School/Assignment (grade/subject)

Date / Time of Observation

Evaluator

Note: This form is to be completed by the evaluator following the post-conference held to discuss an educator’s comprehensive observation. The report here should address any domain/ indicator of the NCPS Effective Teaching Framework that is relevant to the lesson observed. The form can also record reflections that the educator shared or dialogue that occurred between educator and evaluator (including discussion of next steps/ recommendations) at the post-observation conference.

Introduction:

Domain 1, Learning Environment:

- Respectful environment ■ Student engagement ■ Development of students’ social skills
- Behavior management ■ Routines and transitions ■ Physical environment

Domain 2, Planning:

- Student needs ■ Coherent design ■ Assessment strategies
- Appropriate interventions ■ Literacy skills ■ Integration of disciplines ■ 21st century skills

Domain 3, Responsive Teaching in the Differentiated Classroom:

- Learning objectives and expectations ■ Instructional practices ■ Learning strategies
- Questioning ■ Student independence and interdependence ■ Monitoring student learning
- Differentiated instruction ■ Descriptive feedback ■ Metacognition

Domain 4, Assessment Literacy:

- Variety of assessments ■ Performance assessment ■ Opportunities for students to self-assess
- Data teams ■ Data-informed decision making ■ Development of instruction and interventions
- Communication of expectations and progress

Domain 5, Professional Learning and Collaboration:

- Active participation ■ Leadership ■ Contributions to school and district

Domain 6, Professional Knowledge and Responsibilities:

- Content and essential skills ■ Professionalism

Summary / Additional Comments:

OPTIONAL: *Educator notes / reflection*

Educator's Name (Please print or type)

Evaluator's Name (Please print or type)

Educator's Signature & Date

Evaluator's Signature & Date

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Standard Educator Evaluation Form



**Leader Evaluation
and Professional Learning
System
(LEPL)**

New Canaan Public Schools

June 2015

New Canaan Public Schools Educator Evaluation System, which includes teacher and administrator professional learning and evaluation plans, reflects our belief that a growth mindset (Dweck, 2006) promotes continuous improvement of both individuals and the system. Growth depends on accurate assessment, quality feedback, and the understanding that in a world characterized by dynamic change, “exemplary is not a place most live, rather it is a place one can visit repeatedly – and for extended periods” (Todd White, 2012). We believe that given the right dispositions , access to clear pathways, and supportive learning conditions, educators can consistently and powerfully impact student learning, growth, and quality of the system.

“.....becoming excellent teachers [and Leaders] depends upon accountability. Because at the heart of the idea of accountability is the need to seek feedback and self-adjust our performance in light of it.”

*Grant Wiggins, **New Schools, New Communities**, 1996.*



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Lizette D'Amico, World Language Coordinator, District K-12

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INTRODUCTION

The Leadership Evaluation and Professional Learning System (LEPL) is a component of the overall Education Evaluation and Professional Learning System. It is a companion to and aligned with the Teacher Evaluation and Professional Learning System (TEPL). Together TEPL and LEPL serve as a model for educator growth and evaluation that is visionary and innovative, building on the exemplary work of this district in curriculum, instruction, assessment, and professional development.

Although we recognize and promote leadership among all roles of the organization, for purposes of this document leader is synonymous with administrator.

The Leadership Evaluation and Professional Growth System is one that seeks not only to ensure leader accountability but also to foster the continuous growth of all leaders in the district. Moreover, the system is designed to promote the growth of individual leaders as well as the collective growth of our schools and the district as a whole. Ultimately, such a coherent and comprehensive approach to professional learning and growth, coupled with evaluation and supervision, supports our commitment to high-quality, effective teaching and learning for all students, in every classroom in New Canaan.

We believe the work of building trust, developing expertise, collaborating on ideas, and providing certified leaders with growth opportunities that truly elevate their practice is part of a long standing tradition that characterizes the district's approach to supervision and evaluation. However, the LEPL plan is informed by the most current research on learning: growth and success; evidence-based practices; and a systems perspective— ideas and practices that have in combination taken on a more powerful meaning since the development of the current evaluation plans. LEPL is also expected to bring greater coherence, consistency, and alignment to the application of instruments of practice. In particular, it is important to emphasize that both TEPL and LEPL are designed to achieve the dual goals of promoting professional growth and ensuring professional accountability. The ultimate objective is for all leaders to be actively engaged in robust and relevant learning in order to develop the attributes and competencies that grow teacher effectiveness and ultimately student learning.

The overall plan envisions teachers and leaders, guided by a systems framework and a set of professional principles, continuously developing both their own individual practice and the collective practice that leads to the achievement of these goals. The LEPL design is intended to build upon a long established culture of excellence, with new awareness of the dynamic interplay between individual and collective responsibility, renewed attention to research based practices, and an understanding and acknowledgement that the ultimate measure of leader growth and effectiveness is determined by the extent to which teachers and their students grow and the system improves.

The growth and evaluation of leaders is a complex process. It involves issues of expertise, trust, collaboration, communication, recognition, best practice, and support. It also involves

maintaining knowledge of and adherence to mandates, policies, procedures, and timelines. Conceived and implemented well, it is a process that should, over time, continually enhance Leader performance and effectiveness. Done hastily or in a perfunctory way, it may substantially limit or negate its impact on Leaders seeking to grow their skill set and on a school system seeking to elevate the performance of all their teachers and students.

School districts such as New Canaan, which enjoy a long history of demonstrating strong performance across an array of indicators, are faced with a unique challenge: creating a plan that encourages and motivates Leaders to go beyond their already significant accomplishments by providing them with growth opportunities that truly elevate their practice as a matter of professionalism and commitment to value added teacher and student outcomes.

In cases of ineffective or unacceptable Leader performance, the rights and responsibilities of the Leader and the school system under this plan are spelled out, as are the appropriate steps for providing reasonable professional opportunities to raise Leader practice to a level commensurate with New Canaan expectations and standards. This has been and continues to be articulated through a structured assistance process.

The **key features** of the LEPL plan include:

- A shared vision, set of beliefs, and a research-based framework for effective leadership as a continuum of practice that supports growth across levels
- Meaningful and substantive goal-setting as integral to professional growth plans
- Multiple measures of teacher and student performance
- Constructive, timely feedback from evaluators and others serving as critical friends
- An environment that encourages self-reflection on a leader's impact over time and a vehicle for continuous growth.
- A variety of options that enable leaders to target specific needs and take an active role in the development of a well-conceived professional growth plan
- Differentiated supervision and professional development
- Measures of effectiveness based on teacher growth
- Intensive support and well-defined procedures where leader's performance is in need of significant improvement
- Substantive and ongoing training in the recognition of high quality and effective teaching and leadership
- Multidimensional approaches to observation of practice, examination, and analysis of evidence, performances, and outcomes

The components of the LEPL plan that have been developed to enact these key features are:

- 1. New Canaan Public Schools Effective Leadership Framework**
- 2. Professional Growth Plan**

3. **Teacher Outcome (Student Learning Outcomes and Whole School Learning Focus)**
4. **Leadership Practice (Leadership Observation and Learning Community Growth)**
5. **Structured Assistance**

Each of these components of the plan is discussed more fully in subsequent sections. It is the intention of LEPL to provide all leaders with developmental opportunities best suited to their professional growth and the performance expectations of the NCPS.

OVERVIEW

This document (LEPL Plan) describes the leader evaluation and related professional growth process for the New Canaan Public Schools. LEPL, along with TEPL, form the New Canaan Public Schools *Educator Professional Growth and Evaluation System*. Their shared purpose is to guide all *educators*, defined as teachers and leaders, in the district in understanding the underlying spirit of the plan and help all follow the defined procedures. As noted above, although we recognize and promote leadership among all roles of the organization, **for purposes of this document leader is synonymous with administrator.**

The Educator Evaluation and Growth System, which as noted above includes TEPL and LEPL, has five essential purposes. In the case of this document, the purposes are read through the lens of ensuring administrator growth and effectiveness:

1. Encourage the highest level of professional performance through a focus on excellence, continual improvement, and professional development linked to educators' effectiveness and student academic success.
2. Provide educators with a range of opportunities for self-initiated growth.
3. Ensure that all leaders demonstrate the competencies essential to fostering teacher effectiveness and student academic success.
4. Ensure the accountability of all staff, including teachers and leaders, for achieving the goals of the New Canaan Public Schools.
5. Provide timely feedback on leader performance. (The timelines set forth in this TEPL and LEPL assure such feedback. However, they are subject to adjustment when circumstances justify such action, such as extended absence or disruptions due to weather.)
6. Validate and recognize the contributions and accomplishments of the staff.

A SYSTEMS APPROACH: TEACHER EVALUATION AND LEADER EVALUATION

It is important to recognize that there is a reciprocal and direct relationship between teacher evaluation and leader evaluation. Effective leadership throughout all components of the organization is critical to assuring that educators grow professionally and are supported within a framework of accountability. Ultimately, leadership as a set of domains and skills defines the professional work of leaders. The Effective Leadership Framework defines the elements and continua of effectiveness that is day to day and over time work of leaders. The effectiveness of educational leaders is determined in large measure by: 1) how well they lead teachers in achieving desirable student learning outcomes and 2) how well they support and guide the development of teachers' professional dispositions, knowledge, and skills. **This reciprocal relationship illustrates our vision and belief that teacher and leader evaluation plans are in fact components under an overarching system of professional learning and evaluation.** (A full description of the approved *New Canaan Teacher Evaluation and Professional Learning* plan—TEPL—is provided in a companion document.)

This document is the product of a collaborative design and writing process that ultimately included all leaders in the district and which was informed by the contributions and critiques of state and national experts experienced in current best practice leadership standards and processes. Over the course of its work, the committee received input from the Superintendent, the New Canaan Leaders' Association (NCAA), the Administrative Council, the TEPL Committee (Teacher Evaluation and Professional Learning), and other education professionals. Many members of these teams have engaged in training related to the content of the system over the course of the last several years and therefore were informed and intentional in their work.

The LEPL Committee sought to develop a plan that included:

- ❖ A clear focus on leader and teacher effectiveness and growth and the impact on student growth/ learning.
- ❖ A well-defined framework of skills, knowledge, and competencies.
- ❖ Direct connections to Connecticut's *Standards for School Leaders*, *Code of Professional Responsibility*, *Common Core of Learning* (CCL) and *Common Core of Teaching* (CCT).
- ❖ Intentionally planned and situated opportunities for self-assessment and reflection.
- ❖ Multiple sources of feedback and assessment including observation of practice and feedback from stakeholders grounded in the shared language of the Effective Leadership Framework.
- ❖ Multiple evaluation and professional learning opportunities.
- ❖ Differentiated supervision for leaders of varying skills and experience levels.

- ❖ Alignment with TEPL (Teacher Evaluation and Professional Learning), district goals, and student learning/growth targets.
- ❖ Opportunities for collaboration among leaders.
- ❖ Programs of support and procedures for addressing ineffective/unsatisfactory performance.
- ❖ Strong connections between evaluation and professional development.

In that spirit, the LEPL Committee views this plan as a dynamic document open to modifications and enhancements. The committee agrees with the CSDE guidelines that call for an annual review of the plan, especially given the rigorous performance and procedural expectations reflected in the State mandates and guidelines and the current ratio of leaders to teachers.

While LEPL has implications with respect to the employment process, its more compelling purpose is to build a culture in which dedicated leaders continually add to and refine their repertoire of skills in the service of student achievement.

SUMMARY OF PLAN: ANNUAL ELEMENTS

According to the provisions of the plan, all leaders participate in the annual evaluation process. The design of each leader’s plan reflects individual interest, evidence-informed goals, years of experience and feedback from, and approval of the evaluator(s). An outline of the core elements of the plan is provided below. Detailed explanations of the plan’s expectations and options follow.

REQUIRED OF ALL LEADERS ANNUALLY

- ❑ A review (annually) and update (as needed) of LEPL process and structures for all administrators to ensure understanding of expectations and vehicles for evaluation.
- ❑ A Professional Growth Plan (PGP) explicitly linked to district and school goals and teacher and student learning/growth targets submitted according to the established timeline (see below.)
- ❑ Active engagement in the observation cycle throughout the year. Those with more than two years as an administrator in New Canaan and whose annual evaluation evidences effectiveness: two observations minimum.
- ❑ A “Mid-point” conference with the evaluator that includes self- reflection and a PGP update.
- ❑ An “End-of-Cycle” (annual) self-reflection submitted to evaluator according to the established timeline.
- ❑ An “End-of-Cycle” (annual) discussion of accomplishments including evidence of growth and areas for continued growth according to the established timeline.
- ❑ Acknowledgement in writing of the summative evaluation according to the established timeline.

