

# EAST HAMPTON PUBLIC SCHOOLS

## Educator Evaluation Plan



2016-2017



Special thanks and recognition to the East Hampton Educator Evaluation Committee who convened through the 2012-2015 to develop the:

### **East Hampton Educator Evaluation Plan**

The committee worked to introduce the framework to their colleagues while refining and revising the document.

### **East Hampton Evaluation Committee Members (2015-2016)**

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## **Vision**

The East Hampton School District – preparing and inspiring our students to be innovative, responsible, contributing members of an ever-changing global society.

## **The Mission of East Hampton Public Schools**

The mission of East Hampton Public Schools in partnership with our community is to develop knowledgeable, responsible, productive citizens who effectively demonstrate problem-solving and communication skills, make informed decisions and respond appropriately and confidently to life's challenges.

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## **Introduction**

This document outlines the model for the evaluation and development of educators in East Hampton. It is based on the Connecticut Guidelines of Educator Evaluation (Performance Evaluation Advisory Council - PEAC), which has continued to be developed by a diverse group of state educators since 2012, and the best practices researched from around the country. East Hampton's model widely adopts Connecticut's Model System for Educator Evaluation and Development (SEED) with adaptations. East Hampton's Educator Evaluation Plan represents our commitment to incorporate current, high-quality research in the creation of professional learning opportunities to foster best practices in educator supervision and evaluation, and to improve student learning through effective curriculum, instruction, and assessment practices in our classrooms, programs, and schools.

## **Purpose and Rationale**

When educators succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality educators. To support our educators, we need to clearly define excellent practice and results, give accurate, useful information about educators' strengths and development areas, and provide opportunities for growth and recognition.

The purpose of this evaluation model is to evaluate fairly and accurately educator performance and to help each educator strengthen his/her practice to improve student learning. In this evaluation model, East Hampton educators will take an active role in improving their practice through goal setting, data collection and analysis, and engage in ongoing reflection and professional learning. This process is strengthened through the collaborative work of educators, administrators, parents, and students. As a result, student learning, growth, development, and high achievement will maximize their lifelong learning and full potential in career opportunities and personal experiences.



## **Core Design Principles**

The following principles guide the design of the Connecticut SEED model and apply to the East Hampton model.

### *Consider multiple, standards-based measures of performance*

An evaluation system that uses multiple sources of information and evidence results in a fair, accurate, and comprehensive picture of an educator's performance. The new model defines four categories of educator effectiveness: student learning (45%), school-wide student learning (5%), educator performance and practice (40%), and parent feedback (10%). These categories are grounded in research-based, national standards.

### *Promote both professional judgment and consistency*

The primary purpose of evaluation is to strengthen individual and collective practices in order to improve student learning and growth. Assessing an educator's professional practice requires evaluators to consistently use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances of how educators interact with students. Synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on ongoing performance, not on evaluators' possible biases. This model aims to minimize the variance between school leaders' evaluations of classroom practice. It supports fairness and consistency within and across schools.

### *Foster dialogue about student learning*

This model hinges on improving the professional conversation between educators and the administrators who are their evaluators. Dialogue in the new model occurs more frequently focusing on what students are learning and how educators and administrators support their mutually agreed upon teaching and learning goals.

*Encourage aligned professional learning, coaching and feedback to support educator growth*

New and veteran educators alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. This model promotes a shared language of excellence to which professional learning, coaching, and feedback align to improve practice. Lastly, the model aims to balance high expectations with flexibility for time and capacity considerations in our district.

*Direct Professional Learning*

East Hampton Public School educators' professional learning will sustain an individual and collaborative plan for educators, resulting in the acquisition of meaningful knowledge and skills which will improve student learning.

*Ensure feasibility of implementation*

Launching this new model will require hard work. The model aims to balance high expectations with flexibility for time and capacity considerations in our district.

## **Primary and Complementary Evaluators**

The primary evaluator for *Below Standard, Developing* and most other educators will be the school principal or assistant principal, who will be responsible for the overall evaluation process, including assigning summative ratings.

Beginning in the 2015-2016 school year, East Hampton may decide to use complementary evaluators from the district to assist the primary evaluator; the evaluated educator, who is rated at least *Proficient*, has the choice to accept or decline a complementary evaluator during the final goal meeting of the previous school year for the forthcoming school year.

Complementary evaluators are certified educators with a minimum of five years' experience in the classroom and are rated as *Proficient* or *Exemplary* (or the equivalent, as defined by the East Hampton Public Schools) for at least three consecutive years. They may also have administrative certification and have specific content knowledge, such as department heads or curriculum coordinators. Primary and complementary evaluators must be fully trained and have passed the state evaluator calibration in order to be authorized to serve in this role as evaluators.

Complementary evaluators assist primary evaluators by conducting observations, collecting additional evidence (e.g. informal observations), reviewing student-learning objectives (SLOs), and providing additional feedback. A complementary evaluator shares, with the primary evaluator, his/her feedback, through written and verbal means, as it is collected and shared with educators.

Primary evaluators will have sole responsibility for assigning final summative ratings.

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

All evaluators and educators are required to complete extensive training on the evaluation model. The Connecticut State Department of Education (CSDE) will provide districts with training opportunities and tools throughout the year to support district administrators and evaluators in implementing the model across their schools. The East Hampton Public Schools will adapt and build upon these tools to provide comprehensive

training and support to ensure that evaluators are *Proficient* in conducting educator evaluations.

At the request of a district or employee, the CSDE or a third party designated by the CSDE will review evaluation ratings that include dissimilar ratings in different categories (e.g., include both *Exemplary Practice* and *Below Standard Practice* ratings). In these cases, CSDE will determine a final summative rating.

In addition, CSDE will select districts at random annually to review evaluation evidence files for a minimum of two educators rated *Exemplary Practice* and two educators rated *Below Standard Practice*.



## **EDUCATOR EVALUATION AND DEVELOPMENT MODEL**

### **Overview of Evaluation and Support System**

The evaluation and support system consists of multiple measures to provide an accurate and comprehensive assessment of educator performance. All educators will be evaluated in four categories within two major focus areas: Educator Practice and Student Outcomes.

#### **1. *Educator Practice Related Indicators:***

An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:

- (a) **Observation of Educator Performance and Practice** (40%) as defined in the Connecticut CCT Rubric.
- (b) **Parent Feedback** (10%) on educator practice through survey goal and action plan.

#### **2. *Student Outcomes Related Indicators:***

An evaluation of educators' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:

- (a) **Student Growth and Development** (45%) as determined by the educator's student learning objectives (SLOs).
- (b) **Whole-school Student Learning Indicators** (5%) as determined by aggregate rating of multiple student learning indicators established for the administrator's evaluation rating.

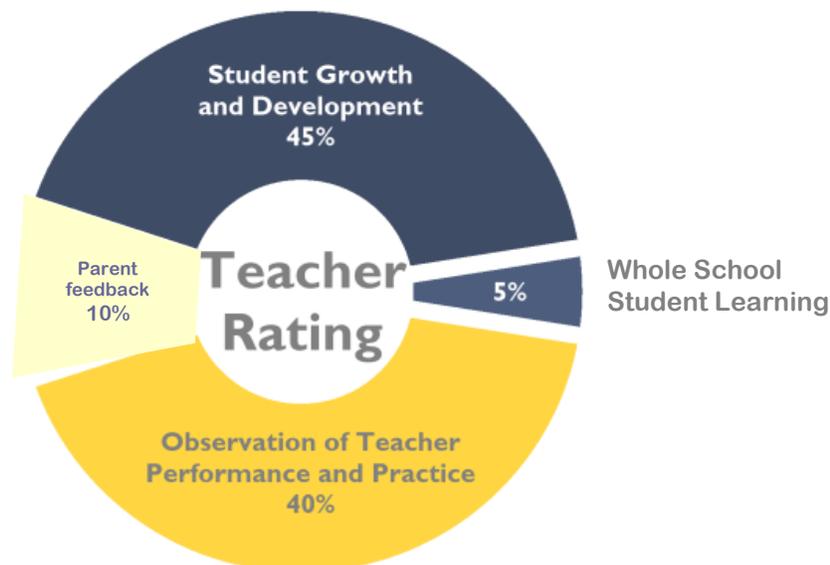
Scores from each of the four categories will be combined to produce a summative performance rating of *Exemplary Practice*, *Proficient Practice*, *Developing Practice*, or *Below Standard Practice*. The performance levels are defined holistically as:

**Exemplary Practice** – An educator whose performance is *Exemplary* works both independently and with colleagues as he/she advances student and educator learning, school improvement, and family engagement in the educational process as these apply to the larger school community.

**Proficient Practice** – An educator whose performance is *Proficient* works both independently and with colleagues as he/she advances student and educator learning, school improvement, and family engagement in the educational process as these apply to students within his/her collective sphere of influence.

**Developing Practice** – An educator whose performance is *Developing* follows set patterns of practice, usually led by others, that help the educator to advance student and educator learning, school improvement, and family engagement in the educational process, as these apply to his/her own students.

**Below Standard Practice** – An educator whose performance is *Below Standard* shows little or no use of practices that lead him/her to advance student and educator learning, school improvement, and family engagement in the educational process.

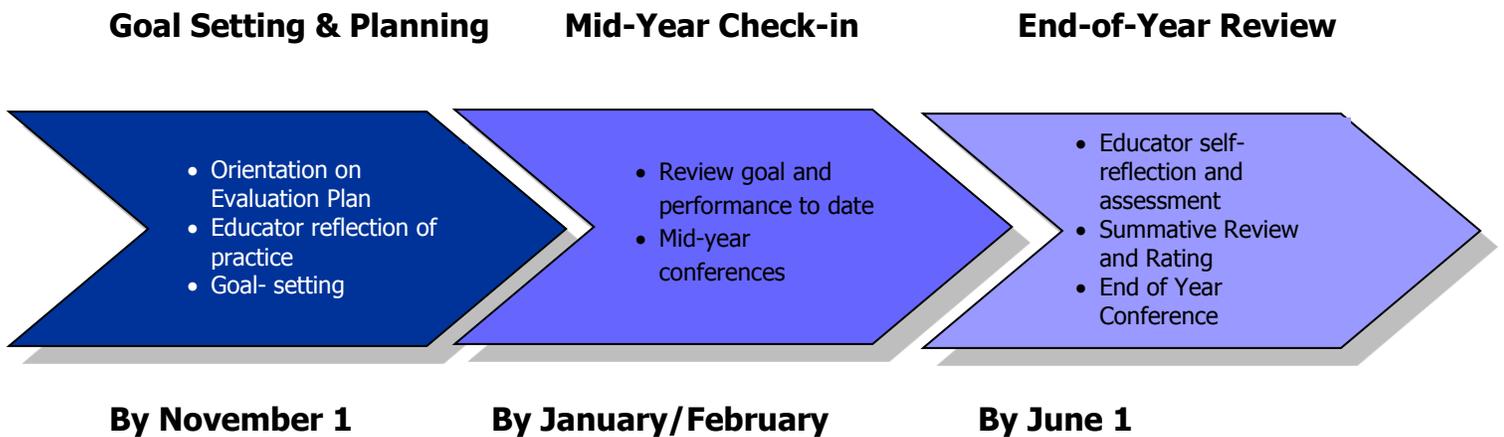


## Educator Evaluation Process and Timeline

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

Reflection and review of the documents will be discussed annually throughout the administrative council meeting time. Administrators will collaborate with the district professional development committee concerning modifications and adjustments to the plan.