NEWLY APPOINTED LEADERS

First or Second Year in New Canaan in addition to the above are supported through:

- ❑ An Induction and Orientation (Entry Plan/Process discussed with Evaluator). The evaluator will review LEPL and its components with the new administrator including the Effective Leadership Framework, a sample of the instrument to be used to gather stakeholder feedback, and explanation of the decision rules that are used to complete the summative evaluation.
- ❑ A summary of a number of observations and feedback cycles used for new administrators (4 rather than 2).
- ❑ A veteran administrator will be assigned as mentor.

STRUCTURED ASSISTANCE PROGRAM (Refer to later section for details.)

A written improvement plan which includes:

- Statement of deficiency or concern.
- Expectations for performance improvement.
- Administrator commitments detailing improvement plan approved by evaluator.
- Assistance/suggestions for improvement.
- Peer/Mentor support as needed.
- Timeline for improvement and assessment.
- Additional observations by evaluator as needed.
- Documentation of steps taken and evidence.
- Summary of status and outcome.

PROFESSIONAL GROWTH PLAN

Leader goal setting begins with reflection and assessment about their own current practice, evidence of teacher effectiveness and student performance, feedback from stakeholder groups, and assessment of the impact of learning communities on the goals of the school. This process leads to the formulation of the PGP (Professional Growth Plans) that target increased teacher effectiveness and student learning. These plans reflect a clear link to school and district goals within the context of broader performance expectations and standards. PGPs may also provide an opportunity for leaders to explore, develop, and test innovative ideas. PGPs can be refined throughout the year with the agreement of the evaluator. Goals should be specific and measurable with tangible and/or verifiable results that provide the necessary feedback for continued growth.

Leaders will discuss their proposed PGP for the upcoming academic year with their evaluators as part of the year-end summative evaluation meeting. At that meeting, the PGP may be tentatively approved or modified. Discussion and approval could be deferred until the start of the next school year, if additional information is required that will become available at that later date.

Leaders anticipating that their goals would involve summer training should seek agreement with their evaluator in advance.

Disagreements over a PGP may be discussed with the Superintendent and/or the Superintendent's designee. The leader shall have the right to have an NCAA representative present.

SELF- REFLECTION/SELF-ASSESSMENT

Self- reflection and self-assessment are essential components of effective leadership that help leaders analyze the efficacy of their own practice and identify areas in need of improvement. While these activities are ongoing, self-assessment and self-reflection are particularly relevant at the beginning, mid-year, and end of the school year. Engaging in the process also creates the opportunity for professional dialogue, collaboration, and professional growth. Effective leaders are self-reflective practitioners and leaders who take responsibility for their own performance and that of their schools and programs.

Reflection can be catalyzed by interaction with colleagues, dialogue with evaluators, participation at conferences, analysis of student performance, and research. The *LEPL Framework*, in alignment with *Connecticut's Standards for School Leaders*, serves as a tool to stimulate reflection as it speaks to the many facets of educational leadership.

Prior to the mid-year conference and end-of-year summative evaluation meetings, leaders will complete a self-reflection/self-assessment and submit it to their respective evaluator. This self-reflection/self-assessment may address:

- Evidence of progress toward attainment of student learning/growth goals.
- Evidence of change in teacher practice and effectiveness.
- Evidence of change in personal professional knowledge, administrative practice, and growth.
- Effectiveness of goal strategies; key success factors.
- Adjustments based on periodic assessments/stakeholder feedback.
- Analysis of results across indicators.
- Remaining challenges.
- Other professional achievements.
- Possible instructional and professional learning goals for the next school year.

The evidence-based analysis and information informs the dialogue between leader and evaluator and contributes to a more meaningful and comprehensive summative evaluation. Self-reflection is also important in formulating goals for the following school year.

EVALUATION CONFERENCES AND REPORTS

All leaders will participate in a mid-year conference and end-of-year summative evaluation conference with their evaluator. The mid-year conference is an opportunity for the leader to receive formative feedback that may inform practice for the remainder of the cycle. The summative conference and the report have several purposes. They provide an important opportunity for leaders to receive summative feedback on their performance over the entire cycle. They provide a context for an evaluator to gain additional insight into the many facets of a leader's overall accomplishments during the cycle just completed. These meetings should also be used to map plans for future goals and to target areas for continued growth.

Recognizing that there are many complex aspects to leader performance, teacher effectiveness, and student growth/learning that are not always directly observable, the plan encourages leaders and evaluators to seek additional data that illustrates professional progress. This data may take many forms. Examples may include the leader's reflective commentary, data showing progress toward the achievement of teacher growth and student learning and professional learning goals, samples of student work, observation reports, leader communications, teacher observation reports, parent/teacher communication, and committee contributions and data from stakeholder groups (survey, focus group, etc.).

Prior to the filing of the Summative Evaluation Report in a leader's personnel file, leaders will receive a copy. **A leader's signature on a summative evaluation indicates receipt only.** Leaders may choose to supplement their evaluation report with comments of their own. A leader's written response to the Evaluation/Conference must be shared with the evaluator prior to filing.

PROFESSIONAL LEARNING

Leader Evaluation and Professional Learning Processes and Procedures

Professional learning is an essential component of a leader's role. The New Canaan Public Schools recognizes that each leader may have different needs at various times in his or her career based on experience, responsibility level, requirements of his or her assignment, and/or a new Professional Growth Plan. Therefore, in addition to providing opportunities to review those basic competencies when appropriate, the plan includes growth options that enable each leader to reach new levels of expertise, refine existing skills, and pursue new professional challenges.

Orientation. All leaders participate in an annual review and update. Newly appointed leaders shall participate in a more in-depth induction process that includes an orientation to the philosophy, goals, policies, practices, and expectations of the New Canaan Public Schools TEPL and LEPL plans.

Mentor. A mentor, other than the evaluator, shall be assigned to each newly appointed leader to serve as a coach and advisor. The mentor would be a leader with the experience and skillset to serve as a confidant, providing insight and guidance on a candid and confidential basis (newly appointed leaders years 1 and 2).

Professional Learning Opportunities. Leaders will be encouraged and given opportunities to participate in professional learning activities, delivered both within the school district and by external professional organizations, especially those targeted at directly supporting and increasing teacher effectiveness and student growth/learning.

Calibration. The New Canaan Public Schools recognizes that calibration is critical to ensure the consistency and fidelity of implementation with respect to applications of the Effective Teaching Framework across plan components including observations of practice and conferencing about PGPs. This is training and calibration that is essential for both leaders and educators.

The district has been working with expert trainers for several years as part of our commitment to developing leaders and educators well-versed and calibrated in the application of research-based effective teaching definitions, practices, and supervision tools. The district remains committed to the training and calibration of leaders around curriculum and instruction and has an agreement with a state-approved consultant for approximately 18 days over the course of the 2014-15 school year. This training includes the use of a designated, shared set of videos of classroom lessons, classroom visits in teams, and simulations of post-observation feedback and coaching conferences. Protocols for discussion and reflection during these training sessions develop precision in evaluator dialogue and consistency in professional judgment across evaluators using the Effective Teaching Framework. Criteria for providing high-quality feedback to educators is developed explicitly in the leader training and applied to scenarios and simulations across all types of conferencing embedded in the plan. In addition, these training sessions include training on the overall LEPL system and the manner in which it integrates with the district TEPL system to ensure consistency and coherence. Ongoing participation in this training is required of all evaluators.

In addition to such calibration with observations, district teams of leaders continue to meet in small groups and whole group to undertake shared review of sets of Professional Growth Plans, student growth evidence, observation reports, mini observation feedback summaries, and summative assessment reports, in order to develop precision and consistency in responses and feedback related to these dimensions of the system as well.

We have undertaken a process in conjunction with our expert trainer for certifying that our evaluators are calibrated to our effective teaching framework and evaluation systems. Our process entails leaders:

- Collectively review PGPs, observation write-ups, and summative reports.
- View instructional videos leading to engaging in analyses including quality of evidence.
- Analyze “live” instruction in groups with our expert trainer and analyze the quality of evidence.

- Identify targets for conferencing/coaching.
- Calibrate the skills of effective conferencing and quality feedback.
- Identify ratings of practice using our 4-level continuum. The ratings are then compared to anchor sets developed by experts in the field.

Evaluators receive specific, descriptive feedback regarding their analysis of the video to ensure progress of each evaluator towards a calibrated lens. We remain in constant contact with CES, CSDE, CAS, and CAPSS as sources for education and training, as well as calibration activities.

Feedback. Evaluators will assure that feedback for new leaders is timely, specific, meaningful, clear, and connected to the Leadership Framework. Leaders may seek feedback from their evaluators at any time and are encouraged to do so.

Observations. The evaluator will establish a schedule of school visits with the leader to collect evidence and observe the leader's work across a variety of contexts. The first visit should take place near the beginning of the school year to ground the evaluator in the school context and the leader's evaluation and support plan. Subsequent visits will be planned at 2 or 3-month intervals. All leaders will be observed by their evaluator(s) at least two times (4 observations for any leader new to the district, their role, the profession, or who has received ratings of developing or below standard) in order to validate successful performance, identify areas for professional development, and maintain accountability. For example, evaluators may formally observe a leader leading a team meeting, conducting a teacher observation conference, addressing a parent group, chairing a committee, supervising students, visiting classrooms, etc. Evaluators may choose to observe at unscheduled times. Leaders can request oral feedback at any time.

Mid-Year Conferences. The purpose of a mid-year conference for leaders is to assure timely, structured feedback according to the established timeline. As previously noted, the mid-year will be grounded in the framework and include a discussion of the self-reflection, PGP, and dialogue regarding observations. The primary intention is to acknowledge and follow-up on initial successes, as well as to identify opportunities for continuous growth.

End-of-Year Conferences. As previously noted, the end-of-year conference will be grounded in the framework and include a discussion of the self-reflection, PGP, and dialogue regarding observations. The end-of-year conference informs the summative written report capturing performance over the course of the cycle. The conference also includes a discussion of the final summative ratings arrived at by the application of the decision rules described later in this document.

Performance Concerns. Should performance concerns arise, they will be promptly communicated to the leader. If these concerns persist, written feedback will be provided to the leader at a meeting, and a copy may be placed in a leader's personnel file. A leader may choose to supplement the written feedback with comments of his/her own. Any documents placed in a personnel file require a signature indicating receipt.

ASSISTANCE (non-tenured) and STRUCTURED ASSISTANCE (tenured)

Leaders New to the District

During the first two years, leaders new to the district receive frequent mentoring, support, and feedback. If at any point an evaluator determines that a new leader's performance is below standard in one or more areas such that it may result in non-renewal or termination, these concerns will be promptly discussed with that leader at a formal meeting. The leader will be notified of the purpose of the meeting in writing. The leader may choose to have an NCAA representative present. At that meeting, areas of concern will be discussed and an assistance plan for improved performance will be developed. An individual who has relevant expertise and experience, but who is not the leader's evaluator, may be identified to offer support as defined in the plan of assistance. Issues discussed at the meeting will be summarized in writing by the evaluator, and a copy will be given to the leader.

The evaluator must advise the leader that if improvement is insufficient, continued employment for the following year might be in jeopardy. During the first 90 days of employment, newly hired leaders are considered temporary employees, and therefore immediate termination of employment may be considered in very serious cases.

The evaluator may determine that expectations for improved performance were not met or that potential for excellence has not been sufficiently demonstrated and that there is no reasonable basis for extending the timeframe or revising the plan of assistance. In this case, the district will generally schedule a meeting prior to April 1 to discuss separation. The meeting will be scheduled with advance notification to enable the leader to have an NCAA representative present if desired.