Administrators new to the district will participate in a one-day orientation program to understand the process and procedures required of the Leader and Educator Evaluation Plans.



## **Goal-Setting and Planning:**

Timeframe: Target is October 14; must be completed by November 1

### *Orientation on Process*

To begin the evaluation process evaluators meet with educators in a group or individually to discuss the evaluation process and roles and responsibilities within it. In this meeting they will discuss any school or district priorities that should be reflected in educator practice goal and student learning objectives (SLOs). They will commit to set time aside for the types of collaboration required by the evaluation process.

### *Educator Reflection and Goal-Setting*

The educator examines student data, prior year evaluation, survey results and the Connecticut Common Core of Teaching (CCT) to draft a parent feedback goal, one to two student learning objectives (SLOs), and a whole-school student indicator of learning goal for the school year. The educator may collaborate in grade-level or subject matter teams to support the goal-setting process.

### *Educators will develop the following goals:*

- a) **Two Indicators of Academic Growth and Development (IAGD)** to address student learning and achievement objectives (SLOs), which determine 45% of an educator's summative evaluation.
- b) **A goal aligned to the whole school goal** determined by the district administrator or school administrator based on data from **parent feedback** which determines 10% of an educator's summative evaluation.

### *Goal-Setting Conference*

The evaluator and educator meet to discuss the educator's proposed goals and objectives in order to arrive at mutual agreement (referring to anything in which both parties have reciprocal understanding and agreement). The educator collects evidence about his/her practice and the evaluator collects evidence about the educator's practice to support the review. The evaluator may request revisions to the proposed goal and objectives if they are not relevant to student learning, the school or educator professional learning.

### **Mid-Year Check-In:**

Timeframe: January and February

### *Reflection and Preparation*

The educator and evaluator collect and reflect on evidence to date about the educator's practice and student learning in preparation for the check-in.

### *Mid-Year Conference*

The evaluator and educator complete at least one mid-year check-in conference during which they review progress on student learning objectives (SLOs) and performance to date.

Prior to the mid-year conference, *Exemplary* or *Proficient* educators will have one formal or informal observation. *Developing*, *Below Standard* or *Beginning and/or New to District* educators there will be at least one formal 30 minute or longer observation. For educators new to the district, one formal observation must be completed within the first 90 days of the school year.

The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed.

If needed, educators and evaluators can mutually agree to revise strategies or approaches used and make mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They may also discuss actions that the

educator can take and supports that the evaluator can provide to promote educator growth in his/her development areas.

### **End-of-Year Summative Review:**

Timeframe: May and June; must be completed on or by June 1.

#### *Educator Self-Assessment*

The educator reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on areas for development established in the goal-setting conference.

#### *Summative Review and Rating*

The evaluator reviews submitted evidence, self-assessments and observation data to generate domain ratings. The category ratings will generate the final summative rating (see end of year conference below). After all educator data, including state test data (when applicable), is available, the evaluator may adjust the summative rating. Such revisions should take place as soon as state test data is available and before September 15.

#### *End-of-Year Conference*

The evaluator and the educator meet to discuss all evidence collected to date and to discuss category ratings. Following the conference the evaluator assigns a summative rating and generates a summary report of the evaluation on or before June 1.

## **Support and Development**

Evaluation alone cannot improve teaching practice and student learning. When paired with effective, relevant, and timely support, the evaluation process has the potential to help move educators along the path to exemplary practice.

### **Evaluation-Based Professional Learning**

People learn and grow by honestly assessing current performance, setting clear goals for future performance, and outlining necessary supports. Utilizing observations, data analysis, and survey results from the Educator Evaluation Plan every educator identifies and develops appropriate professional learning. This serves as the foundation for ongoing conversations about the educator's practice and impact on student achievement. Professional learning opportunities identified for each educator should be based on the individual strengths and needs that are identified through the evaluation process.

### **Educator Placement and Observation Schedule in the Evaluation Plan**

First and second year educators, as well as educators new to the district, will have three formal in-class observations, a minimum of one informal observation, and a review of practice.

Educators with a prior rating of *Below Standard* or *Developing Practice* will have a minimum of three formal in-class observations and a minimum of three informal observations or reviews of practice.

Educators with a prior rating of *Proficient*, *Exemplary*, and all remaining staff will have one formal in-class observation and a minimum of one review of practice. Informal observations may also be used at the discretion of the educator or evaluator.

Please refer to page 34 for a more detailed explanation of observation schedule.

### **Career Development and Growth**

*Exemplary Practice*, as identified through the evaluation process, will provide educators with voluntary opportunities for career development and professional growth. This is a

critical step in both building confidence in the evaluation system and in building the capacity of all educators.

Examples of such opportunities include, but are not limited to, observation of peers, mentoring/coaching early-career educators, participating in development of educator improvement, and remediation plans for peers whose performance is developing or below standard, leading Professional Learning Communities for their peers, complementary evaluators, differentiated career pathways, and focused professional learning based on goal for continuous growth and development.

*Proficient Practice*, as identified through the evaluation process, encourages educators to enhance their practice to attain *Exemplary Practice* and associated opportunities.

### **Improvement and Remediation Plans**

If an educator's performance rating is *Developing Practice* or *Below Standard Practice* it signals the need for the administrator to provide professional assistance and support. The improvement (*Developing Practice*) or remediation (*Below Standard Practice*) plan shall be collaboratively developed between the educator, administrator, and a union representative.

### **East Hampton Professional Assistance and Support System (EHPASS)**

In the attempt to obtain a summative evaluation rating of *Proficient Practice* or *Exemplary Practice* the EHPASS plan will be collaboratively designed and written to focus on the development of the educator to improve his/her professional practice.

If an educator is rated *Below Standard Practice*, the educator, union representative, and administrator will sign the EHPASS plan and copies will be distributed to all those who will be involved in the implementation of the plan. The contents of the plan will be confidential.

Both improvement and remediation plans are grouped in EHPASS. When in EHPASS, an educator's goal is to receive a summative evaluation rating of *Proficient Practice* or better. Following the summative evaluation conference in which an educator is rated at *Developing Practice* or *Below Standard Practice*, an improvement or mediation plan will be developed prior to the end of the school year.

Improvement and remediation plans must:

- Identify areas of improvement
- Identify resources, support, and strategies available to address areas of need
- Indicate a timeline for implementing such resources, support, and other strategies in the course of the same school year as the plan is issued
- Include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan

The components for EHPASS must include the following:

- 1) **Areas of Improvement:** Identify area of needed improvement "Practice Rating" (Observation + Parent) and/or "Outcomes Rating" (Student Growth + Whole School Learning).
- 2) **Rationale for Areas of Improvement:** Evidence from observations, student growth or goal attainment that identify the area in need of improvement.
- 3) **Identification of exemplary practices in the identified area(s) of improvement:**
  - a. "Practice Rating": Effective teaching strategies, PLC, Best Practices, Peer Coaching
  - b. "Outcomes Rating": IAGD goal, common assessment, Peer Coaching
- 4) **Improvement Strategies to be implemented:** Provide suggested strategies that the educator can implement to show improvement in any domain rated *Developing* or *Below Standard*.
- 5) **Tasks to Complete:** Specific tasks and timeline will be mutually decided upon between educator, union representative, and evaluator that the educator will complete to improve the evaluation rating.
- 6) **Support and Resources:** Identification of additional supports and resources available to the educator that can be used for improvement (e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.).
- 7) **Indicators of Progress and Success:** The educator will show progress towards *Proficient/Exemplary* in identified "Practice Rating" and/or "Outcomes Rating" through data collection, analysis and other indicators of success. Data may be obtained through classroom observations, student growth data, and additional evidence mutually decided upon by educator and evaluator.

## **STUDENT OUTCOME RELATED INDICATORS**

The Student Outcome Related Indicators capture the educator's impact on students. These indicators evaluate the educator's ability to improve student knowledge, growth, and development.

It is comprised of two categories:

- Student Growth and Development
- Whole-School Student Learning Indicator

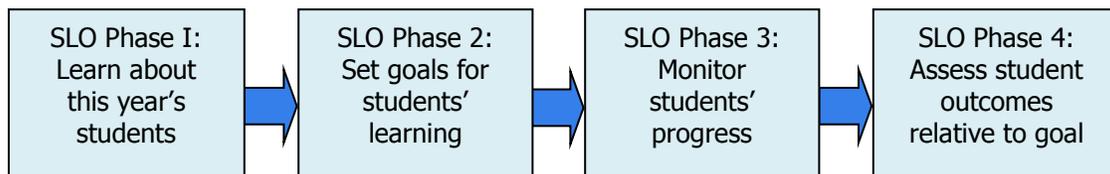
These categories are described in detail below.

### **Category #1: Student Growth and Development (45%)**

#### **Overview of Student Learning Objectives (SLOs)**

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

SLOs will support educators in using a planning cycle that will be familiar to most educators:



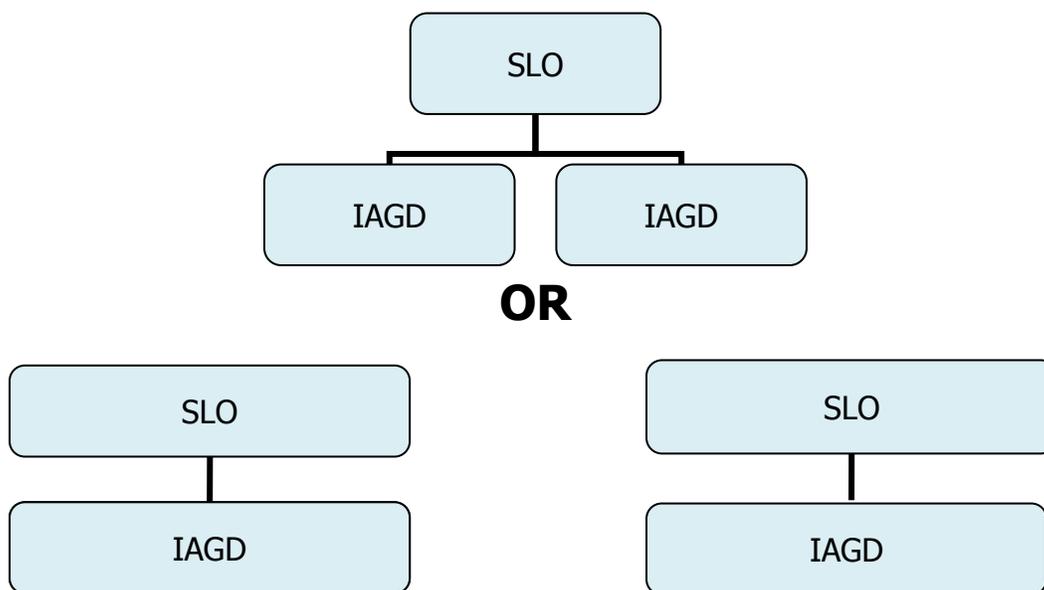
Educators will set specific and measurable targets through mutual agreement with evaluators and may develop them through consultation with colleagues in the same grade level or teaching the same subject area. The four SLO phases are described in detail below:

SLO Phase I:  
Learn about  
this year's  
students

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

SLO Phase 2:  
Set SLOs  
(Goals for learning)

Each educator will write IAGDs under one or two SLOs. See diagrams below.



An SLO shall be determined through the comparison of data across assessments administered over time. A state test can be used only if there are interim assessments that lead to that test. Such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, two non-standardized indicators.

If you teach in a tested area, IAGDs are based on(not applicable 2016-2017):

- State Standardized Assessment
- Non-Standardized Assessment

If you teach in a non-tested area, IAGDs are based on:

- Two Non-Standardized Assessments

“Through the ESEA Flexibility Renewal process, the CSDE is requesting continued flexibility from the US Department of Education, at least through the 2016-17 school year, regarding the requirement to incorporate the state test as a measure of student growth in educator evaluation for teachers and administrators in tested grades and subjects. Thus, teachers who teach in a grade level or content area in which other standardized measures are available and appropriate shall base half of the weighting of their IAGDs on a standardized measure and the other half of the weighting on non-standardized measures. All other teachers shall base their IAGDs on non-standardized measures.” (CSDE)

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

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

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

[Step 1: Decide on the Student Learning Objectives](#)

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

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

The following are examples of SLOs based on student data:

Educator Category	Student Learning Objective
5 <sup>th</sup> Grade Science	My students will develop critical concepts of scientific inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.

[Step 2: Select Indicators of Academic Growth and Development \(IAGDs\)](#)

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence with a target that will demonstrate whether the objective was met. Each SLO must include at least one indicator.

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

of student data that educators will determine the level of performance to target for selected students.

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

Taken together a SLOs indicator, if achieved, would provide evidence that the objective was met. Examples:

### Sample SLO-Standardized IAGD(s)

Educator Category	Student Learning Objective	Indicators of Academic Growth and Development <i>(at least one is required)</i>
5 <sup>th</sup> Grade Science	My students will master critical concepts of scientific inquiry.	78% of my students will score at the proficient or higher level on the science CMT in March.
5 <sup>th</sup> Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills.	All 17 (77%) students assessed on the standard assessment will maintain proficiency, goal or advanced performance, or will gain a proficiency band on the 5 <sup>th</sup> grade standardized assessment in March.

### Sample SLO-Non-Standardized IAGD(s)

Educator Category	Student Learning Objective	Indicators of Academic Growth and Development <i>(at least one is required)</i>
5th Grade Science	My students will master critical concepts of scientific inquiry.	My students will design an experiment that incorporates the key principles of scientific inquiry. 90% will score a 3 or 4 on a school wide scoring rubric focused on the key elements of scientific inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts educators in our district.

### Step 3: Provide Additional Information

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

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

### Step 4: Submit SLOs to Evaluator

SLOs are proposals until they are mutually agreed upon. While educators and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs. The evaluator must formally approve all SLO proposals.

The evaluator will examine each SLO relative to three criteria described below. If they do not meet one or more criteria, the evaluator and educator will discuss and mutually agree upon the SLOs during the fall Goal-Setting Conference. If an agreement cannot be reached, please refer to the dispute resolution process.

<b>SLO Approval Criteria</b>		
<b>Priority of Content</b> Objective is relevant to educator's assignment and addresses an agreed upon proportion of students.	<b>Quality of Indicators</b> Indicators provide specific and measurable evidence about students' progress over the year or semester.	<b>Rigor of Objective/Indicators</b> Objective and indicator(s) are attainable but ambitious and taken together represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

SLO Phase 3:  
Monitor students'  
progress

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

If an educator's assignment changes or if his/her student population shifts significantly or unforeseen circumstances arise the SLOs can be adjusted by mutual agreement by the evaluator and the educator during the Mid-Year Conference.

SLO Phase 4:  
Assess student outcomes  
relative to SLO's

At the end of the school year educators should collect the evidence required by their indicators and submit it to their evaluators. Along with the evidence educators will complete and submit a self-assessment (see Educator's Annual Summative Review Form), which asks educators to reflect on the SLO outcomes by responding to the following four statements:

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

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

<b>Exceeded (4)</b>	<b>Met (3)</b>	<b>Partially Met (2)</b>	<b>Did Not Meet (1)</b>
All or most students met or substantially exceeded the IAGD.	Most students met the IAGD.	Many students met IAGD. However, taken as a whole, significant progress towards the goal was made.	A few students met the IAGD but a substantial percentage of students did not. Little progress toward the goal was made.

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

For educators having two SLOs, the final student growth and development rating for the educator is the average of their two SLO scores. For example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the student growth and development rating would be 2.5  $[(2+3)/2]$ .

The individual SLO ratings and the student growth and development rating will be shared and discussed with educators during the End-of-Year Conference.

NOTE: For SLOs that include an indicator based on standardized tests, results may not be available in time to score the SLO prior to the June 1 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Alternatively, if state tests are the basis for all indicators, then the educator’s student growth and development rating will be based only on the results of the SLO that is based on non-standardized indicators. However, once the state test evidence is available, the evaluator may rescore the SLO and determine if the new score changes the educator’s final (summative) rating. The evaluation rating may be amended at that time as needed, but no later than September 15.

**CATEGORY #2: WHOLE-SCHOOL STUDENT LEARNING INDICATOR (5%)**

Five percent (5%) of an educator’s evaluation shall be based on the whole-school student-learning indicator.

Each school will define and communicate a Whole-school Student Learning Indicator based on the administrator’s multiple student learning indicators.

Educator’s efforts and action taken towards achievement of the Whole-school Student Learning Indicator will be discussed during the goal setting, mid-year, and end of year conference. Educators will be expected to bring evidence from their practice that support and provide proof of their contributions to the attainment of this indicator.

### **Whole-school Student Learning Indicator (WSLI)**

Whole-school Student Learning Indicator rating must be represented by the aggregate rating (45%) for multiple student learning indicators established for the administrator’s evaluation rating. Therefore, 5% of an individual educator’s rating will be the based on administrator’s multiple student learning indicators.

### **Establishing Goal**

Educators and their evaluators shall use their judgment in aligning multiple student learning indicators.

The building administrator and educators will work collaboratively to:

1. Review WSLI results from prior period (previous school year).
2. Align measurable goals for growth or performance.
3. Provide evidence/data of educator efforts to advance the WSLI.
4. Administrator assigns a summative rating, using the following scale to be discussed during the End-of-Year Conference.

<b>Exemplary Practice</b>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

## **EDUCATOR PRACTICE RELATED INDICATORS**

The Educator Practice Related Indicators are half of the East Hampton Educator Evaluation Plan. These indicators evaluate the educator's knowledge of a complex set of skills and competencies and evaluate how these are applied in an educator's practice through:

- Educator Performance and Practice
- Parent Feedback

### **Category # 3: Educator Performance and Practice (40%)**

The Educator Performance and Practice category is a comprehensive review of teaching practice through multiple observations assessed by the CCT Rubric. It comprises 40% of the summative rating. Following observations, evaluators provide educators with specific feedback to identify educator development needs and tailor support to those needs.

#### **Educator Practice Rubric**

A diverse group of Connecticut stakeholders reviewed the research and options for a framework of teaching practice and chose the Connecticut Common Core of Teaching (CCT) standards.

The Common Core of Teaching Rubric for Effective Teaching is organized into domains, each with specific indicators:

## Common Core of Teaching Rubric for Effective Teaching Smart Card

Evidence generally collected through in-class observations		Evidence generally collected through non-classroom observations/reviews of practice	
<p style="text-align: center;"><b><u>DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning</u></b></p> <p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.</p> <p>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</p> <p>1c. Maximizing instructional time by effectively managing routines and transitions.</p>	<p style="text-align: center;"><b><u>DOMAIN 4: Professional Responsibilities and Teacher Leadership</u></b></p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <p>4a. Engaging in continuous professional learning to impact instruction and student learning.</p> <p>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</p> <p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</p>		
<p style="text-align: center;"><b><u>DOMAIN 2: Planning for Active Learning</u></b></p> <p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.</p> <p>2b. Planning instruction to cognitively engage students in the content.</p> <p>2c. Selecting appropriate assessment strategies to monitor student progress.</p>	<p style="text-align: center;"><b><u>DOMAIN 3: Instruction for Active Learning</u></b></p> <p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>3a. Implementing instructional content for learning.</p> <p>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</p> <p>3c. Assessing student learning, providing feedback to students and adjusting instruction.</p>		

### CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

## Observation Process

Observations, both formal and informal, provide valuable feedback to all professional staff about instructional practice. The data collected through observations allows for an accurate picture of the learning and instruction in our schools. Data provides insight into the educator's management, planning, and instruction practices pertaining to student growth. In order for these observations to be effective and meaningful, in professional conversation administrators will engage in professional learning opportunities to stay current in skillful observation.

To obtain an accurate picture of educator performance there must be multiple observations. Partial observations that do not cover an entire lesson can provide valuable information to both the evaluator and the educator. Therefore, the East Hampton plan will include formal and informal observations/reviews of practice.

Each type of observation is defined as follows:

- *Formal:* Scheduled "in-class" observations last at least 30 minutes, pending events beyond the control of evaluator or educator, and are followed by a post-observation conference, which includes both written and verbal feedback preferably within one week, but not more than two weeks.
- *Informal:* Non-scheduled "in-class" observations or reviews of practice\* last at least 10 minutes and are followed by written and/or verbal feedback preferably within two days but not more than one week; they should be spaced throughout the year, unless circumstances warrant otherwise. These observations can be announced or unannounced.

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\* Examples of non-classroom observations or reviews of practice include, but are not limited to: observation of data team meetings, observations of coaching/mentoring other educators, review of lesson plans or other teaching artifacts

<b>Educator Category 2015-2016 (Based on Previous Year)</b>	<b>East Hampton Evaluator Evaluation Plan Observation Timeline</b>
<b>First and Second Year New Educators (Beginning and New to District)</b>	Three formal in-class observations, one of which may be unannounced; two of which include a pre-conference and all include post-conferences with written and verbal feedback preferably within one week, but no more than two weeks, a minimum of one informal observation and one review of practice with written or verbal feedback within five days.*
<b>Previous Year Rating of <i>Below Standard Practice</i> and <i>Developing Practice</i></b>	A minimum of three formal in-class observations, one of which may be unannounced; two of which include a pre-conference and all include post-conference with written and verbal feedback preferably within one week, but no more than two weeks. In addition, a minimum of three informal observations or reviews of practice for <i>Below Standard</i> educators and a minimum of two informal observations or reviews of practice for <i>Developing</i> educators with written or verbal feedback within five days.*
<b><i>Proficient Practice, Exemplary Practice</i> and all remaining staff</b>	One formal in-class observation which includes a pre and post conference, and one review of practice, with written or verbal feedback within one week and no more than two. Informal observations may also be used at the discretion of the educator or evaluator.*

\*Evaluator or Educator has the discretion to add more observations if evaluation results warrant it.