Experienced Leaders

Consistent with the district's commitment to continuous improvement, experienced leaders receive support and feedback. If at any point an evaluator determines that a leader's performance is below standard in one or more areas such that it may result in non-renewal or termination, these concerns will be promptly discussed with that leader at a formal meeting. The leader will be notified of the purpose of the meeting in writing. The leader may choose to have an NCAA representative present. At that meeting, areas of concern will be discussed and a structured assistance plan for improved performance will be developed. An individual who has relevant expertise and experience, but who is not the leader's evaluator, may be identified to offer support as defined in the plan of assistance. Issues discussed at the meeting will be summarized in writing by the evaluator, and a copy will be given to the leader.

Structured Assistance Plan for Experienced Leaders

For experienced leaders identified as below standard in one of more leadership domains and requiring additional support, a written Structured Assistance Plan will be developed to include the following :

1. The domains and indicators of concern or deficiency, referring to relevant observations and/or data that describe and document these area(s).
2. Clearly identified expectations for improved performance.
3. A plan for improvement designed by the leader with input from and approved by the evaluator that identifies appropriate actions and resources the leader will take and use to help improve performance.
4. An individual who has relevant expertise and experience, but who is not the leader's evaluator, may be identified to offer support as defined in the plan of assistance.
5. A monitoring system that includes observations, conferences, and/or other appropriate measures with detail sufficient to track and assess implementation and impact.
6. A reasonable and specific time period in which improvement must be made and a review completed. Depending upon the concerns, this timeframe may typically range from two to ten months.

Structured Assistance - Assessment of Progress

At the conclusion of a reasonable time period established by the evaluator for performance improvement, the leader will provide the evaluator with documentation of the improvement activities and results. The evaluator will review documentation of improvement activities undertaken by the leader and documentation of improvement made and sustained. The evaluator will provide the leader with a formal written assessment which contains:

1. A record of suggestions, coaching, and/or other assistance utilized.
2. A record of the observations/data and/or conferences held to monitor performance.
3. An assessment of performance in the area(s) of identified concern or deficiency.
4. A clear statement of the status of the concern, i.e. resolved or in need of further action.
5. Should the concerns persist, the following options may be considered:
 - An extension of the terms and time limits of the existing plan.
 - Revision of the assistance plan to include other strategies and support counseling.
 - Other administrative actions up to and including termination of employment.

For any written assessment, one copy will be given to the leader, one will be kept by the evaluator, and the original will be forwarded to the Human Resources Office for inclusion in the employee's personnel record. The leader has the right to review the written assessment before it is filed and may attach written comments. The leader may have NCAA representation at all evaluation conferences if desired and requested. The Superintendent may assign other evaluators to assist in this process.

If the leader meets expectations, his or her evaluation will resume as described under the cycle for leaders new to New Canaan. Improvements are expected to be maintained over time.

If the evaluator determines that expectations for improved performance have not been met, that potential for excellence is not sufficient even given improvement, and/or that there is no reasonable basis for extending the timeframe or revising the plan of assistance, the evaluator will schedule a meeting to discuss separation from the position. The meeting will be scheduled with advance notification to enable the leader to have an NCAA representative present if desired. The Association will be encouraged to play an active role in counseling the leader.

RESOLUTION OF DIFFERENCES

Should a leader disagree with the evaluator's assessment and feedback or should the leader and evaluator disagree with any component of the system, including but not limited to the PGP, observation feedback and summative assessments, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report but is not obligated to do so. The leader has the right to attach a statement to any evaluation report identifying areas of concern and presenting the leader's perspective. However, observation and evaluation reports are not subject to the grievance procedure. In all instances, if the parties cannot arrive at a mutually-agreed upon resolution of a given issue, the determination regarding that issue shall be made by the superintendent.

CONFIDENTIALITY

All evaluative reports are strictly confidential. A leader is expected to sign one copy of the report which will be placed in his or her personnel file. A signature on the report is an acknowledgement of receipt only.

TIMELINES

Timelines are estimated and may vary depending on the annual school calendar or intervening events that impact schedules. (It is important to note New Canaan views growth and evaluation

as a cyclical process; dates and deadlines are provided to coincide with the typical calendar year and state requirements but may be adjusted based on circumstance with approval of evaluator.)

| | |
|--------|---|
| Spring | Professional Growth Conference Formulate tentative PGP Explore potential resources and strategies: such as journals, professional conferences, colleagues, internet, etc. |
| Summer | Continue exploration/research as appropriate Attend relevant training if appropriate All administrators participate in orientation |
| Fall | Summative Evaluation reviewed and finalized as needed (September 15) Finalize statement of PGP and strategies with evaluator Conference based on rationale Submit PGP (October 30) Implement ideas/strategies |
| Winter | Collect student performance data and artifacts Mid-year Conference to review progress toward goals and performance (December 15- February 1) Continue implementation |
| Spring | Complete implementation Submit End-of-Year Self-Assessment & Self-Reflection (June 20) Summative Evaluation Conference with evaluator (June 30) - Cycle into Spring As Above- |

Summary of Evaluator’s Responsibilities

Due Date

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| Discuss and approve PGP | October 30 |
| Observe and provide feedback to administrators according to plan (Varies with administrator’s status in terms of years in district/annual rating: 2 or 4 times per year) | February 15th |
| Complete mid-year conference for all leaders | February 15th |
| Observe and provide feedback to administrators according to plan (Varies with administrator’s status in terms of years in district/annual rating: 2 or 4 times per year) | June 30th |
| Complete end-of-year conference for all leaders followed by end of year report | June 30 |

Summary of Leader’s Responsibilities

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|--|----------------------------|
| Complete self-reflection and meet with evaluator | October 15 |
| Submit growth plan | October 30 |
| Submit self-evaluation (mid-year) | December 15- January 30 |
| Submit self-reflection report to evaluator (summative) | June 20 |

New Canaan Effective Leadership Framework

The New Canaan Effective Leadership Framework establishes a shared vision and language for effective leadership in the district across a continuum of practice. It is intended to:

- Provide clarity of professional expectations to support enhanced calibration, consistency, and accountability.
- Foster educator self-reflection and link to professional growth plans.
- Focus observation dialogue and feedback.
- Provide alignment between formative/summative assessments and criteria for evaluation of practice.

The Framework articulates five domains of professional practice, grounded in the Standards for School Leaders, the Code of Professional Responsibility, and the Connecticut Common Core of Teaching (CCT) and reflective of the New Canaan research-based instruction framework, Responsive Teaching in the Differentiated Classroom. These domains are listed below.

Domains

- 1. Strategic Leadership**
- 2. Instructional Leadership**
- 3. Organizational Leadership**
- 4. School Climate and Culture Leadership**
- 5. Community Leadership**

Indicators have been developed for each domain to describe best practice. These indicators are grounded in research represented in the Connecticut Common Core of Teaching (2010), NCPS Responsive Teaching in the Differentiated Classroom document (2009), and the work of Robert Marzano, specifically his framework for effective teaching (Marzano, 2011). The work of Charlotte Danielson (2007), Carol Dweck (2006), Carol Ann Tomlinson (2003, 2005), Kim Marshall (2009), and Douglas Fisher and Nancy Frey (2008) also informed this work. Evidence of practice demonstrating these indicators can be gathered in a variety of ways, including observation, analysis of artifacts, and conferences between leader and evaluator. Such evidence takes into account both leadership behaviors and school behaviors. Each indicator is then described along a continuum, which provides language for a leader's reflection, goal-setting, and dialogue about performance.

It is expected that the New Canaan Effective Leadership Framework will be used by both leaders and evaluators throughout all components of the teacher evaluation and professional growth system. With regard to the Professional Growth Plan, it is expected that the leader's self-reflection on practice will be grounded in the Framework indicators; goals for growth will link to one or more indicators; and dialogue with evaluators, supervisors, coaches, or other collaborators about the Professional Growth Plan will connect to the document. With regard to observations of practice, it is expected that the language of the framework and indicators will be part of the professional dialogue and will be present in feedback that result from observations or reviews of teacher work and its products.

Framework for Effective Leadership At-A-Glance

| Domain | Expectation | Indicator | |
|---------------------------------------|--|-----------|---|
| Strategic Leadership | Vision, Mission, and Goals | SL. 1 | Leaders collaboratively develop the school's vision, mission, and goals that are focused on meeting the district's high expectations for all students and staff. |
| | Climate of Inquiry | SL. 2 | Leaders create and nurture a climate of inquiry that challenges the school community to actualize the vision, mission, and goals to meet New Canaan Public School's high expectations for all students and staff. |
| | Monitor and Refine | SL. 3 | Leaders consistently monitor and refine the implementation of the vision, mission, and goals in order to continually improve the educational experience for all students. |
| Instructional Leadership | Strong Professional Culture of Continuous Learning | IL. 1 | Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies. |
| | Alignment and Articulation | IL.2 | Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with state and national standards. |
| | Instruction | IL. 3 | Leaders understand and encourage, support and model effective instruction that engages all students in rigorous and relevant learning, resulting in growth and achievement. |
| | Assessment and Accountability | IL. 4 | Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps. |
| Organizational Leadership | Operational Systems | OL. 1 | Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning. |
| | Fiscal and Human Resources | OL. 2 | Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning. |
| School Culture and Climate Leadership | Safety and Well-Being Among Students, Faculty, and Staff | SCCL. 1 | Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty, and staff. |
| | Ethics and Integrity | SCCL. 2 | Leaders set the standard for the success and achievement of all students, faculty, and staff by modeling ethical behavior and integrity. |
| | High Standards for Self and Others | SCCL. 3 | Leaders model and expect exemplary practices for personal and organizational performance that ensure high standards of student learning while enhancing opportunities to build confidence and pride. |
| | Focus on Collaborative Work Environment | SCCL.4 | Leaders understand and act on the understanding of the positive role that a collaborative work environment can play in the school's culture. |
| Community Leadership | Leadership in Community | CL. 1 | Leaders lead family and community involvement and outreach. |
| | Leadership in Profession | CL. 2 | Leaders provide positive impact on the education profession. |
| | Advocacy | CL. 3 | Leaders actively advocate for students, teachers and the school community. |

Overview

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| Domain 1 | In a complex and dynamic environment, leaders create and nurture a climate of inquiry that challenges the school community to continually improve the educational experience for all students. With a deep understanding of the school's strengths and needs, leaders collaboratively develop and implement strategic improvement plans focused on meeting the school and district's vision, mission, and goals for all students. | | |
| | Expectation | Indicator | |
| Strategic Leadership | Vision, Mission, and Goals | SL. 1 | <i>Leaders collaboratively develop the school's vision, mission, and goals that are focused on meeting the district's high expectations for all students and staff.</i> |
| | Climate of Inquiry | SL. 2 | <i>Leaders create and nurture a climate of inquiry that challenges the school community to actualize the vision, mission, and goals to meet New Canaan Public School's high expectations for all students and staff.</i> |
| | Monitor and Refine | SL. 3 | <i>Leaders consistently monitor and refine the implementation of the vision, mission, and goals in order to continually improve the educational experience for all students.</i> |

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| Domain 2 | Leaders develop a strong professional culture which results in effective instruction that is responsive to all students and informed by best practice. | | |
| | Expectation | Indicator | |
| Instructional Leadership | Strong Professional Culture of Continuous Learning | IL. 1 | <i>Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.</i> |
| | Alignment and Articulation | IL. 2 | <i>Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with state and national standards.</i> |
| | Instruction | IL. 3 | <i>Leaders understand and encourage, support and model effective instruction that engages all students in rigorous and relevant learning, resulting in growth and achievement.</i> |
| | Assessment and Accountability | IL. 4 | <i>Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.</i> |

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| Domain 3 | Leaders develop, implement, and manage processes and systems that result in effective and efficient alignment of resources with the school and district’s vision, mission, and goals. | | |
| | Expectation | Indicator | |
| Organizational Leadership | Operational Systems | OL. 1 | <i>Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.</i> |
| | Fiscal and Human Resources | OL. 2 | <i>Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.</i> |

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| Domain 4 | Leaders purposefully develop and nurture a school climate and culture that is physically and emotionally safe, consistent with the school and district’s vision, mission, and goals. Leaders must support the values and norms of the school community that result in a sense of identity and pride which build towards a positive future. Culture and climate leadership implies understanding the school and the people in it each day in order to move them forward to support the school’s efforts to achieve individual and collective goals. | | |
| | Expectation | Indicator | |
| School Culture and Climate Leadership | Safety and Well-Being Among Students, Faculty, and Staff | SCCL. 1 | <i>Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty, and staff.</i> |
| | Ethics and Integrity | SCCL. 2 | <i>Leaders set the standard for the success and achievement of all students, faculty, and staff by modeling ethical behavior and integrity.</i> |
| | High Standards for Self and Others | SCCL. 3 | <i>Leaders model and expect exemplary practices for personal and organizational performance that ensure high standards of student learning while enhancing opportunities to build confidence and pride.</i> |
| | Focus on Collaborative Work Environment | SCCL. 4 | <i>Leaders understand and act on the understanding of the positive role that a collaborative work environment can play in the school’s culture.</i> |

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| Domain 5 | Leaders engage and collaborate with families and community members and actively advocate for all members of the school community to advance the school and district’s vision, mission, and goals. Additionally, they contribute positively to the education profession. | | |
| | Expectation | Indicator | |
| Community Leadership | Leadership in Community | CL. 1 | <i>Leaders lead family and community involvement and outreach.</i> |
| | Leadership in Profession | CL. 2 | <i>Leaders provide positive impact on the education profession.</i> |
| | Advocacy | CL. 3 | <i>Leaders actively advocate for students, teachers, and the school community.</i> |

Domain 1: Strategic Leadership

In a complex and dynamic environment, leaders create and nurture a climate of inquiry that challenges the school community to continually improve the educational experience for all students. With a deep understanding of the school's strengths and needs, leaders collaboratively develop and implement strategic improvement plans focused on meeting the school and district's vision, mission, and goals for all students.