## **Pre-Conferences and Post-Conferences**

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations, except where noted on the chart. A pre-conference may be held with a group of educators, where appropriate; for example, a review of practice noted on the previous page would be appropriate.

Post-conferences provide a forum for reflecting on the observation, correlating with the Common Core of Teaching Rubric for Effective Teaching, and generate future practice to facilitate student learning.

A productive post-conference:

- begins with an opportunity for the educator to share his/her self-assessment of the lesson observed
- cites objective evidence to paint a clear picture for both the educator and the evaluator about the educator's successes, what improvements will be made, and where future observations may focus
- involves written and verbal feedback from the evaluator
- occurs within one week and no more than two of the observation.

Classroom observations provide evidence for educator practices in relation to the Connecticut CCT Rubric. Both pre- and post- conferences provide the opportunity for discussion of all domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching). During this time the educator may define a specific area that they would like to receive feedback on as a part of the observation.

## **Non-Classroom Reviews of Practice**

The new evaluation model aims to provide educators with comprehensive feedback on their practice as defined by the domains of the Connecticut CCT Rubric. All interactions with educators that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-educator meetings, observations of coaching/mentoring other educators, and attendance records from professional development or school-based activities/events.

## Feedback

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

Feedback should include:

- specific evidence and ratings, where appropriate, on observed indicators of the Connecticut CCT Rubric
- prioritized commendations and recommendations for development actions
- next steps and supports the educator can pursue to improve his/her practice
- review/readjustment of improvement/remediation plan

## Educator Performance and Practice Scoring

[Individual Observations](#) (throughout the year):

Evaluators are not required to provide an overall rating for each observation, but they shall provide ratings and evidence for the CCT indicators that have been observed. During observations evaluators will take evidence-based, scripted notes capturing specific instances of what the educator and students said and did in the classroom. Evidence-based notes are factual (e.g., the educator asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the educator asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric to inform their decision regarding performance level.

[Evidence Collection and Review](#) (throughout school year):

The educator collects evidence around SLOs and CCT Rubric Indicators. The evaluator also collects evidence about educator practice for discussion at the mid-year check in, as well as the summative review.

[Mid- Year Check- In](#) (January/February):

The evaluator and educator will hold at least one mid-year conference. Both the educator and the evaluator will bring evidence about practice and student learning data. The educator and evaluator will discuss the relationship between the student growth and development goal (45%), and their professional practice (40%). If

necessary educators and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of the IAGD's to accommodate changes (e.g., student populations, assignment). They can also discuss actions the educators can take to promote performance and practice growth in his/her development areas and supports the evaluator can provide to help facilitate this improvement.

### [Summative Review and Rating of Educator Performance and Practice - End of Year Review](#) (April/May):

At the end of the year, primary evaluators must determine a final educator performance and practice rating and discuss this rating with educators during the End-of-Year Conference (by June 1<sup>st</sup>). The final educator performance and practice rating will be calculated by the evaluator in a three-step process:

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine ratings for each of the indicators.
- 2) Indicators are averaged to a tenth of a decimal to calculate domain-level scores of 1.0-4.0 (See sample rating on following page).
- 3) Apply domain weights to domain scores to calculate an overall observation of Educator Performance and Practice rating of 1.0-4.0.

Each step is illustrated below:

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

By the end of the year, evaluators analyze the consistency, trends, and significance of the evidence to determine a rating for each indicator. Some questions to consider while analyzing the evidence include:

**Consistency:** Is there repeated evidence which paints a clear unambiguous picture of the educator's performance in a specific indicator?

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

**Significance:** Does some data have more validity than others? (Do I have notes or ratings from “meatier” lessons or interactions where I was able to better assess this aspect of performance?)

Once a rating has been determined, it is then translated to a 1-4 score. *Below Standard Practice* = 1 and *Exemplary Practice* = 4. See example below for Domain 2:

Domain 1	Rating	Evaluator’s Score
1a	<i>Developing Practice</i>	2
1b	<i>Developing Practice</i>	2
1c	<i>Proficient Practice</i>	3

2) Average indicators with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Score
1	2.8
2	2.6
3	3.0
4	2.8

3) Apply domain weights to domain scores to calculate an overall observation of Educator Performance and Practice rating of 1.0-4.0.

Domain	Score	Weighting	Weighted Score
1	2.8	25%	.70
2	2.6	25%	.65
3	3.0	25%	.75
4	2.8	25%	.70
<b>Total</b>			2.8

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator.

The summative Educator Performance and Practice category rating and the ratings will be shared and discussed with educators during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss progress toward Educator Performance and Practice goal/outcomes.

## **Category # 4: Parent Feedback (10%)**

Feedback from parents will determine the remaining 10% of the Educator Performance and Practice Indicators focus in the area of the East Hampton Educator Evaluation Plan.

### Administration of a Whole-School Parent Survey

Parent surveys shall be conducted at the whole-school level as opposed to the educator-level. Parent feedback will be aggregated at the school level. This ensures adequate response rates from parents. The professional development committee will work closely with educators and administrators to develop the survey and interpret results. Parent surveys deployed by districts should be valid (the instrument measures what it is intended to measure) and reliable (the use of the instrument is consistent among those using it and is consistent over time).

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

### Determining School-Level Parent Goal

Administrators and educators will use the survey data as a baseline data for the following academic year. Certified staff will engage in analysis of survey data, resulting in one school-wide goal to which all certified staff will be held accountable. Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and will result in one school-wide goal to which all certified staff will be held accountable. Ideally this goal-setting process will occur between the administrators and educators in the fall so agreement can be reached on one improvement goal for the entire school.

### Measuring Progress on Growth Targets

Once the school-wide parent feedback goal has been determined educators will identify strategies they will implement to achieve this goal. Each educator is responsible for creating an action plan and collecting the data and evidence that validates his/her efforts in helping to achieve the goal of this targeted area.

### Arriving at a Parent Feedback Rating

The Parent Feedback rating will be the degree to which educators successfully implement their action plan for the school's goal on the targeted item from the spring parent survey.

Evaluator and educator will mutually agree upon expected baseline action plan for all educators. Evaluator and the educator will review evidence collected showing completion of the action plan and arrive at a rating, according to the chart below.

<b>Educator Rating Scores</b>			
<b>Exemplary Practice (4)</b>	<b>Proficient Practice (3)</b>	<b>Developing Practice (2)</b>	<b>Below Standard Practice (1)</b>
Went beyond the action plan	Completed the action plan	Partially completed the action plan	Did not complete the action plan

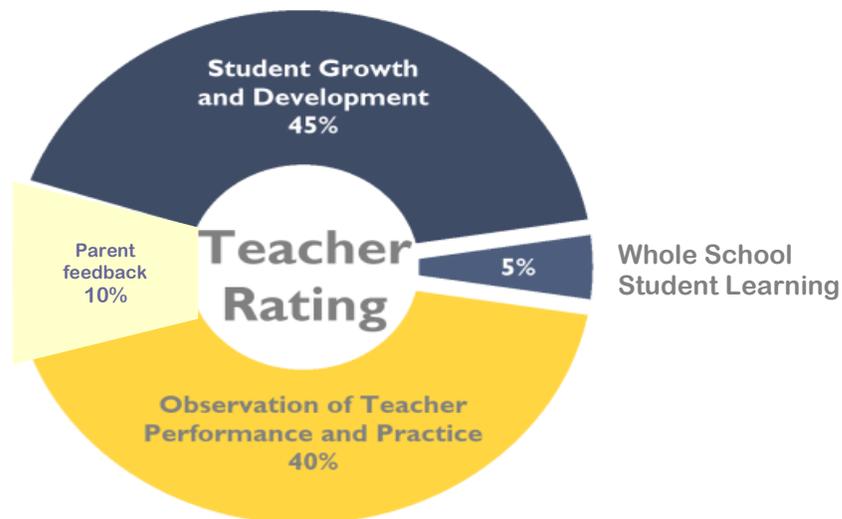
## **SUMMATIVE EDUCATOR EVALUATION SCORING**

### Summative Scoring

The evaluation and support system incorporates many indicators. Educators will receive a summative rating providing them with a comprehensive assessment of educator performance. All educators are evaluated on the four categories of performance, grouped in two major focus areas.

The major areas are:

- [Educator Practice Indicators](#) relate to core instructional practices and skills that positively affect student learning:
  - Observation of Educator Performance and Practice (40%) refers to the CCT Rubric.
  - Parent Feedback (10%) refers to the average of the parent survey and educator action plan.
- [Student Outcome Indicators](#) relate to educators' support of student academic progress at the school and classroom level:
  - Student Growth and Development (45%) as determined by the data related to the educator's student learning objectives (SLOs).
  - Whole-school Student Learning Indicators (5%) as determined by the aggregated rating of multiple Student Learning Indicators established for the administrator's evaluation rating.



The scoring of four categories noted previously on page 10 will be combined to produce a summative rating score for each educator.

The rating will be determined using the following steps:

- 1) Calculate Educator Practice Related Indicators score by combining the observation of Educator Performance and Practice score and the Parent Feedback score.
- 2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score and Whole-school Student Learning Indicator.
- 3) Use Summative Matrix to determine Summative Rating.

#### [Extenuating Circumstances: Leading to "Not Rated" Summative Evaluation](#)

In the case of extended leave of absence or any extenuating circumstances that impact the completion of the evaluation cycle will be confidentially reviewed and considered on a case by case basis, following district protocols. Situations for consideration should be brought to school administration as soon as possible so that a proper course of action can be determined. An educator may be exempted with a "Not Rated" designation for the school year. Anyone receiving a "Not Rated" will start the following year at their prior year's summative rating.

#### [Summative Scoring](#)

Each step is illustrated below:

- 1) Calculate Educator Practice Related Indicators rating by combining the observation score and parent feedback score.

The observation of Educator Performance and Practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Multiply these weights by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table that follows.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Educator Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
<b>TOTAL EDUCATOR PRACTICE RELATED INDICATORS POINTS</b>			<b>142</b>

### Rating Table

Educator Practice Indicators Points	Educator Practice Indicators Rating
175-200	<i>Exemplary Practice</i>
127-174	<i>Proficient Practice</i>
81-126	<i>Developing Practice</i>
50-80	<i>Below Standard Practice</i>

- 2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student-learning indicator.