SL. 1 –Vision, Mission, & Goals: *Leaders collaboratively develop the school's vision, mission, and goals that are focused on meeting the district's high expectations for all students and staff.*

| Indicator | Below Standard | Developing | Accomplished | Exemplary |
|--|--|---|--|---|
| Collaboratively Shapes Vision, Mission, and Goals | Creates a vision, mission, and goals without the help of stakeholders and sets high expectations for few students. | Offers staff and other stakeholders limited opportunities to participate in the development of the vision, mission, and goals. Develops a vision, mission, and goals that set high expectations for some students. | Incorporates various perspectives and collaborates with some stakeholders to develop a vision, mission, and goals so that most students have equitable and effective learning opportunities. | Collaboratively creates a shared vision of high expectations with all stakeholders and builds staff capacity to implement a shared vision for high student achievement for all students. |
| Shapes Vision, Mission, and Goals by using Information and Analysis | 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. | Along with the leader, others have started using a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission, and goals. |
| Aligns vision, mission, goals with district, state, and federal policies and BOE priorities | Does not align the school's vision, mission, and goals to district, state, or federal policies or district priorities. | Establishes school vision, mission, and goals that are partially aligned to district priorities. | Aligns the school's vision, mission, and goals to district, state, federal policies, and district priorities. | Builds the capacity of all staff to ensure the vision, mission, and goals are aligned to district, state, federal policies, and district priorities. |

Domain 1: Strategic Leadership

In a complex and dynamic environment, leaders create and nurture a climate of inquiry that challenges the school community to continually improve the educational experience for all students. With a deep understanding of the school's strengths and needs, leaders collaboratively develop and implement strategic improvement plans focused on meeting the school and district's vision, mission, and goals for all students.

SL. 2 –Climate of Inquiry: *Leaders create and nurture a climate of inquiry that challenges the school community to actualize the vision, mission, and goals to meet New Canaan Public School's high expectations for all students and staff.*

| Indicator | Below Standard | Developing | Accomplished | Exemplary |
|---|---|--|---|---|
| Communicates and Inspires Others to Reach the Vision, Mission, and Goals for the School and District | Does not effectively communicate and/or advocate for the school’s vision, mission, and goals. | Builds stakeholders’ understanding and support for the vision, mission, and goals. Communicates with some stakeholders in support of equitable and effective learning opportunities for all students. | Publicly advocates for the vision, mission, and goals so that the school community understands and supports the school and district's vision, mission, and goals. | In addition to evidence for accomplished, creates and nurtures an inclusive climate supportive of the vision, mission, and goals where all stakeholders are committed to the long-term sustainability of the vision of high achievement for all students. |
| Shared Understandings Guide Decisions and Evaluation of Outcomes | Does not create a system that allows for the involvement of staff and other stakeholders in implementing and sustaining the vision, mission, and goals. | Provides opportunities for 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. | In addition to evidence for accomplished, creates and nurtures an environment that encourages and empowers staff and other stakeholders to take initiative in order to meet and sustain progress toward the vision, mission, and goals. |

Domain 1: Strategic Leadership

In a complex and dynamic environment, leaders create and nurture a climate of inquiry that challenges the school community to continually improve the educational experience for all students. With a deep understanding of the school's strengths and needs, leaders collaboratively develop and implement strategic improvement plans focused on meeting the school and district's vision, mission, and goals for all students.

SL. 3 –Monitor and Refine: *Leaders consistently monitor and refine the implementation of the vision, mission, and goals in order to continually improve the educational experience for all students.*

| Indicator | Below Standard | Developing | Accomplished | Exemplary |
|---|--|--|---|--|
| Analyzes Data to Identify Needs and Gaps Between Outcomes and Goal | Does not effectively identify or analyze data and information to assess progress toward student achievement goals and the vision and mission. | Uses some data to identify gaps between current outcomes and goals for some areas of school improvement. | Effectively uses data systems and multiple sources of information to identify gaps between current outcomes and goals and to monitor progress towards the school's vision, mission, and goals | In addition to evidence for accomplished, reviews and analyzes data with all stakeholders to collaboratively identify needs and gaps between outcomes and goals on a continuous, systemic basis. |
| Uses Data and Collaborates to Design, Assess, and Change Programs | Does not effectively use data, research, or best practice to inform and shape programs and activities that support and achieve the vision, mission, and goals of the school. | Uses some data sources for planning, prioritizing, and managing change in order to design and implement programs that support the school's vision, mission, and goals. | Uses data, research, and best practices to shape programs and activities focused on achieving the school's vision, mission, and goals. | In addition to evidence for accomplished, engages all stakeholders in building, leading, and sustaining a school-wide continuous improvement cycle focused on the vision, mission, and goals. |

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| <p>Identifies and Addresses Barriers to Achieving Goals</p> | <p>Does not proactively identify barriers to achieving the vision, mission, and goals, or does not address identified barriers.</p> | <p>Manages barriers to the achievement of the school’s vision, mission, and goals on a situational level.</p> | <p>Proactively identifies and addresses barriers to achieving the vision, mission, and goal. Uses challenges or barriers as opportunities to learn and to develop staff.</p> | <p>In addition to evidence for accomplished, 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 addressing the vision, mission, and goals.</p> |
| <p>Seeks and Aligns Resources</p> | <p>Is unaware of the need to seek or align resources necessary to sustain the school’s vision, mission, and goals.</p> | <p>Aligns resources to some initiatives related to the school’s vision, mission, and goals.</p> | <p>Seeks and aligns resources to achieve the vision, mission, and goals. Prioritizes the allocation of resources to be consistent with the school’s vision, mission, and goals.</p> | <p>In addition to evidence for accomplished, builds capacity of the school and its staff in order to provide resources that sustain the school’s vision, mission, and goals.</p> |

Domain 2: Instructional Leadership

Leaders develop a strong professional culture which results in effective instruction that is responsive to all students and informed by best practice.

IL. 1 –Strong Professional Culture of Continuous Learning: *Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.*

| Indicator | Below Standard | Developing | Accomplished | Exemplary |
|--|--|---|--|--|
| Ensures Success for All Students Through Effective Professional Practices | Little or no evidence of a professional culture grounded in trust, respect, and honest communication and reflective of best practices. | Promotes communication and is working to build trust and respect to strengthen current best practice. | Inspires and instills trust, mutual respect, and honest communication resulting in high levels of teacher effectiveness and student success. | <i>(In addition to accomplished)</i> Creates a collaborative learning community which encourages innovation and sustains optimal levels of teacher effectiveness and student success through collective commitment. |
| Support of Professional Learning | Does not consistently support and facilitate professional learning to strengthen best practices and effective teaching. | Limited support and facilitation of professional learning that is primarily related to best practice and effective teaching. | Supports and facilitates on-going professional learning and collaborative opportunities designed to strengthen best practices and effective teaching. | Creates systems and structures that build and sustain the capacity of staff to assume leadership roles in support of differentiated professional learning, individually and collectively. |
| Fosters a Culture of Inquiry and Collaboration for Improvement | Rarely models learning: mainly establishes strategies and directions without staff collaboration and is rarely open to new ideas and strategies. Does not promote faculty conversations aimed at resolving student learning challenges. | Occasionally models professional learning and/or seeks opportunities for personal growth. Encourages some staff collaboration and growth to improve teaching and learning. | Engages in opportunities for personal and professional growth; models and promotes continuous inquiry in all staff. Models respect for diverse ideas and provides opportunities for others to collaborate to improve teaching and learning. | <i>(In addition to accomplished)</i> Nurtures and sustains a culture of innovation, inquiry, and collaboration that leads to on-going professional growth. |

Domain 2: Instructional Leadership

Leaders develop a strong professional culture which results in effective instruction that is responsive to all students and informed by best practice.

IL. 2 –Alignment and Articulation: *Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with state and national standards, consistent with the NCPS Effective Teaching Framework.*

| Indicator | Below Standard | Developing | Accomplished | Exemplary |
|--|---|--|--|---|
| Aligns Curriculum to Standards and Current Best Practices | Is unaware of how to align curriculum with standards, instruction, and assessments. | Builds their own understanding of state and national standards and essential literacies. Facilitates the development of curriculum, instruction, and assessment methods that are partially aligned to standards and inconsistently rigorous and relevant. | Develops a shared understanding of curriculum and current best practices and alignment of standards-based programs to the appropriate degree of rigor and relevance for all students. Actively works to ensure the purposeful development, implementation, and evaluation of rigorous and relevant curricula by aligning content standards, instruction, professional learning, and assessment methods. | Builds the capacity of all staff to individually recognize and collaboratively develop and evaluate curricula that consistently challenges all students to their greatest potential. |
| Collaboratively Monitors and Adjusts Curriculum and Instruction for the Diverse Needs of All Students | Does not use a variety of measures to analyze student progress. Is unaware of curriculum and instruction that fail to consistently meet the needs of all students. | Analyzes student data to monitor progress with occasional collaboration from staff. Facilitates adjustments to curriculum and instruction that meet the needs of some but not all students. | Develops and implements collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students. | Empowers and facilitates faculty members in their continuous monitoring of student progress and refinement of curriculum and instruction that meet the learning needs of every student. |

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| <p>Essential literacies are embedded in curriculum</p> | <p>Does not promote embedding of essential literacies across disciplines.</p> | <p>Ensures embedding of some essential literacies in some disciplines.</p> | <p>Ensures that essential literacies (technological, numeracy, reading, writing, communication, collaboration, creativity, and problem-solving) are embedded and emphasized throughout all curricula.</p> | <p>Builds the capacity of all faculty and staff to collaboratively develop, implement and evaluate curricula that foster in all students the ability to be a “Problem finder”, i.e. ability to identify and pose solutions to real-world problems.</p> |
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Domain 2: Instructional Leadership

Leaders develop a strong professional culture which results in effective instruction that is responsive to all students and informed by best practice.

IL. 3 –Instruction: *Leaders understand and encourage, support and model effective instruction that engages all students in rigorous and relevant learning, resulting in their growth and achievement.*

| Indicator | Below Standard | Developing | Accomplished | Exemplary |
|--|---|--|--|---|
| Ensures Implementation of Instructional Best Practice | Is unaware of discipline-specific instructional best practice and does not utilize appropriate instructional leadership or resources. | Demonstrates a limited understanding of effective instructional practice across and specific to the disciplines and has difficulty directing teachers in and modeling such practice. | <p>Develops a shared understanding of effective, research-based instructional practice in and across all disciplines that meet the learning needs of all students.</p> <p>Through individualized supervision and modeling, strategically works to ensure that all teachers consistently employ effective instructional approaches.</p> | <p>Builds the capacity of all faculty and staff to collaboratively implement and evaluate effective instruction that meets the needs of all students and promotes a high level of student responsibility.</p> <p>Establishes and maintains systems and processes empowering the staff to monitor, evaluate, and improve the consistent and equitable application of all instructional approaches.</p> |
| Provides Resources and Training for Extended Learning | Does not promote or provide for extending learning beyond the classroom. | Promotes learning beyond the classroom but provides inconsistent support and resources to faculty around extending learning opportunities. | <p>Builds a culture of commitment to extending learning beyond the classroom.</p> <p>Provides faculty and students with access to instructional resources, training, and technical support to extend learning beyond the classroom walls.</p> | <p>Encourages creativity and innovation by providing the means and resources for faculty to individually and collaboratively utilize the variety of instructional resources for extended learning.</p> <p>Supports ongoing training and support for staff and students in their development and implementation of extended learning opportunities for all students.</p> |

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| <p>Provides Individualized Feedback Based on Varied Modes of Observation</p> | <p>Is unfamiliar with what goes on in classrooms and, only when required, observes teachers in a singular manner.</p> | <p>Is familiar with what goes on in classrooms but utilizes only a few means of observation and/or feedback that do not reflect the individual needs of each staff member.</p> | <p>Recognizes the needs of all faculty and staff members pertinent to their position, utilizes a differentiated approach to frequent and varied observation, and provides timely and meaningful feedback.</p> | <p>In addition to evidence for <i>Accomplished</i>, creates and supports a culture of peer observation and meaningful feedback dedicated to building capacity in all faculty and staff members.</p> |
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Domain 2: Instructional Leadership

Leaders develop a strong professional culture which results in effective instruction that is responsive to all students and informed by best practice.

IL. 4 –Assessment and Accountability: *Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.*

| Indicator | Below Standard | Developing | Accomplished | Exemplary |
|--|---|--|--|--|
| Uses Multiple Sources of Information to Improve Instruction | <p>Monitors limited sources of student information and staff evaluation data.</p> <p>Does not connect information to school goals and/or instruction.</p> | <p>Develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction.</p> <p>Is learning to use multiple sources of information to identify areas for improvement.</p> | <p>Uses appropriate district, state, national, and/or international assessments and multiple sources of information to collaboratively analyze student performance, advance instructional accountability, and improve teaching and learning.</p> | <p>Builds the capacity and accountability of faculty and staff to monitor multiple sources of information and a range of assessments for each student.</p> <p>Empowers faculty and staff members to continuously use multiple sources of information to adjust instructional strategies and improve teaching and learning.</p> |
| Staff Evaluation | <p>Conducts occasional classroom observations for some staff.</p> <p>Does not connect evaluation results to professional development or school improvement goals.</p> | <p>Completes evaluations for all staff according to stated requirements.</p> <p>Uses some evaluation results to inform professional development.</p> | <p>Effectively implements district processes to conduct staff evaluations to strengthen teaching, learning, and school improvement.</p> | <p>Recognizes and utilizes opportunities for further personal and organizational growth beyond one’s own direct supervisory responsibilities.</p> |

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| <p>Uses Data and Collaborates to Design, Assess, and Change Program</p> | <p>Shows no evidence of using data, research, or best practice to inform and shape programs and activities.</p> | <p>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.</p> | <p>Uses data, research, and best practice to shape programs and activities and regularly assesses their effects.</p> <p>Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.</p> | <p>Collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research, and best practices.</p> <p>Engages all stakeholders in building and leading a school-wide continuous improvement cycle.</p> |
| <p>Supports Teacher Reflection and Leadership</p> | <p>Provides insufficient resources for teachers to work together on instructional improvement.</p> <p>Provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.</p> | <p>Recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practice and their leadership interests.</p> | <p>Provides support and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.</p> | <p>Builds capacity by empowering staff to identify potential opportunities and challenges and pursue solutions as contributors and leaders.</p> |

Domain 3: Organizational Leadership

Leaders develop, implement, and manage processes and systems that result in effective and efficient alignment of resources with the school and district’s vision, mission, and goals.

OL. 1 –Operational Systems: *Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.*

| Indicator | Below Standard | Developing | Accomplished | Exemplary |
|--|--|--|--|---|
| Improves Operational Planning & Problem Solving | <p>Ineffectively monitors operational processes.</p> <p>Makes minimal improvements to the operational system.</p> | <p>Reviews existing processes and plans improvements to operational systems.</p> | <p>Uses problem solving skills and knowledge of operational planning to continuously evaluate and revise processes to improve the operational system.</p> | <p>Continuously evaluates and revises school processes.</p> <p>Plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.</p> |
| Maintains Safe Physical Plant | <p>Does not take responsibility for meeting the guidelines and requirements for a safe physical plant.</p> | <p>Does not consistently employ an efficient process to maintain a safe physical plant or address non-compliance issues.</p> | <p>Has knowledge of and demonstrates implementation of local, state, and federal guidelines and legal requirements for a safe physical plant and works collaboratively with the facilities department to ensure compliance.</p> | <p>Develops systems to maintain and improve the physical plant and rapidly resolve any identified safety concerns.</p> <p>Develops the capacity of others to do the same.</p> |
| Facilitates Communication & Data Systems Use | <p>Ineffectively or inefficiently uses data and communication systems.</p> <p>Does not facilitate or support others’ use of these systems.</p> | <p>Inconsistently uses data and communications systems.</p> <p>Limited facilitation and support of others’ use of these systems.</p> | <p>Facilitates the development and use of communication and data systems that assure the accurate and timely exchange of information to support the continuous improvement of teaching and learning in all curricular areas.</p> | <p>In addition to accomplished, seeks to continuously improve communications systems in order to improve practice.</p> <p>Seeks new capabilities and resources based on school community input.</p> |

Domain 3: Organizational Leadership

Leaders develop, implement, and manage processes and systems that result in effective and efficient alignment of resources with the school and district’s vision, mission, and goals.

OL. 2 –Fiscal and Human Resources: *Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.*

| Indicator | Below Standard | Developing | Accomplished | Exemplary |
|--|---|--|--|--|
| Develops and Operates Budget | Has difficulty developing and operating a budget that aligns with fiscal guidelines. | With support, develops and operates a budget within fiscal guidelines. | Collaboratively develops and operates a budget within fiscal guidelines. | Uses feedback and data to assess the success of funding and program decisions and understands and considers long-term budgetary needs when developing and operating current budgets. |
| Secures and Allocates Resources | Allocates resources that are not consistently aligned to school goals. | Aligns resources to school goals, strengthening professional practice. | Works with the community to secure necessary resources to support school goals. Aligns resources to achieve vision, mission, and goals to strengthen professional practice and improve student learning. | Works with the community to secure necessary resources to support visionary school initiatives when appropriate. Reviews and aligns resource needs and allocations on a regular basis to predict and meet evolving needs for professional practice and to improve student learning. |
| Recruits, Develops, and Retains Quality Staff | Uses hiring processes that involve few recruiting resources. 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 further develop and retain effective teachers. | Implements practices that provide support, mentoring, and coaching to staff and encourages and provides results-oriented professional learning and relevant work opportunities to build leadership capacity within the school. | Involves all stakeholders in the process of recruiting, selecting, and supporting effective, highly qualified staff and monitors placement of new and existing staff to fully benefit from their strengths in meeting the needs of the students and the school community. |

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| Manages Conflict | Is aware of potential problems and/or areas of conflict within the school or among staff yet fails to act. | Creates processes to resolve problems and/or areas of conflict within the school. | Conflict resolution decisions are timely, fair, and ensure the best interest of the students and the overall school community. | Proactively identifies potential sources of conflict, while building the capacity of conflict resolution in others. |
| Manages the Evaluation Processes of Staff | Does not consistently implement district evaluation process. Evaluation results are not used to improve teaching and learning. | Implements district requirements of the evaluation process and is beginning to connect evaluation process and results to professional learning and the improvement of teaching and learning. | Implements district requirements of the evaluation process and regularly connects and prioritizes the results of staff evaluations to improving teaching and learning. | In addition to accomplished, analyzes the results of teacher and staff evaluations holistically and utilizes the results to direct differentiated professional learning opportunities for teachers and staff that will lead to improved teaching and learning. |

Domain 4: School Culture and Climate Leadership

Leaders purposefully develop and nurture a school climate and culture that is physically and emotionally safe, consistent with the school and district’s vision, mission, and goals. Leaders must support the values and norms of the school community that result in a sense of identity and pride which build towards a positive future. Culture and climate leadership implies understanding the school and the people in it each day in order to move them forward to support the school’s efforts to achieve individual and collective goals.

SCCL. 1 –Safety and Well-Being Among 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.*

| Indicator | Below Standard | Developing | Accomplished | Exemplary |
|--|---|--|--|---|
| Implements Safety & Security Plan | <p>Insufficiently plans for school safety and/or does not regularly evaluate effectiveness.</p> <p>Inconsistently meets district and state mandates on school safety.</p> | <p>Develops a safety and security plan and monitors its implementation.</p> <p>Creates minimal engagement with the community regarding school safety and security.</p> | <p>Develops, implements, and evaluates a comprehensive safety plan in collaboration with district community public safety responsibilities and mandates.</p> | <p>In addition to evidence for accomplished, continuously engages the school community in the development, implementation, and evaluation of a comprehensive safety and security plan.</p> |
| Implements School Expectations for Students and Staff | <p>Understands the importance of clear expectations, structures, rules and procedures for students and staff but no evidence of consistent implementation.</p> | <p>Communicates clear expectations, structures, rules and procedures for students and staff.</p> <p>Implementation is inconsistent.</p> | <p>Implements school expectations for students and staff consistently.</p> <p>Regularly reviews the need for changes to expectations changes, structures, and rules and communicates the need for changes.</p> | <p>Engages all stakeholders in proactive approaches to identify and uphold high behavioral expectations for all students.</p> <p>Collaboratively engages stakeholders in the review of the need for changes, structures, and rules and communicates the need for changes.</p> |

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| <p>Creates School Community Norms for Appropriate Standards of Behavior</p> | <p>Does not consider school community norms to develop appropriate standards of behavior.</p> <p>Little or no evidence in monitoring standards of behavior.</p> | <p>Considers and implements school community norms for appropriate standards of behavior.</p> <p>Monitors for implementation of established standards of behavior.</p> | <p>Actively involves school community in developing, implementing, and monitoring standards of behavior to ensure student learning.</p> | <p>Builds ownership for all staff, community, and students to develop and review community norms for appropriate standards of behavior.</p> <p>Student, staff, and parents all hold themselves and each other accountable for following the established norms.</p> |
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Domain 4: School Culture and Climate Leadership

Leaders purposefully develop and nurture a school climate and culture that is physically and emotionally safe, consistent with the school and district’s vision, mission, and goals. Leaders must support the values and norms of the school community that result in a sense of identity and pride which build towards a positive future. Culture and climate leadership implies understanding the school and the people in it each day in order to move them forward to support the school’s efforts to achieve individual and collective goals.

SCCL. 2 –Ethics and Integrity: *Leaders set the standard for the success and achievement of all students, faculty, and staff by modeling ethical behavior and integrity.*

| Indicator | Below Standard | Developing | Accomplished | Exemplary |
|---|--|---|--|--|
| Exhibits Professional Responsibility | Does not exhibit or promote professional responsibility in accordance with CT <i>Code of Professional Responsibility for Leaders</i> . | Follows and shows some knowledge of CT <i>Code of Professional Responsibility for Leaders</i> . | Exhibits and promotes professional conduct in accordance with CT <i>Code of Professional Responsibility for Leaders</i> . | In addition to accomplished, continuously communicates, clarifies, and collaborates to ensure professional responsibilities for all leaders. |
| Models Ethics | Does not consistently demonstrate personal and professional ethics, integrity, and social justice. | Consistently demonstrates personal and professional ethics, integrity, and social justice. | Intentionally and consistently demonstrates personal and professional ethics, integrity, and justice in order to foster and sustain <i>educational</i> equity and social justice for all students, faculty, and staff. | Continuously models ethical principles and professional conduct in all relationships and decisions with others following the leader’s example. |

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| Fosters Equity and Social Justice | Does not use professional influence and authority to foster and sustain educational equity and social justice for all stakeholders. | Emerging ability to use professional influence and foster educational equity and social justice for all stakeholders. | Consistently uses professional influence and authority to foster and sustain educational equity and social justice for all stakeholders. | Continuously removes barriers to high quality educational opportunities while promoting and ensuring inclusionary educational access for all stakeholders with others emulating those behaviors. |
| Upholds Rights and Confidentiality | Little to no evidence to protect the rights of students, families, and staff and/or maintain confidentiality. | Shows consistent patterns that protect the rights of students, families, and staff while maintaining confidentiality. | Consistently models and guides/ holds others accountable for maintaining confidentiality. | Builds a shared commitment to within the school and community protecting the rights of all students and stakeholders while maintaining high standards of confidentiality. |

Domain 4: School Culture and Climate Leadership

Leaders purposefully develop and nurture a school climate and culture that is physically and emotionally safe, consistent with the school and district’s vision, mission, and goals. Leaders must support the values and norms of the school community that result in a sense of identity and pride which build towards a positive future. Culture and climate leadership implies understanding the school and the people in it each day in order to move them forward to support the school’s efforts to achieve individual and collective goals.