The student growth and development category counts for 45% of the total rating and the Whole-school Student Learning Indicator category counts for 5% of the total rating. Multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	158
Whole-school Student Learning Indicator	3	5	15
<b>TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS</b>			<b>173</b>

### Rating Table

<b>Student Outcomes Related Indicators Points</b>	<b>Student Outcomes Related Indicators Rating</b>
175-200	<i>Exemplary Practice</i>
127-174	<i>Proficient Practice</i>
81-126	<i>Developing Practice</i>
50-80	<i>Below Standard Practice</i>

### 3) Use the Summative Matrix to determine Summative Rating

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

## Summative Matrix

		<i>Teacher Practice Related Indicators Rating</i>			
		4	3	2	1
<i>Student Outcomes Related Indicators Rating</i>	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

## Definition of Effectiveness and Ineffectiveness

Educator effectiveness will be based upon a pattern of summative educator ratings collected over time.

- All educators will need to maintain a summative rating of *Proficient* or *Exemplary* within two years after the implementation of the new model.
  - After the first two years of implementation educators who have no more than one summative rating of *Developing* during any two-year period are considered effective.

Educators will be considered ineffective based upon a pattern of summative educator ratings of *Developing* or *Below Standard* collected over 2 years.

- Any educator who does not receive a summative rating of *Proficient Practice* or *Exemplary Practice* will be considered ineffective and will be placed on an Improvement or Remediation Plan.
- Once the model has been in place for two years, any educator rated *Developing Practice* will be placed on an Improvement Plan in EHPASS (East Hampton Professional Assistance and Support System).
- Once the model has been in place for two years, any educator who is rated *Developing Practice* for two consecutive years or rated *Below Standard Practice* will be placed on a Remediation/Designated Professional Growth Plan in EHPASS.
- If the ineffective educator does not show growth or receives a rating of *Developing Practice* by the end of 180 days the administration can choose to place the educator on an Extended Professional Growth Plan or begin the process for dismissal.
- When placed on the Extended Professional Growth Plan the ineffective educator has 90 days to obtain a rating of *Developing Practice*. If the ineffective educator still does not receive a rating of *Developing Practice* by the end of the 90 days the administration will begin the process for dismissal.

In order to be considered effective beginning educators must receive a rating of *Proficient Practice* for a minimum of two out of four years. If a beginning educator receives a rating below *Proficient Practice* for more than two years, the beginning

educator will be deemed ineffective. Educators with more than two years' experience in this district will be considered ineffective if a pattern of summative educator ratings is scored as *Developing* or *Below Standard* for more than two consecutive years. The educator always has the right to have union representation. The administrator will make the recommendation to the Superintendent. The ultimate decision for renewal lies with the Superintendent.

### **Dispute-Resolution Process**

A panel composed of a mutually agreed upon administrative designee, a union representative, and an educator member of the Professional Development Committee shall resolve disputes where the evaluator and educator cannot agree on objectives/goal, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent.



## **Student and Educator Support Specialist Evaluation**

East Hampton’s Educator Evaluation Plan provides both structure and flexibility required to guide Student and Educator Support Specialists (SESS) and evaluators in understanding their roles in enhancing student learning and assessing their professional practices.

The goal of the SESS Evaluation is to support the specialists in their professional growth towards improving student outcomes. The support specialist has an indirect impact on student achievement, as s/he works with students outside the content curriculum and collaborates with instructional educators regarding student achievement.

This plan aligns the professional standards for SESS with outcomes for learning in evaluation of practices, while recognizing the unique responsibilities of each SESS.

### **Student and Educator Support Specialists**

Student and Educator Support Specialists include non-administrative education professionals who provide a variety of services to students, educators, and parents. These include, but are not limited to, school counselors, school psychologists, social workers, K-12 Specialists, and Speech and Language Pathologists. The primary evaluator shall collaborate with the building administrator as appropriate.

### **Student and Educator Support Specialists Evaluation Process**

The process for the evaluation of the SESS is consistent with that of classroom educators and includes the following rationale:

- A professional learning evaluation process improves learner outcomes
- Effective collaboration with educators improves school-wide learning goal outcomes

- The quality of instruction improves when educators are accountable for learner outcomes
- Professional assistance and support are an integral part of educator development

## **Performance Standards**

It is expected that Student and Educator Support Specialists and their evaluators will be knowledgeable about the professional standards for each specialist they will evaluate. Those standards form the basis for goal-setting assessment of professional practice, and alignment of professional learning opportunities with the needs of Student and Educator Support Specialists. In observations of practice, evaluators will use the domains and indicators based on the Connecticut CCT Rubric for SESS.

## **Requirements for Student and Educator Support Specialists Evaluation**

Due to the unique nature of the roles fulfilled by the SESS, the specialist must complete the following process to determine IAGDs.

1. The SESS and evaluator will agree on the students or caseloads that are the specialist's responsibility.
2. The SESS and evaluator will determine if the indicator will apply to the individual specialist, team, a grade level or the whole school.
3. The SESS and evaluator should identify the unique characteristics of population of students, which would affect student growth (i.e. high absenteeism, highly mobile population in school).
4. The SESS and evaluator will identify the standard to measure:
  - a. the assessment, data or product for measuring growth
  - b. the timeline for instruction and measurement
  - c. how baseline will be established
  - d. how targets will be set so they are realistic yet rigorous
  - e. the strategies what will be used
  - f. the professional development the educator needs to improve their learning to support the areas targeted

- Some SESS do not have a classroom and may not be involved in observable instruction of students. Therefore at the beginning of the school year, the specialist and evaluator shall agree to appropriate venues for observations using the CCT Rubric for SESS for rating practice and performance.

### **Components of Student and Educator Support Specialists Evaluation**

<b>Category</b>	<b>Percentage</b>	<b>Explanation</b>
Student Outcomes and Achievements	45%	1 or 2 SLOs which address 2 IAGD's for those specialists.
Whole-school Student Learning	5%	1 Whole-school Student Learning Indicator for the entire school year based on the administrator's multiple student learning indicators.
Professional Practice	40%	1 Professional Practice Goal that is based on data from Student and Educator Support Specialist reflection and evaluator observations.
Whole School Parent Feedback	10%	1 Parent Feedback Goal determined by the school administrators and educators, from which specialists will develop their action plan for achieving this school-wide goal.

### **Goal-Setting and Planning:**

Timeframe: Target is October 14; must be completed by November 1

#### *Orientation on Process*

To begin the evaluation process, evaluators meet with SESS, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that shall be reflected in the student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.

#### *Student and Educator Support Specialist Reflection and Goal-Setting*

The SESS examines student data related to current students' needs, prior year professional goal and evaluation, survey results, and the CCT Rubric for SESS. The SESS may collaborate with appropriate specialists or educators.

SESS assigned to East Hampton School District will develop the following goal:

- a) **Two IAGDs** to address student learning and achievement objectives (SLOs), which determine 45% of an educator's summative evaluation.
- b) **An action plan aligned to the whole-school goal** determined by the district administrator and staff based on data from **parent feedback** which determines 10% of an educator's summative evaluation.

### *Goal-Setting Conference*

The evaluator and SESS meet to discuss the proposed goals and objectives in order to arrive at mutual agreement. The SESS collects evidence about his/her practice and the evaluator collects evidence about the specialist's practice to support the review. The evaluator may request revisions to the proposed goal and objectives if they are not relevant to student learning, school, or SESS professional development.

To obtain an accurate picture of educator performance, there must be multiple observations. Observations will be in alignment with East Hampton Evaluation Plan.

### **Mid-Year Check-In:**

Timeframe: January and February

### *Reflection and Preparation*

The SESS and evaluator collect and reflect on evidence to date about the educator's practice and student learning in preparation for the check-in.

### *Mid-Year Conference*

The evaluator and specialist complete at least one mid-year check-in conference during which they review progress on student learning objectives (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, specialists and evaluators can mutually agree to revise strategies or approaches used and/or mid-year adjustment of

SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the educator can take and supports that the evaluator can provide to promote specialist growth in his/her development areas.

### **End-of-Year Summative Review:**

Timeframe: May and June; must be completed on or by June 1.

#### *Educator Self-Assessment*

The specialist reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.

#### *Summative Review and Rating*

The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings will generate the summative rating.

# APPENDICES

**APPENDIX A**  
**Educator Checklist**

Date Planned	Target Date	Educator Category	Action
☐	October 14, must be by November 7	All Educators and SESS	<u>Beginning of Year</u> <ul style="list-style-type: none"> <li>• Orientation to Eval Plan</li> <li>• Educator Self-Reflection</li> <li>• SLO/IAGD Development and Conference</li> </ul>
☐	Start of School- November 7	First Year and Second Year Educators and SESS; <i>Below Standard and Developing</i>	1 formal observation with pre-and post-conference (within 90 days)
☐	December/January	All Educators and SESS	1 formal or informal observation
☐	January/February	All Educators and SESS	<u>Mid-Year Check-In</u> <ul style="list-style-type: none"> <li>• Review SLO/IAGD data and adjust if necessary</li> <li>• Review of observation data</li> </ul>
☐	February-April	First Year and Second Year Educators and SESS; <i>Below Standard and Developing</i>	At least 1 formal observation with pre- and post-conference, 1 formal/informal with post-conference
☐	May/June, must be completed on or by May 31	All Educators and SESS	<u>End of Year</u> <ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Review of SLO/IAGD data</li> <li>• Evidence collection, as necessary</li> <li>• Final Summative Report</li> </ul>

**APPENDIX B**  
**Evaluation Timeline**

<b>Date</b>	
<p style="text-align: center;"><u>Target Date:</u> October 14, must be completed by November 2</p>	<p><u>Goal Setting and Planning</u></p> <ul style="list-style-type: none"> <li>• <b>Orientation on Process:</b> Educator will meet with evaluator to discuss school or district priorities to reflect school/district priorities and SLOs and commit to set time aside for collaboration.</li> <li>• <b>Educator Reflection and Goal Setting:</b> Educator will examine student data, prior year evaluation and survey results to draft parent feedback action plan, one or two SLOs, and whole-school student indicator of learning goal. May collaborate in grade - level or subject team.</li> <li>• <b>Goal Setting Conference:</b> Evaluator and educator discuss proposed goal and objectives.</li> </ul>
<p style="text-align: center;"><u>Target Date:</u> January/February</p>	<p><u>Mid-Year Check-in</u></p> <ul style="list-style-type: none"> <li>• <b>Review Goal and Performance to Date:</b> Educator and evaluator collect and reflect on evidence for check in.</li> <li>• <b>Mid-year Conferences:</b> Educator and evaluator will complete at least one mid- year check in to review progress on SLOs and performance. If needed, educators and evaluators can agree for revisions on strategies and approaches used.</li> </ul>
<p style="text-align: center;"><u>Target Date:</u> April/May Must be completed on or by May 31</p>	<p><u>End of Year Review</u></p> <ul style="list-style-type: none"> <li>• <b>Educator Self-Assessment:</b> Educator will review all information and data collected and complete a self-assessment for review. This self-assessment may focus specifically on areas for development established in goal-setting conference.</li> <li>• <b>Scoring:</b> Evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings.</li> <li>• <b>End of Year Conference:</b> Evaluator and educator meet to discuss all evidence collected and discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of evaluation on or before May 31.</li> </ul>