SCCL. 3 –High Standards for Self and Others: *Leaders model and expect exemplary practices for personal and organizational performance that ensure high standards of student learning while enhancing opportunities to build confidence and pride.*

| Indicator | Below Standard | Developing | Accomplished | Exemplary |
|-----------------------------------|---|---|--|--|
| Models Continuous Learning | Does not demonstrate understanding of the importance of building a sense of efficacy and empowerment among staff. | Understands and identifies strategies for building a sense of efficacy and empowerment among staff. | Promotes and utilizes a variety of activities, tools, and protocols to develop efficacy and empowerment among staff. | Continuously builds a sense of efficacy and empowerment among staff that results in increased capacity to accomplish substantial outcomes. |

Domain 4: School Culture and Climate Leadership

Leaders purposefully develop and nurture a school climate and culture that is physically and emotionally safe, consistent with the school and district’s vision, mission, and goals. Leaders must support the values and norms of the school community that result in a sense of identity and pride which build towards a positive future. Culture and climate leadership implies understanding the school and the people in it each day in order to move them forward to support the school’s efforts to achieve individual and collective goals.

SCCL. 4 –Focus on Collaborative Work Environment: *Leaders understand and act on the understanding of the positive role that a collaborative work environment can play in the school’s culture.*

| Indicator | Below Standard | Developing | Accomplished | Exemplary |
|---|---|--|--|---|
| <p>Creates Positive, Collaborative School Culture and Climate for Learning</p> | <p>Does not demonstrate an awareness of the characteristics of a collaborative work environment within the school.</p> <p>Does not demonstrate an awareness of the link between school culture and climate and student learning.</p> <p>Acts alone in addressing school culture and climate issues.</p> | <p>Demonstrates an understanding of the characteristics of a collaborative work environment.</p> <p>Plans to develop a school culture and climate focused on learning and social/emotional safety.</p> <p>Seeks input and discussion from school members to build his/her understanding of school culture and climate.</p> | <p>Advocates for, creates, and supports collaboration that fosters a positive school culture and climate which promotes the learning, social/emotional safety, and success for every member of the school community.</p> | <p>Establishes a collaborative work environment which promotes cohesion and cooperation among staff.</p> <p>Supports ongoing collaboration from staff and community to review and strengthen a positive school culture and climate.</p> <p>Builds a shared commitment to a school climate that supports and sustains learning, social/emotional safety, and success for every member of the school community.</p> |

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| <p>Engages Families in Decisions</p> | <p>Provides limited opportunities for families to engage in educational decisions.</p> | <p>Welcomes family involvement in some school decisions and events that support their children’s education.</p> | <p>Welcomes and engages all families in decision making to support their children’s education.</p> | <p>Engages families consistently in understanding and contributing to decisions about school-wide and student learning needs.</p> |
| <p>Communicates with Families and Community</p> | <p>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.</p> | <p>Shares information and progress with families. Provides opportunities for families and community members to share input and concerns with the school.</p> | <p>Uses a variety of strategies to engage in open communication with staff and families and community members.</p> | <p>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.</p> |

Domain 5: Community Leadership

Leaders engage and collaborate with families and community members and actively advocate for all members of the school community to advance the school and district’s vision, mission, and goals. Additionally, they contribute positively to the education profession.

CL. 1—Leadership in Community: *Leaders lead family and community involvement and outreach.*

| Indicator | Below Standard | Developing | Accomplished | Exemplary |
|--------------------------------------|---|---|---|--|
| Creates Welcoming Environment | <p>There are few, if any, rituals, symbols, or signals intentionally directed to the community for the purpose of creating a welcoming environment.</p> <p>Does not have a plan or does not implement a plan for creating or sustaining a welcoming environment.</p> <p>Procedures to welcome, transition, and support new families are not in place.</p> | <p>There are a few rituals, symbols, or signals that are intentionally being implemented for purposes of creating a welcoming environment. These are primarily opening activities aimed at the whole population.</p> <p>A plan exists for creating or sustaining a welcoming environment, but it is not consistently implemented.</p> <p>General procedures to welcome new families are in place but ongoing support is not consistent.</p> | <p>Effectively and purposefully engages in welcoming behaviors on a regular basis.</p> <p>A purposeful plan exists, is known to all, and is consistently implemented.</p> <p>General procedures to welcome, transition, and provide ongoing support to new families is effectively implemented.</p> | <p>In addition to evidence for accomplished, members of the professional staff model the leader’s behavior and regularly engage in welcoming behaviors.</p> <p>Members of the professional staff are encouraged to take leadership roles in creating welcoming and supportive learning environments and transition programs.</p> |
| Engages the Community | <p>Rarely engages the community in a purposeful way and does not have systemic ways of garnering input.</p> | <p>Acknowledges parent input but does not actively seek it out nor use it in a meaningful way.</p> | <p>Has systems for seeking out and engaging with the community and provides feedback about how input is considered/used.</p> | <p>Empowers staff to engage stakeholders through establishment of culture and systems that invite feedback from individuals, groups, and the community.</p> |

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| Forges Partnerships | No evidence of establishing or nurturing community partnerships. They are not evident or are non-existent. | Demonstrates interest and first steps to engage community through a variety of organizations but has not yet successfully established partnerships. | Implements best practice in outreach and forms partnerships with community which results in mutually beneficial relationships. | Shares responsibility for community outreach and all staff members feel a sense of co-accountability for generating and participating in efforts to create community partnerships. |
| Reaches Out through School Events | Does not have community outreach or inclusion of all communities is not clear. | Participates in some events but does not have a variety of meaningful outreach opportunities. | Reaches out to the school community through frequent school-based events. | Instills a sense of co-accountability for reaching out to the community by all staff members. |

Domain 5: Community Leadership

Leaders engage and collaborate with families and community members and actively advocate for all members of the school community to advance the school and district’s vision, mission, and goals. Additionally, they contribute positively to the education profession.

CL. 2—Leadership in Profession: *Leaders provide positive impact on the education profession.*

| Indicator | Below Standard | Developing | Accomplished | Exemplary |
|---|--|---|---|--|
| Participates in Ongoing Leadership Opportunities | Sometimes participates in personal professional development but rarely takes on additional leadership responsibilities. | Sometimes participates in personal professional development that is connected to organizational needs and may agree to take on additional leadership responsibilities when asked. | Seeks opportunities to participate in ongoing leadership opportunities that serve the district’s mission and vision. | In addition to evidence for accomplished, others adopt the leader’s attitude of seeking leadership opportunities. |
| 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 and sometimes seeks opportunities to engage in professional learning activities to understand issues and implications. | Promotes public discussion about federal, state, and local laws, policies, and regulations affecting education and shares information with the school community. | 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. |
| 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. |

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| Advocates for Equity | 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. | Energizes others to prioritize working with students, families, and caregivers to successfully advocate for equitable and appropriate policies and procedures to ensure all children have an equal opportunity to learn. |
| Develops Emerging Leaders | Either does not identify or does not provide opportunities to develop emerging leaders. | Provides some development opportunities to emerging leaders. | Routinely identifies and provides opportunities to mentor, guide, and develop emerging leaders. | Implements a specific and systemic plan for identifying and supporting the development of emerging leaders. |

Domain 5: Community Leadership

Leaders engage and collaborate with families and community members and actively advocate for all members of the school community to advance the school and district’s vision, mission, and goals. Additionally, they contribute positively to the education profession.

CL. 3—Advocacy: *Leaders actively advocate for students, teachers, and the school community.*

| Indicator | Below Standard | Developing | Accomplished | Exemplary |
|---|---|---|--|---|
| Leverages Resources and Relationships | Does not effectively use current systems to leverage the district and community resources to serve the best interest of the school community. | Under-utilizes available systems and relationships for district and community resources to serve the best interest of the school community. | Develops systems and/or relationships that leverage the district and community resources to serve the best interest of the school community. | In addition to evidence for accomplished, seeks and encourages others to create opportunities and solutions to serve the short and long-term needs of the school community. |
| Utilizes a Range of Support and Services | Ineffectively utilizes school and community student support services. | Occasionally utilizes school and community support services. Is continuing to learn about resources within and beyond the school system. | Utilizes a full range of available internal and external support services consistent with the school mission and goals. | In addition to evidence for accomplished, pro-actively advocates for and builds capacity around current and anticipated student support service needs. |

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| <p>Develops Others as Advocates for All Students Consistent With the School's and District's Mission, Vision, and Goals</p> | <p>No evidence of an expectation that all staff advocate and work on behalf of all students' academic and social-emotional development.</p> | <p>Some evidence of additional supports being implemented but no additional resources or time provided to develop staff understanding around academic and social-emotional support..</p> | <p>Effectively builds the capacity of staff to act on collective commitments resulting in equitable, appropriate, and effective learning opportunities</p> <p>Provides on-going staff professional development so they can make the school community a place where all students experience academic and social-emotional growth in a supportive environment.</p> | <p>In addition to accomplished, there is clear evidence of the school and greater community empowered to act to advance the growth of all students.</p> |
| <p>Utilizes Communication to Advocate for the School's Mission, Vision, and Goals</p> | <p>Does not effectively communicate nor enlist the community to advance the school's mission, vision, and goals.</p> | <p>Communicates routine general school information but fails to engage the community in dialogue about the school's mission, vision, and goals.</p> | <p>Pro-actively communicates and enlists the community to advance the school's mission, vision, and goals.</p> | <p>Networks and establishes channels of communication in the community in support of school outcomes and to make the school a viable part of the community.</p> |

Additional Elements of LEPL

As with our approved TEPL plan, the NCPS LEPL plan includes two additional dimensions that contribute to an administrator's overall summative evaluation. These are Learning Community Growth and Whole School Student Learning. These dimensions include components that are part of the state guidelines and seeds that incorporate peer, parent and student feedback as well as growth factors. The narratives below explain the nature of these dimensions, which we see as consistent with a systems perspective on growth and development, and the need to look at how components interplay and uniquely express themselves as a means of setting differentiated goals and progress monitoring plans. Associated rubrics are included below and contribute as part of the decision making rules that guide feedback and summative evaluations.

Learning Community Growth (addressing Stakeholder Feedback component of CT State Guidelines)

In each school across the district, a research based school survey designed by the Alliance for the Study of School Climate (California State University, Los Angeles) will be administered each spring to all staff members and parents of students in selected grades. Building-level school climate committees have worked over the past year to review the survey and give approval of the items included in the survey. The survey, whose items have been statistically validated and clustered into dimensions for the purposes of data analysis, is designed to capture data related to school climate, community of learning, and professional culture. It is an anonymous survey, administered online. This survey data will be analyzed by each school's leadership team and school climate committee in order to determine the school's Learning Community Growth focus for the year.

This Learning Community Growth focus will address either parent feedback or peer (staff) feedback from the survey; both parents and peers (colleagues) are critical to the overall Learning Community established in the school. This is in alignment with the Connecticut State Evaluation Core Requirements that a component be developed to include parent or peer feedback in the evaluation system.

The focus for a given building will differ from that of another building in order to be responsive to the needs of the school. One building may determine that a parent communication focus is needed given data that has been examined, while another building may decide that the most relevant and meaningful focus would be in the realm of faculty relations or collaboration as a professional learning community, thereby responding to the peer feedback submitted in the survey responses from staff members.

Administrators and educators then work as groups (ie. grade-level team, etc.) or as individuals and in collaboration with their evaluator to determine the manner in which they will demonstrate growth and contribute towards the Learning Community focus. This will be included on the educator's Professional Growth Plan no later than November 1st of each school-year.

Mid-year and end-year growth conferences will include discussions between Leader and evaluator to reflect on and assess the manner in which the Leader is developing the professional learning community

of the school and the growth that is being made related to the school's Learning Community (parent/peer) focus. In the self-reflection and/or at the End Year Growth Conference, the Leader will provide evidence of the parent or peer /professional learning community growth action (depending on building focus) that has been undertaken.

Whole School Learning Focus

(addressing Teacher Effectiveness component of CT State Guidelines)

The Whole School Student Learning component will address the school-based areas of focus identified by school administrators and leadership teams in their review of annual school performance data. This includes a review of the school's SPI data (including subgroup data), standardized assessment data, and other local assessment data (such as district benchmark assessments. Leaders' Professional Growth Plans will explicitly connect to and address the Whole School Learning Focus for their building.

Also, students at designated grades will be surveyed using a research based student survey tool designed by the Alliance for the Study of School Climate (California State University, Los Angeles). Building-level school climate committees have worked over the past year to review the survey and give approval of the items included in the survey. The student survey, whose items have been statistically validated and clustered into dimensions for the purposes of data analysis, is designed to capture student perspectives and data related to school climate, teaching and learning, and peer interactions in the building. It is an anonymous survey, administered online. Student focus groups may also be utilized to gather further student data.

Subsequently, this student survey (and focus group data, if applicable) will be analyzed by each building leadership / school climate team to note potential areas of strength and areas of growth for the school. Administrators will consider this data as part of their review of the Whole School Student Learning performance data and it can inform the administrator's development of the Whole School Student Learning focus for the school.

Such an analysis of the full range of student evidence and data allows administrators, in conjunction with leadership teams, to determine a focus that will best foster the growth of the building. This component – along with the Learning Community Growth component – allows the LEPL system to not only support the improvement of administrators and individual teachers but to also foster the collective growth of the school and district. We recognize this is a robust interpretation of the Whole School dimension; however, in the context of our district and our commitment to continuous improvement such differentiated and responsive, evidence- based approach makes sense, especially for a year 1 implementation.

Administrators guide building work groups (ie. grade-level team, etc.) and individual teachers who work in collaboration with their evaluator to determine the manner in which they will contribute towards the Whole School Student Learning focus selected for their school. This will be included on the administrator's Professional Growth Plan each school-year and will be discussed in both mid-year and end-year educator reflections and summative evaluation.

NCPS Summative Evaluation Rubric – An Introduction

The intent of the NCPS Summative Evaluation Rubric is to serve the dual goals of providing summative and accountability information while informing a continuous improvement cycle for all leaders through growth feedback. The Summative Evaluation Rubric communicates evaluation information specific to each of four components to the leader; the LEPL system is designed to focus on growth and as such this type and level of summary feedback is consistent with the system's beliefs and goals.

Supporting evidence for the evaluation of each component on the rubric is gathered over time across a variety of contexts. For this reason, on an annual basis, mid-year and end-year growth conferences include discussion and analysis of practice related to relevant domains and indicators as a source of more specific, fine-grain feedback to the leader.

Leaders are to complete the End-Year Self-Reflection and they should also self-evaluate in each of the four components using the Summative Evaluation Rubric prior to the growth conference. In addition, consistent with state guidelines, a composite rating is also reviewed as part of the end of year conference.

The Summative Evaluation will be revisited and revised as appropriate up until September 15th of the same calendar year in order to consider additional standardized assessment data received during the summer months. (Should data be delayed dates will be adjusted appropriately.) Educators will be notified of any revisions that are made to their Summative Evaluation.

NCPS Administrator Mid Year Progress/ Summative Evaluation Rubric

Evaluator _____

| CATEGORY | Below Standard | Developing | Accomplished | Exemplary |
|--|--|--|---|--|
| Student Learning Outcomes | <p>Professional Growth Plan lacks SMART impact plans.</p> <p>Little or no evidence of teacher / student growth is presented.</p> <p>No plan to address teacher/student growth needs is presented or implemented.</p> | <p>Professional Growth Plan teacher impact statements are SMART goal statements.</p> <p>Evidence of student growth is presented but only for some teachers. An articulation of/reflection on obstacles to student growth is presented but steps to address teacher progress are not clear or not implemented.</p> <p>Most student performance data meet benchmarks (district, RTI, or IEP goals as appropriate) across classes / curriculum areas.</p> | <p>Professional Growth Plan teacher impact statements are rigorous, SMART goal statements.</p> <p>A clear plan to promote teacher growth is presented and implemented</p> <p>Multiple sources of student impact evidence, including both standardized (if available) and non-standardized measures, indicate growth for most students.</p> <p>Teachers' student performance data across classes / curriculum areas demonstrate performance at or above benchmark or (for those not meeting benchmark) progress towards benchmark is at an accelerating rate (and documented through RTI or IEP data).</p> | <p>Both quantitative and rigorous qualitative data demonstrate teacher growth.</p> <p>Connection to intentional practice is evidenced through differentiated plans that have been implemented to address growth of full range of teachers.</p> <p>Growth of all students (struggling as well as high-achieving) is documented.</p> |
| <p>Reflecting on teacher growth and student performance data year to date, describe:</p> <ul style="list-style-type: none"> • Areas of strength with evidence noted • Next steps with rationale | | | | <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Below <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary |

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| Whole School Learning Focus | Leader does not use student learning and/or teacher effectiveness data to establish a whole school learning focus. | Leader uses some student learning and teacher effectiveness data to establish and monitor progress toward a whole school learning focus. | Leader uses an array of student learning and teacher effectiveness data to establish and monitor progress toward a high leverage whole school learning focus. | Leader builds the capacity of others who consistently use an array of student learning and teacher effectiveness data to establish and monitor progress toward a high leverage whole school learning focus. |
| Reflect on student learning and teacher effectiveness data related to whole school learning focus year to date: | | | | Whole School Learning Focus <input type="checkbox"/> Below <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary |
| Observation of Leadership Practice* | Indicator data across domains identifies one or more domains as below standard as evidenced by observations of practice and related artifacts. | Indicator data across domains identifies one or more domains as developing as evidenced by observations of practice and related artifacts. | Indicator data across domains identifies all domains as accomplished as evidenced by observations of practice and related artifacts. | Indicator data across domains identifies all domains as accomplished, AND, regularly reaches into the exemplary level across a variety of domains and indicators as evidenced by observations of practice and related artifacts. |

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| <p>Referencing the NCPS Effective Leadership Framework and feedback from observations year to date, describe:</p> <ul style="list-style-type: none"> • Areas of strength with evidence noted (as appropriate at the indicator level) • Next steps with rationale (as appropriate, at the indicator level) | <p>Observation of Leadership Practice*</p> <ul style="list-style-type: none"> <input type="checkbox"/> Below <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary |
|--|--|

** Observation of Practice ratings are based on multiple observations over time and across settings as defined in the Observation of Leadership Practice framework.*

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| <p>Learning Community Growth</p> | <p>Indicator data across Domain 1, Strategic Leadership, Domain 4, School Culture and Climate and Domain 5 Community Leadership describes performance that is below standard for the domain.</p> <p>Leader does not does use stakeholder feedback to establish, facilitate, contribute to and monitor progress related to the Learning Community Growth goal.</p> | <p>Indicator data across Domain 1, Strategic Leadership, Domain 4, School Culture and Climate and Domain 5 Community Leadership describes performance that is below standard for the domain</p> <p>Leader uses some stakeholder feedback to establish, facilitate, contribute to and monitor progress related to the Learning Community Growth goal.</p> | <p>Indicator data across Domains 1, 4 & 5 indicate performance is accomplished for the domain.</p> <p>Leader uses stakeholder feedback to collaboratively establish, facilitate, contribute to and monitor progress related to the Learning Community Growth goals.</p> | <p>Contributions demonstrate initiative to extend professional learning of school community and district. (Domains 1, 4 & 5 regularly reach into the exemplary level across a variety of indicators.)</p> <p>In addition to accomplished, the Leader effectively engages and empowers all stakeholders in the continuous improvement of the learning community.</p> |
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| <p>Reflect on learning community growth and educator contributions year to date (including reflections / professional evidence related to Domains 4 and 5 and Learning Community Growth plans and outcomes):</p> | <p>Learning Community Growth</p> <ul style="list-style-type: none"> <input type="checkbox"/> Below <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary |
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Decision rules for calibrated application of this rubric include the following operational definition of “ineffective”:

- Performance evidence **at below standard in Student Learning Outcomes Rating and/or Leadership Practice Rating rubric components** prompts an immediate shift to Structured Assistance.

OR,

- Performance evidence **at the developing level in Student Learning Outcomes Rating and/or Leadership Practice Rating for two or more years** prompts a shift to Structured Assistance.

A determination of “ineffective” in turn requires timely progress in a Structured Assistance program or nonrenewal of contract / termination of employment. It should be noted that such determination can be grounded in evidence from ongoing observations during the year. A discussion relevant to concerns about rubric components can be communicated at any time to educators; it is not necessary for evaluators to wait for a Summative conference. Concerns and related evidence will be communicated promptly to educators.

As noted earlier, leader summative evaluations will include rubric ratings in each of the four components. It will be important for a leader and evaluator together to discuss strengths and areas for growth as suggested by any variation or spread of the ratings across the four components. This in turn can inform the leader’s self-reflection and support the development of a customized Professional Growth Plan for the following year, creating a cyclical, connected and responsive model of professional learning.

Overall Leadership LEPL Summative Evaluation Rating

While the Summative Evaluation Rubric provides specific descriptive feedback to staff regarding each of the four components to note strengths and areas of growth for future professional learning, we understand as a result of much dialogue with state department professionals, that under current guidelines, the LEPL system must also meet the state mandate that requires Connecticut districts report an annual aggregate performance rating of leaders to the state. In response to this State requirement, the LEPL committee has developed a set of decision rules to recognize the importance of balancing teacher outcomes and leadership practice in determining an leader's overall summative rating. Although specific percentages have not been applied rigidly, there is clear weighting of Teacher Outcomes and Leadership Practice components that is articulated explicitly in the decision rules below. Evaluators will apply the decision rules below to determine each leader's Teacher Outcome and Leadership Practice ratings.

Overall Educator Summative Evaluation Rating

Summative Evaluation Decision Rules

Teacher Outcome Rating – Integrates Student Learning Outcomes and Whole School Learning Focus components

Where ratings in these components differ:

- Student Learning Outcomes rating overrides Whole School Learning Focus rating if a discrepancy of only 1 level exists between these two categories.
- If a discrepancy of 2 or more levels exists between the two categories, the Student Learning Outcomes rating is lowered by 1 level (or is held the same if the Student Learning Outcomes rating is the lower of the two ratings).

Leadership Practice Rating – Integrates Leadership Observation and Learning Community Growth components

Where ratings in these components differ:

- Leader Observation rating overrides Learning Community Growth rating if a discrepancy of only 1 level exists between these two categories.
- If a discrepancy of 2 or more levels exists between the two categories, the Leader Observation rating is lowered by 1 level (or is held the same if the Leader Observation rating is the lower of the two ratings).