## Appendix C

### Suggested Observation Schedule

Educator Category	Suggested Dates	Action
First Year and Second Year Educators and SESS	<i>Requirements for school year</i>	3 formal observations; 2 of which include a pre-conference and all include post-conferences (1 may be unannounced) 1 review of practice 1 informal observations with written or verbal feedback (should be distributed throughout the year)
	Start of school- November 7	1 formal observation with pre-conference and post-conference
	December/January	1 formal observation with optional pre-conference and mandatory post-conference
	February/April	1 formal observation with pre-conference and post-conference
<i>Below Standard and Developing</i> Educators and SESS	<i>Requirements for school year</i>	Minimum of 3 formal observations with pre- and post-conference 1 review of practice Minimum 3 informal observations with written or verbal feedback: should be distributed throughout the year
	Start of school- November 7	Minimum 1 formal observation with pre-conference and post-conference
	December/January	Minimum 1 formal observation with pre-conference and post-conference
	February/April	Minimum 1 formal observation with pre-conference and post-conference
<i>Proficient and Exemplary</i> and Educators and SESS	<i>Requirements for school year</i>	1 formal observation with pre- and post-conference 1 review of practice 1 informal observations with written or verbal feedback, if necessary or desired
	Throughout the year	1 review of practice Minimum 1 informal observation
	By end of January	1 formal observation with pre-conference and post-conference

## Appendix D

### Parent/Guardian Survey

**This is a model of the survey. It will be done electronically.**

Question	Always	Most of the time	Infrequently	Never	Not Applicable
1. Please select your child's school.					
2. The school provides a welcoming environment.					
3. School and classroom expectations are clear to both parents/guardians and students.					
4. Teacher provides feedback (eg. responds to email, phone calls, requests, etc.) in a timely manner.					
5. Additional academic support is provided when needed.					
6. My child has been treated unfairly at school because of his/her (check all that apply) a. Has not occurred b. Socio/economic status c. Race d. Color e. Religion f. Gender g. Nation of origin h. Disability i. Age j. Sexual orientation k. Other (Fill in box)					
7. Students are encouraged to demonstrate respect and responsibility.					
8. My child feels comfortable expressing thoughts or ideas in class.					
9. Classroom environment supports my child's learning needs.					
10. The school provides opportunities to reflect and learn from behavior.					
11. My child is encouraged to learn to his or her potential.					
12. My child is engaged in learning.					
13. I receive adequate information regarding the instructional program from my child's teacher(s).					
14. I receive adequate information regarding the instructional program from the school's administrators.					
15. The school promotes the ethical and safe use of technology.					

16. Staff provides social and academic information about my child's progress.					
17. I feel comfortable communicating with the teacher(s).					
18. I feel comfortable communicating with the school's administration.					
19. The diversity of our families and students is respected in the school.					
20. I believe that there are trusted adults that my child can go to/talk to for help.					
21. My child's trip to and from school is a positive and safe experience.					
22. My child has opportunities to participate in extra-curricular activities.					
23. My child has been the target of hurtful communication through social media.					
24. There are areas of the school where my child feels physically unsafe.					
25. Do you have any additional comments that you would like to share?					

## Appendix E

### East Hampton Educator Evaluation Plan Framework

Level of Educator for current school year	Target for following school year(s)	Evaluation Rating Protocol
<p style="text-align: center;"><b>New Educator or New to District</b></p> <p style="text-align: center;"><b>Non-Tenured (Year 1 &amp; 2)</b></p>	<p style="text-align: center;">Receive a rating of <i>Proficient Practice</i> or <i>Exemplary Practice</i>.</p>	<p>Maintain <i>Proficient Practice</i> or <i>Exemplary Practice</i> rating.</p> <p>For “New Educators” rated <i>Developing Practice</i> at end of <u>SECOND</u> year, normal district protocol applies. If the new educator does not obtain a rating of <i>Developing Practice</i>, <i>Proficient Practice</i>, or <i>Exemplary Practice</i>, then the administration will decide what the next appropriate course of action and will consult with the educator and a union representative. Administration maintains the authority to terminate/extend the contract or deny/extend tenure.</p> <p><u>Note:</u> In accordance with PEAC guidelines, “New Educators” may receive a rating of <i>Developing Practice</i> for two consecutive years.</p> <p>For “New to District” educators rated <i>Developing Practice</i> at end of <u>FIRST</u> year, normal district protocol applies to an educator rated as <i>Developing Practice</i>. If the new to district educator does not obtain a rating of <i>Proficient Practice</i> or <i>Exemplary Practice</i> in the second year, then the administration will decide what the next appropriate course of action and will consult with the educator and a union representative. The Superintendent of Schools maintains the authority to terminate/extend the contract or deny/extend tenure.</p> <p><u>Note:</u> Tenure will be granted by the Connecticut State Board of Education for “New Educators” after 40 months teaching with rating of <i>Proficient Practice</i> for a minimum of two out of four years.</p> <p>Tenure will be granted by the Connecticut State Board of Education to “New to District” educators after 20 months teaching with rating of <i>Proficient Practice</i> for minimum one out of two years.</p>
<p style="text-align: center;"><b>Non-Tenured (Year 3 &amp; 4)</b></p>	<p style="text-align: center;">Receive a rating of <i>Proficient</i> or <i>Exemplary</i>.</p>	<p>Maintain <i>Proficient Practice</i> or <i>Exemplary Practice</i> rating.</p> <p>At <i>Developing Practice</i>, educator has 180 days to obtain a rating of <i>Proficient Practice</i>.</p> <p>If the educator does not obtain a rating of <i>Proficient Practice</i> or <i>Exemplary Practice</i>, then the administration will decide what the next appropriate course of action and will consult with the educator and a union representative. The Superintendent of Schools maintains the authority to</p>

		<p>terminate/extend the contract or deny/extend tenure.</p>
<p><b>Tenured – Proficient or Exemplary</b></p>	<p>Receive a rating of <i>Proficient</i> or <i>Exemplary</i>.</p>	<p>Maintain <i>Proficient Practice</i> or <i>Exemplary Practice</i> rating.</p> <p>If rated as <i>Exemplary Practice</i> for three consecutive years, that educator receives voluntary opportunities for career development and professional growth mutually agreed upon between educator and administrator.</p>
<p><b>Tenured - Developing</b></p>	<p>Receive a rating of <i>Proficient</i> or <i>Exemplary</i>.</p>	<p>Maintain <i>Proficient Practice</i> or <i>Exemplary Practice</i> rating.</p> <p>At <i>Developing Practice</i>, educator has 180 days to obtain a rating of <i>Proficient Practice</i>.</p> <p>The educator, administrator, and union representative will collaboratively develop the <u>EHPASS Improvement Plan</u> form with the intent to receive a summative evaluation rating of <i>Proficient Practice</i> or <i>Exemplary Practice</i>.</p> <p>If the educator is rated again at <i>Developing Practice</i> or <i>Below Standard Practice</i>, the educator is identified as needing “Designated Professional Growth” and collaboratively develops an <u>EHPASS Remediation Plan</u> form with the union representative and evaluator.</p> <p>(See definition of Designated Professional Growth Plan below.)</p>
<p><b>Tenured – Below Standard</b></p>	<p>Receive a rating of <i>Developing</i>, <i>Proficient</i> or <i>Exemplary</i></p>	<p>Continue to improve instruction beyond <i>Developing Practice</i> or maintain <i>Proficient Practice</i> or <i>Exemplary Practice</i> rating.</p> <p><i>Designated Professional Growth:</i> When identified as needing “Designated Professional Growth”, the educator, a union representative, and administrator collaboratively complete the <u>EHPASS Remediation Plan</u> form in which the educator has 180 days to demonstrate some growth towards a summative rating of <i>Developing Practice</i>.</p> <p>If the educator does not identify some growth or receive a rating of <i>Developing Practice</i> by the end of 180 days, administration can choose to place the educator on an “Extended Professional Growth” plan or begin the process for dismissal.</p> <p><i>Extended Professional Growth:</i> When placed on an “Extended Professional Growth”, the educator has an additional 90 days to attain a <i>Developing Practice</i> rating. The educator, administrator, and union representative collaboratively evaluate and redesign the original <u>EHPASS Remediation Plan</u> form to attain a <i>Developing Practice</i> rating.</p> <p>If the educator does not receive a rating of <i>Developing Practice</i> by the end of 90 days, the administration begins the process for dismissal.</p>

## Appendix F

### CONNECTICUT STATE DEPARTMENT OF EDUCATION

# Common Core of Teaching (CCT) Rubric for Effective Teaching

*Key Instructional Competencies and Organization of the Rubric:*

The **Connecticut Common Core of Teaching (CCT) – Foundational Skills (1999)**, revised and adopted by the State Board of Education in February 2010, establishes a vision for teaching and learning in Connecticut Public Schools. State law and regulations link the CCT to various professional requirements that span a teacher’s career, including preparation, induction and teacher evaluation and support. These teaching standards identify the foundational skills and competencies that pertain to all teachers, regardless of the subject matter, field or age group they teach. The standards articulate the knowledge, skills and qualities that Connecticut teachers need to prepare students to meet 21st-century challenges. The philosophy behind the CCT is that teaching requires more than simply demonstrating a certain set of technical skills. These competencies have long been established as the standards expected of all Connecticut teachers.

The **Common Core of Teaching (CCT) Rubric for Effective Teaching** is completely aligned with the CCT. The *CCT Rubric for Effective Teaching* will be used to evaluate a teacher’s performance and practice, which accounts for 40 percent of a teacher’s annual summative rating, as required in the **Connecticut Guidelines for Educator Evaluation** and the state model, the **System for Educator Evaluation and Development (SEED)**.

Because teaching is a complex, integrated activity, the domain indicators from the original CCT have been consolidated and reorganized in this rubric for the purpose of describing essential and critical aspects of a teacher’s practice. For the purpose of the rubric, the domains have also been renumbered. The **four domains and 12 indicators** (three per domain) identify the essential aspects of a teacher’s performance and practice:

Connecticut Common Core of Teaching (CCT)		CCT Rubric for Effective Teaching		Generally Observed
<b>Domain 1</b>	* <b>Content and Essential Skills</b> , which includes the <b>Common Core State Standards<sup>2</sup></b> and Connecticut Content Standards, must be demonstrated at the pre-service level, as a prerequisite to certification.	* <b>Demonstration at the pre-service level as a pre-requisite to certification and embedded within the rubric.</b>		
<b>Domain 2</b>	<b>Classroom Environment, Student Engagement and Commitment to Learning</b>	<b>Domain 1</b>	<b>Classroom Environment, Student Engagement and Commitment to Learning</b>	<i>In-class observation</i>
<b>Domain 3</b>	<b>Planning for Active Learning</b>	<b>Domain 2</b>	<b>Planning for Active Learning</b>	<i>Non-classroom observations/reviews of practice.</i>
<b>Domain 4</b>	<b>Instruction for Active Learning</b>	<b>Domain 3</b>	<b>Instruction for Active Learning</b>	<i>In-class observation</i>
<b>Domain 5</b>	* <b>Assessment for Learning</b>	* <b>Now integrated throughout the other domains</b>		
<b>Domain 6</b>	<b>Professional Responsibilities and Teacher Leadership</b>	<b>Domain 4</b>	<b>Professional Responsibilities and Teacher Leadership</b>	<i>Non-classroom observations/reviews of practice.</i>

<sup>2</sup>Text in **RED** throughout the document reflects **Common Core State Standards**

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

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

INDICATORS	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<b>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs<sup>3</sup> of all students.</b>	<i>In addition to the characteristics of proficient including one or more of the following:</i>			
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Rapport and positive social interactions</li> </ul>	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.
<ul style="list-style-type: none"> <li>Respect for student diversity<sup>4</sup></li> </ul>	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.
<ul style="list-style-type: none"> <li>Environment supportive of intellectual risk-taking</li> </ul>	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.	Creates a learning environment in which most students are willing to take intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment that discourages students from taking intellectual risks.