Based on state mandate and for reporting purposes, Teacher Outcome and Leadership Practice ratings are in turn used to determine an overall summative rating. The LEPL system recognizes the need for clear and consistent decision rules to arrive at an overall evaluation rating and has approached this work through a matrix that synthesizes the calibrated professional judgments rendered in the Summative Rubric rather than a calculated algorithm. The matrix below coordinates the Teacher Outcome and Leadership Practice ratings, determined through the weighting of the Summative Rubric components as described above, to arrive at an overall Summative Evaluation rating for an educator.

| Overall Annual | Leadership Practice Rating <i>(Integrates Leadership Observation and Learning Community Growth)</i> | | | | |
|--|--|-----------------------|-------------------|---------------------|------------------|
| Teacher Outcome Rating <i>(Integrating Student Learning Outcomes and Whole School Learning Focus components)</i> | | Below Standard | Developing | Accomplished | Exemplary |
| | Below Standard | Below Standard | Below Standard | Developing | Developing |
| | Developing | Below Standard | Developing | Accomplished | Accomplished |
| | Accomplished | Developing | Accomplished | Accomplished | Exemplary |
| | Exemplary | Developing | Accomplished | Exemplary | Exemplary |

Appendix Forms



Administrator Professional Growth Plan

Administrator: _____ School / Assignment: _____ Year: _____

Self Reflection:

Professional Growth Plan

Professional Learning Focus (Domain and indicator):

Rationale ("If _____, then _____"):

Related Teacher Impact (articulated with specific, measurable language: "As a result of my study and application of _____, teachers will _____ as evidenced by _____.")

| Professional Learning Processes (steps, strategies, professional growth options, etc.) 1. | Resources | Anticipated Timeline |
|--|------------------|-----------------------------|
| Collaborators and/or consultants: | | |
| Evidence of anticipated impact on professional practice and teacher/student learning <i>(Note tools to be used as indicators of growth; include multiple sources of evidence and, where applicable, standardized assessments):</i> <ul style="list-style-type: none"> - <u>Professional Practice:</u> - <u>Teacher Learning:</u> - <u>Student Learning</u> | | |
| Proposed meeting dates: | | |
| Learning Community Growth School-Wide Focus: | | |
| Learning Community Growth Actions and Evidence (anticipated): | | |
| Whole School Learning Focus: | | |
| Whole School Learning Actions and Evidence (anticipated): | | |

Administrator Signature /Date _____ **Evaluator Signature / Date** _____
Signature of administrator indicates receipt

NCPS Administrator Mid Year Progress Evaluation Rubric

Evaluator _____

| CATEGORY | Below Standard | Developing | Accomplished | Exemplary |
|--|--|--|---|--|
| Student Learning Outcomes | <p>Professional Growth Plan lacks SMART impact plans.</p> <p>Little or no evidence of teacher / student growth is presented.</p> <p>No plan to address teacher/student growth needs is presented or implemented.</p> | <p>Professional Growth Plan teacher impact statements are SMART goal statements.</p> <p>Evidence of student growth is presented but only for some teachers. An articulation of/reflection on obstacles to student growth is presented but steps to address teacher progress are not clear or not implemented.</p> <p>Most student performance data meet benchmarks (district, RTI, or IEP goals as appropriate) across classes / curriculum areas.</p> | <p>Professional Growth Plan teacher impact statements are rigorous, SMART goal statements.</p> <p>A clear plan to promote teacher growth is presented and implemented</p> <p>Multiple sources of student impact evidence, including both standardized (if available) and non-standardized measures, indicate growth for most students.</p> <p>Teachers' student performance data across classes / curriculum areas demonstrate performance at or above benchmark or (for those not meeting benchmark) progress towards benchmark is at an accelerating rate (and documented through RTI or IEP data).</p> | <p>Both quantitative and rigorous qualitative data demonstrate teacher growth.</p> <p>Connection to intentional practice is evidenced through differentiated plans that have been implemented to address growth of full range of teachers.</p> <p>Growth of all students (struggling as well as high-achieving) is documented.</p> |
| <p>Reflecting on teacher growth and student performance data year to date, describe:</p> <ul style="list-style-type: none"> • Areas of strength with evidence noted • Next steps with rationale | | | | <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Below <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary |

| | | | | |
|--|--|--|---|--|
| Whole School Learning Focus | Leader does not use student learning and/or teacher effectiveness data to establish a whole school learning focus. | Leader uses some student learning and teacher effectiveness data to establish and monitor progress toward a whole school learning focus. | Leader uses an array of student learning and teacher effectiveness data to establish and monitor progress toward a high leverage whole school learning focus. | Leader builds the capacity of others who consistently use an array of student learning and teacher effectiveness data to establish and monitor progress toward a high leverage whole school learning focus. |
| Reflect on student learning and teacher effectiveness data related to whole school learning focus year to date: | | | | Whole School Learning Focus <input type="checkbox"/> Below <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary |
| Observation of Leadership Practice* | Indicator data across domains identifies one or more domains as below standard as evidenced by observations of practice and related artifacts. | Indicator data across domains identifies one or more domains as developing as evidenced by observations of practice and related artifacts. | Indicator data across domains identifies all domains as accomplished as evidenced by observations of practice and related artifacts. | Indicator data across domains identifies all domains as accomplished, AND, regularly reaches into the exemplary level across a variety of domains and indicators as evidenced by observations of practice and related artifacts. |

| | |
|--|--|
| <p>Referencing the NCPS Effective Leadership Framework and feedback from observations year to date, describe:</p> <ul style="list-style-type: none"> • Areas of strength with evidence noted (as appropriate at the indicator level) • Next steps with rationale (as appropriate, at the indicator level) | <p>Observation of Leadership Practice*</p> <ul style="list-style-type: none"> <input type="checkbox"/> Below <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary |
|--|--|

** Observation of Practice ratings are based on multiple observations over time and across settings as defined in the Observation of Leadership Practice framework.*

| | | | | |
|---|---|--|---|---|
| <p>Learning Community Growth</p> | <p>Indicator data across Domain 1, Strategic Leadership, Domain 4, School Culture and Climate and Domain 5 Community Leadership describes performance that is below standard for the domain.</p> <p>Leader does not does use stakeholder feedback to establish, facilitate, contribute to and monitor progress related to the Learning Community Growth goal.</p> | <p>Indicator data across Domain 1, Strategic Leadership, Domain 4, School Culture and Climate and Domain 5 Community Leadership describes performance that is below standard for the domain</p> <p>Leader uses some stakeholder feedback to establish, facilitate, contribute to and monitor progress related to the Learning Community Growth goal.</p> | <p>Indicator data across Domains 1, 4 & 5 indicate performance is accomplished for the domain.</p> <p>Leader uses stakeholder feedback to collaboratively establish, facilitate, contribute to and monitor progress related to the Learning Community Growth goals.</p> | <p>Contributions demonstrate initiative to extend professional learning of school community and district. (Domains 1, 4 & 5 regularly reach into the exemplary level across a variety of indicators.)</p> <p>In addition to accomplished, the Leader effectively engages and empowers all stakeholders in the continuous improvement of the learning community.</p> |
|---|---|--|---|---|

Reflect on learning community growth and educator contributions year to date (including reflections / professional evidence related to Domains 4 and 5 and Learning Community Growth plans and outcomes):

Learning Community Growth

- Below
- Developing
- Accomplished
- Exemplary

Administrator's Name (Please print or type)

Evaluator's Signature & Date

NCPS Administrator Summative Evaluation Rubric

Evaluator _____

| CATEGORY | Below Standard | Developing | Accomplished | Exemplary |
|--|--|--|---|--|
| Student Learning Outcomes | <p>Professional Growth Plan lacks SMART impact plans.</p> <p>Little or no evidence of teacher / student growth is presented.</p> <p>No plan to address teacher/student growth needs is presented or implemented.</p> | <p>Professional Growth Plan teacher impact statements are SMART goal statements.</p> <p>Evidence of student growth is presented but only for some teachers. An articulation of/reflection on obstacles to student growth is presented but steps to address teacher progress are not clear or not implemented.</p> <p>Most student performance data meet benchmarks (district, RTI, or IEP goals as appropriate) across classes / curriculum areas.</p> | <p>Professional Growth Plan teacher impact statements are rigorous, SMART goal statements.</p> <p>A clear plan to promote teacher growth is presented and implemented</p> <p>Multiple sources of student impact evidence, including both standardized (if available) and non-standardized measures, indicate growth for most students.</p> <p>Teachers' student performance data across classes / curriculum areas demonstrate performance at or above benchmark or (for those not meeting benchmark) progress towards benchmark is at an accelerating rate (and documented through RTI or IEP data).</p> | <p>Both quantitative and rigorous qualitative data demonstrate teacher growth.</p> <p>Connection to intentional practice is evidenced through differentiated plans that have been implemented to address growth of full range of teachers.</p> <p>Growth of all students (struggling as well as high-achieving) is documented.</p> |
| <p>Reflecting on teacher growth and student performance data year to date, describe:</p> <ul style="list-style-type: none"> • Areas of strength with evidence noted • Next steps with rationale | | | | <p>Student Learning Outcomes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Below <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary |

| | | | | |
|--|--|--|---|---|
| Whole School Learning Focus | Leader does not use student learning and/or teacher effectiveness data to establish a whole school learning focus. | Leader uses some student learning and teacher effectiveness data to establish and monitor progress toward a whole school learning focus. | Leader uses an array of student learning and teacher effectiveness data to establish and monitor progress toward a high leverage whole school learning focus. | Leader builds the capacity of others who consistently use an array of student learning and teacher effectiveness data to establish and monitor progress toward a high leverage whole school learning focus. |
| Reflect on student learning and teacher effectiveness data related to whole school learning focus year to date: | | | | Whole School Learning Focus <ul style="list-style-type: none"> <input type="checkbox"/> Below <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary |
| Observation of Leadership Practice* | Indicator data across domains identifies one or more domains as below standard as evidenced by observations of practice and related artifacts. | Indicator data across domains identifies one or more domains as developing as evidenced by observations of practice and related artifacts. | Indicator data across domains identifies all domains as accomplished as evidenced by observations of practice and related artifacts. | Indicator data across domains identifies all domains as accomplished, AND, regularly reaches into the exemplary level across a variety of domains and indicators as evidenced by observations of practice and related artifacts. |

| | |
|--|--|
| <p>Referencing the NCPS Effective Leadership Framework and feedback from observations year to date, describe:</p> <ul style="list-style-type: none"> • Areas of strength with evidence noted (as appropriate at the indicator level) • Next steps with rationale (as appropriate, at the indicator level) | <p>Observation of Leadership Practice*</p> <ul style="list-style-type: none"> <input type="checkbox"/> Below <input type="checkbox"/> Developing <input type="checkbox"/> Accomplished <input type="checkbox"/> Exemplary |
|--|--|

** Observation of Practice ratings are based on multiple observations over time and across settings as defined in the Observation of Leadership Practice framework.*

| | | | | |
|---|---|--|---|---|
| <p>Learning Community Growth</p> | <p>Indicator data across Domain 1, Strategic Leadership, Domain 4, School Culture and Climate and Domain 5 Community Leadership describes performance that is below standard for the domain.</p> <p>Leader does not does use stakeholder feedback to establish, facilitate, contribute to and monitor progress related to the Learning Community Growth goal.</p> | <p>Indicator data across Domain 1, Strategic Leadership, Domain 4, School Culture and Climate and Domain 5 Community Leadership describes performance that is below standard for the domain</p> <p>Leader uses some stakeholder feedback to establish, facilitate, contribute to and monitor progress related to the Learning Community Growth goal.</p> | <p>Indicator data across Domains 1, 4 & 5 indicate performance is accomplished for the domain.</p> <p>Leader uses stakeholder feedback to collaboratively establish, facilitate, contribute to and monitor progress related to the Learning Community Growth goals.</p> | <p>Contributions demonstrate initiative to extend professional learning of school community and district. (Domains 1, 4 & 5 regularly reach into the exemplary level across a variety of indicators.)</p> <p>In addition to accomplished, the Leader effectively engages and empowers all stakeholders in the continuous improvement of the learning community.</p> |
|---|---|--|---|---|

Reflect on learning community growth and educator contributions year to date (including reflections / professional evidence related to Domains 4 and 5 and Learning Community Growth plans and outcomes):

Learning Community Growth

- Below
- Developing
- Accomplished
- Exemplary

Overall Administrator Summative Rating (Circle ONE):

| Overall Annual | Leadership Practice Rating <i>(Integrates Leadership Observation and Learning Community Growth)</i> | | | | |
|--|---|----------------|----------------|--------------|--------------|
| | | Below Standard | Developing | Accomplished | Exemplary |
| Teacher Outcome Rating <i>(Integrating Student Learning Outcomes and Whole School Learning Focus components)</i> | Below Standard | Below Standard | Below Standard | Developing | Developing |
| | Developing | Below Standard | Developing | Accomplished | Accomplished |
| | Accomplished | Developing | Accomplished | Accomplished | Exemplary |
| | Exemplary | Developing | Accomplished | Exemplary | Exemplary |
| | | | | | |

Administrator Effectiveness Rating (check ONE): **Ineffective** **Effective**

Administrator's Name (Please print or type)

Evaluator's Name (Please print or type)

Administrator's Signature & Date

Evaluator's Signature & Date