<sup>3</sup>**Learning needs of all students:** includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomics and environment on the learning needs of students.

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

<ul style="list-style-type: none"><li>• High expectations for student learning</li></ul>	Creates opportunities for students to set high goals and take responsibility for their own learning.	Establishes and consistently reinforces high expectations for learning for all students.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes low expectations for student learning.
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## 1: Classroom Environment, Student Engagement and Commitment to Learning

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

INDICATORS	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<b>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</b>	<i>In addition to the characteristics of proficient including one or more of the following:</i>			
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Communicating, reinforcing, and maintaining appropriate standards of behavior</li> </ul>	<p>Student behavior is completely appropriate.</p> <p><b>OR</b></p> <p>Teacher seamlessly responds to misbehavior without any loss of instructional time.</p>	<p>Establishes high standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.</p>	<p>Establishes standards of behavior but inconsistently enforces expectations, resulting in some interference with student learning.</p>	<p>Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.</p>
<ul style="list-style-type: none"> <li>Promoting social competence<sup>5</sup> and responsible behavior</li> </ul>	<p>Students take an active role in maintaining high standards of behaviors.</p> <p><b>OR</b></p> <p>Students are encouraged to independently use proactive strategies<sup>6</sup> and social skills and take responsibility for their actions.</p>	<p>When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.</p>	<p>Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.</p>	<p>Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.</p>

<sup>5</sup>**Social competence:** exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).

<sup>6</sup>**Proactive strategies** include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.

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

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

INDICATORS	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<b>1c. Maximizing instructional time by effectively managing routines and transitions.</b> <sup>7</sup>	<i>In addition to the characteristics of proficient including one or more of the following:</i>			
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Routines and transitions appropriate to needs of students</li> </ul>	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.	Establishes routines and transitions resulting in maximized instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.

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<sup>7</sup>**Routines** are non-instructional organizational activities such as taking attendance or distributing materials in preparation for instruction. **Transitions** are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.

## 2: Planning for Active Learning

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

INDICATORS	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<p><b>2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge<sup>8</sup> for all students. Attributes</b></p>	<p><i>In addition to the characteristics of proficient including one or more of the following:</i></p>			
<ul style="list-style-type: none"> <li>Content of lesson plan<sup>9</sup> is aligned with standards</li> </ul>	<p>Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.</p>	<p>Plans content that directly addresses <b>Common Core State Standards and/or other appropriate Connecticut content standards.</b></p>	<p>Plans content that partially addresses <b>Common Core State Standards and/or other appropriate Connecticut content standards.</b></p>	<p>Plans content that is misaligned with or does not address the <b>Common Core State Standards and/or other appropriate Connecticut content standards<sup>10</sup>.</b></p>
<ul style="list-style-type: none"> <li>Content of lesson appropriate to sequence of lessons and appropriate level of challenge</li> </ul>	<p>Plans to challenges students to extend their learning to make interdisciplinary connections.</p>	<p>Aligns content of the lesson plan within the sequence of lessons and supports an <b>appropriate level of challenge.</b></p>	<p>Partially aligns content of the lesson plan within the sequence of lessons and inconsistently supports an <b>appropriate level of challenge</b></p>	<p>Does not appropriately sequence content of the lesson plan.</p>

<sup>8</sup>**Level of Challenge** – the range of challenge in which a learner can progress because the task is neither too hard nor too easy. **Bloom's Taxonomy**, provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. **Webb's Depth of Knowledge (DOK)** a scale of cognitive demand identified as four distinct levels (1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work). **Hess's Cognitive Rigor Matrix** – aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

<sup>9</sup>**Lesson Plan** – a purposeful planned learning experience.

<sup>10</sup>**Connecticut content standards** – standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

<ul style="list-style-type: none"> <li>• Use of data to determine students' prior knowledge and differentiation based on students' learning needs</li> </ul>	<p>Plans for students to identify their own learning needs based on their own individual data.</p>	<p>Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.</p>	<p>Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and skills of individual students.</p>	<p>Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.</p>
<ul style="list-style-type: none"> <li>• Literacy strategies<sup>11</sup></li> </ul>	<p>Designs opportunities to allow students to independently select <b>literacy strategies that support their learning for the task</b></p>	<p><b>Plans instruction that integrates literacy strategies and academic vocabulary.</b></p>	<p><b>Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.</b></p>	<p>Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.</p>

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<sup>11</sup>**Literacy through the content areas:** Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning.

## 2: Planning for Active Learning

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

INDICATORS	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<b>2b. Planning instruction to cognitively engage students in the content.</b>	In addition to the characteristics of proficient including one or more of the following:			
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Strategies, tasks and questions cognitively engage students</li> </ul>	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.	Plans instructional <b>strategies, tasks and questions</b> that promote student cognitive engagement <b>through problem-solving, critical or creative thinking, discourse<sup>12</sup> or inquiry-based learning<sup>13</sup> and application to other situations.</b>	Plans primarily teacher-directed instructional <b>strategies, tasks and questions</b> that provide some opportunities for students' cognitive engagement.	Plans instructional tasks that limit opportunities for students' cognitive engagement.
<ul style="list-style-type: none"> <li>Instructional resources<sup>14</sup> and flexible groupings<sup>15</sup> support cognitive engagement and new learning</li> </ul>	Selects or designs resources for <b>interdisciplinary connections that cognitively engage students and extend new learning.</b>	Selects or designs resources and/or flexible groupings that cognitively engage students in <b>real world, global and/or career connections</b> that support new learning.	Selects or designs resources and/or groupings that <b>minimally engage students cognitively and minimally support new learning.</b>	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.

<sup>12</sup>**Discourse:** is defined as the purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning), or dialogue through technological or digital resources.

<sup>13</sup>**Inquiry-based learning:** occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.

<sup>14</sup>**Instructional resources:** includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

<sup>15</sup>**Flexible Groupings:** groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

## 2: Planning for Active Learning

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

INDICATORS	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<b>2c. Selecting appropriate assessment strategies<sup>16</sup> to monitor student progress.</b>	In addition to the characteristics of proficient including one or more of the following:			
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Criteria for student success</li> </ul>	Plans to include students in developing criteria for monitoring their own success.	Plans specific criteria for student success and plans opportunities for students to self-assess using the criteria.	Plans general criteria for student success and/or plans some opportunities for students to self-assess.	Does not plan criteria for student success and/or does not plan opportunities for students to self-assess.
<ul style="list-style-type: none"> <li>Ongoing assessment of student learning</li> </ul>	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans assessment strategies that are partially aligned to intended instructional outcomes <b>OR</b> strategies that elicit only minimal evidence of student learning.	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.

## 3: Instruction for Active Learning

<sup>16</sup>Assessment strategies are used to evaluate student learning during and after instruction.

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

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

INDICATORS	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<b>3a. Implementing instructional content<sup>17</sup> for learning.</b>	In addition to the characteristics of proficient including one or more of the following:			
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Instructional purpose</li> </ul>	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with <b>Common Core State Standards and/or other appropriate Connecticut content standards.</b>	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Does not clearly communicate learning expectations to students.
<ul style="list-style-type: none"> <li>Content accuracy</li> </ul>	Invites students to explain the content to their classmates.	Makes no content errors.	Makes minor content errors.	Makes multiple content errors.
<ul style="list-style-type: none"> <li>Content progression and level of challenge</li> </ul>	Challenges students to extend their learning beyond the lesson expectations and make cross curricular connections.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Presents instructional content in a generally logical progression and/or at a somewhat-appropriate level of challenge to advance student learning.	Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.
<ul style="list-style-type: none"> <li><b>Literacy Strategies<sup>18</sup></b></li> </ul>	Provides opportunities for students to independently select literacy strategies that support their	<b>Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic</b>	<b>Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.</b>	<b>Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.</b>

<sup>17</sup>**Content:** discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

<sup>18</sup>**Literacy:** Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning.

	learning.	vocabulary.		
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### 3: Instruction for Active Learning

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

INDICATORS	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<b>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</b>	<i>In addition to characteristics of proficient including one or more of the following:</i>			
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Strategies, tasks and questions</li> </ul>	Includes opportunities for students to <b>work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.</b>	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated <b>recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.</b>	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of <b>low cognitive demand and/or recall of information</b> with some opportunities for <b>problem-solving, critical thinking and/or purposeful discourse or inquiry.</b>	Includes tasks that do not lead students to construct new and meaningful learning and <b>that focus primarily on low cognitive demand or recall of information.</b>
Instructional resources <sup>19</sup> and flexible groupings	<b>Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.</b>	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of <b>new learning to make interdisciplinary, real world, career or global connections.</b>	Uses resources and/or groupings that moderately engage students cognitively and support new learning.	Uses resources and/or groupings that do not cognitively engage students or support new learning.

Text in RED reflects Common Core State Standards connections.

<sup>19</sup>**Instructional resources** – includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.

<b>INDICATORS</b>	<b>Exemplary Practice</b>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
<ul style="list-style-type: none"> <li>Student responsibility and independence</li> </ul>	<p>Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.</p>	<p>Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.</p>	<p>Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.</p>	<p>Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.</p>

### 3: Instruction for Active Learning

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

INDICATORS	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<b>3c. Assessing student learning, providing feedback to students and adjusting instruction.</b>	In addition to the characteristics of proficient including one or more of the following:			
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Criteria for student success</li> </ul>	Integrates student input in generating specific criteria for assignments.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.
<ul style="list-style-type: none"> <li>Ongoing assessment of student learning</li> </ul>	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.
<ul style="list-style-type: none"> <li>Feedback<sup>20</sup> to students</li> </ul>	Encourages peer feedback that is specific and focuses on advancing student learning.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.
<ul style="list-style-type: none"> <li>Instructional adjustment<sup>21</sup></li> </ul>	Students identify ways to adjust instruction that will be effective for them as	Adjusts instruction as necessary in response to individual and group performance.	Makes some attempts to adjust instruction that is primarily in response to whole	Makes no attempts to adjust instruction.

<sup>20</sup>**Feedback:** effective feedback provided by the teacher is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

<sup>21</sup>**Instructional adjustment:** based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

	individuals and result in quality work.		group performance.	
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#### 4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<b>4a. Engaging in continuous professional learning to impact instruction and student learning.</b>	In addition to the characteristics of proficient including one or more of the following:			
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Teacher self-evaluation and reflection and impact on student learning</li> </ul>	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.	Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Insufficiently reflects on/analyzes practice and impact on student learning.
<ul style="list-style-type: none"> <li>Response to feedback</li> </ul>	Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.	Willingly accepts supervisor or peer feedback and makes changes in practice based on feedback.	Reluctantly accepts supervisor feedback and recommendations for improving practice but changes in practice are limited.	Unwillingly accepts supervisor feedback and recommendations for improving practice.
<ul style="list-style-type: none"> <li>Professional learning</li> </ul>	Takes a lead in and/or initiates opportunities for professional learning with colleagues.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Participates in professional learning when asked but makes minimal contributions.	Attends required professional learning opportunities but resists participating.

#### 4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<b>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</b>	In addition to characteristics of proficient including one or more of the following:			
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>• Collaboration with colleagues</li> </ul>	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Participates minimally with colleagues to analyze data and uses results to make minor adjusts to instructional practices.	Participates in required activities to review data but does not use data to adjust instructional practices.
<ul style="list-style-type: none"> <li>• Contribution to professional learning environment</li> </ul>	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Disregards ethical codes of conduct and professional standards.
<ul style="list-style-type: none"> <li>• Ethical use of technology</li> </ul>	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.

#### 4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
<b>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</b>	In addition to characteristics of proficient including one or more of the following:			
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>• Positive school climate</li> </ul>	Leads efforts within and outside the school to improve and strengthen the school climate.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Does not contribute to a positive school climate.
<ul style="list-style-type: none"> <li>• Family and community engagement</li> </ul>	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child’s learning; seeks input from families and communities to support student growth and development.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance and develops positive relationships with families to promote student success.	Communicates with families about student academic or behavioral performance through required reports and conferences and makes some attempts to build relationships through additional communications.	Limits communication with families about student academic or behavioral performance to required reports and conferences.
<ul style="list-style-type: none"> <li>• Culturally responsive<sup>22</sup> communications</li> </ul>	Leads efforts to enhance culturally respectful communications with families and the community.	Consistently communicates with families and the community in a culturally respectful manner.	Generally communicates with families and the community in a culturally respectful manner.	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.

<sup>22</sup>**Culturally responsive** – using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experiences.

# Training and Proficiency

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Accurate and reliable evaluation of the competencies and indicators outlined with the *CCT Rubric for Effective Teaching* can only be achieved through careful, rigorous training and demonstrated proficiency that build on the experience base and professional judgment of the educators who use this instrument. The *CCT Rubric for Effective Teaching* should never be used without the grounding provided by experience and training. As part of the CSDE-sponsored training, evaluators will be provided sample performances and artifacts, as well as decision rules to guide their ratings. The *CCT Rubric for Effective Teaching* is not a checklist with predetermined points. Rather, it is a tool that is combined with training to ensure consistency and reliability of the collection of evidence and the evaluative decisions. The *CCT Rubric for Effective Teaching* represents the criteria in which evaluators will be trained to describe the level of performance observed.

## Calibration

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To ensure consistent and fair evaluations across different observers, settings and teachers, observers need to regularly calibrate their judgments against those of their colleagues. Engaging in ongoing calibration activities conducted around a common understanding of good teaching will help to establish inter-rater reliability and ensure fair and consistent evaluations. Calibration activities offer the opportunity to participate in rich discussion and reflection with which to deepen understanding of the *CCT Rubric for Effective Teaching 2014* and ensure that the observers can accurately measuring educator practice against the indicators within the classroom observation tool.

## Observation Process

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The *CCT Rubric for Effective Teaching 2014* will be used by trained and proficient evaluators to observe a teacher. Each teacher shall be observed at a minimum as stated in the Connecticut Guidelines for Educator Evaluation. In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations. All observations should be followed by feedback, either verbal (e.g., a post-conference, comments about professional meetings/presentations, etc.) or written (e.g., via email, comprehensive write-up, etc.) or both, within days of an observation. Specific, actionable feedback is also used to identify teacher development needs and tailor support to those needs. Further guidance on the observation protocol each teacher is provided in the Connecticut Guidelines for Educator Evaluation or in the SEED state model <http://www.connecticutseed.org>.

The following is the protocol for conducting a formal in-class observation that requires a pre and post conference:

- A. Pre-Conference: Before the observation, the evaluator will review planning documentation and other relevant and supporting artifacts provided by the teacher in order to understand the context for instruction, including but not limited to, the learning objectives, curricular standards alignment, and differentiation of instruction for particular students, assessments used before or during instruction, resources and materials.
- B. Observation: Observers will collect evidence for Domains 1 and 3 during the in-class observation.
- C. Post-Conference: The post-observation conference gives the teacher the opportunity to reflect on and discuss the lesson/practice observed, progress of students, adjustments made during the lesson, further supporting artifacts as well as describe the impact on future instruction and student learning.
- D. Analysis: The evaluator analyzes the evidence gathered in the observation and the pre and post conferences and identifies the applicable performance descriptors contained in the *CCT Rubric for Effective Instruction 2014*.
- E. Ratings/Feedback: Based on the training guidelines for the *CCT Rubric for Effective Instruction 2014*, the evaluator may provide ratings on indicators within the domains and provide feedback to the teacher.

## Appendix G

### CONNECTICUT STATE DEPARTMENT OF EDUCATION

#### Common Core of Teaching (CCT) Rubric for Effective Teaching Student and Educator Support Specialists (SESS)

Domain 1: Learning Environment, Engagement and Commitment to Learning

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

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

	<b>Exemplary Practice</b> <i>In addition to the characteristics of Proficient, including one or more of the following:</i>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
<b>Attributes</b>				
<b>Rapport and positive social interaction</b>	Fosters an environment where learners proactively demonstrate positive social interactions and conflict resolution skills.	Consistently promotes positive and respectful interactions between provider and learner, and among learners.	Inconsistently promotes positive and respectful interactions between provider and learner, and among learners.	Interactions between provider and learners are negative or disrespectful and/or the provider does not promote positive social interactions among learners.
<b>Respect for learner diversity</b>	Incorporates learners' cultural, social and developmental diversity to enrich learning opportunities.	Maintains a learning environment that is consistently respectful of all learners' cultural, social and/or developmental differences.	Establishes a learning environment that is inconsistently respectful of learners' cultural, social and/or developmental differences.	Establishes a learning environment that disregards learners' cultural, social and/or developmental differences.
<b>Environment supportive of intellectual risk-taking</b>	Creates an environment where learners are encouraged to respectfully question or challenge ideas presented.	Consistently creates and/or promotes a learning environment that encourages learners to take intellectual risks.	Inconsistently creates and/or promotes a learning environment that encourages learners to take intellectual risks	Creates and/or promotes a learning environment that discourages learners to take intellectual risks.
<b>High expectations for learning</b>	Creates opportunities for learners to set their own goals and take responsibility for their own growth and development.	Establishes and consistently communicates high expectations for all learners.	Establishes expectations for learning for some, but not all learners and/or is inconsistent in communicating expectations for learning.	Establishes low expectations for learners and/or does not communicate expectations to learners.

Domain 1: Learning Environment, Engagement and Commitment to Learning

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

**Indicator 1b:** *Promoting developmentally appropriate standards of behavior that support a productive learning environment.*

	<b>Exemplary Practice</b> <i>In addition to the characteristics of <b>Proficient</b>, including one or more of the following:</i>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
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**Attributes**

<b>Communicating, reinforcing and maintaining appropriate standards of behavior</b>	Creates opportunities for learners to take responsibility for their own behavior and/or service provider seamlessly responds to misbehavior.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with learning.	Establishes standards of behavior but inconsistently reinforces expectations resulting in some interference with learning.	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with learning.
<b>Promoting social competence and responsible behavior</b>	Learners are encouraged to independently apply proactive strategies and take responsibility for their actions.	Consistently teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide learners with opportunities to self-regulate and take responsibility for their actions.	Provides little to no opportunity for learners to develop social skills and responsible behavior.

Domain 1: Learning Environment, Engagement and Commitment to Learning

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

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

	<b>Exemplary Practice</b> <i>In addition to the characteristics of <b>Proficient</b>, including one or more of the following:</i>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
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**Attributes**

<b>Routines and transitions appropriate to needs of learners</b>	Encourages and/or provides opportunities for learners to demonstrate and/or independently facilitate routines and transitions.	Manages effective routines and transitions that maximize service delivery time.	Inconsistently implements routines. Inconsistently manages transitions, resulting in some loss of service delivery time.	Does not establish or establishes ineffective routines. Transitions from one task/environment to another are ineffective, resulting in significant loss of service delivery time.
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Domain 2: Planning for Active Learning

Service providers design academic and/or behavioral plans to **engage student/adult learners in rigorous and relevant learning** and to promote their curiosity about the world at large by:

**Indicator 2a:** *Developing an academic and/or behavioral plan aligned with standards, that builds on learners' knowledge and skills, and provides an appropriate level of challenge.*

	<b>Exemplary Practice</b> <i>In addition to the characteristics of Proficient, including one or more of the following:</i>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
<b>Attributes</b>				
<b>Academic and/or behavioral plan is aligned with standards</b>	Designs academic and/or behavioral plans that integrate relevant Connecticut content standards with discipline-specific state and national guidelines.	Designs academic and/or behavioral plans that directly align with relevant Connecticut content standards and/or discipline-specific state and national guidelines. Develops proactive approaches to address possible challenges.	Designs academic and/or behavioral plans that partially align with relevant Connecticut content standards, and/or discipline-specific state and national guidelines.	Designs academic and/or behavioral plans misaligned with standards or does not address the relevant Connecticut content standards and/or discipline-specific state and national guidelines.
<b>Academic and/or behavioral plan rests on evidence-based practice</b>	Designs academic and/or behavioral plans that challenge learners to apply learning to new situations.	Designs academic and/or behavioral plans using evidence-based practice,	Designs academic and/or behavioral plans that are partially evidence based.	Designs academic and/or behavioral plans that are not evidence-based.
<b>Use of data to determine learners needs and appropriate level of challenge</b>	Designs opportunities for learners to identify their own learning needs based on data to advance growth and development.	Designs targeted, purposeful academic and/or behavioral plans in collaboration with learners using multiple sources of data to address individual learner's needs and support an appropriate level of challenge.	Designs academic and/or behavioral plans using limited sources of learner data that are partially attentive to learner needs, and/or inconsistently support an appropriate level of challenge.	Designs academic and/or behavioral plans without consideration of learner data.

Domain 2: Planning for Active Learning

Service providers design academic and/or behavioral plans to **engage student/adult learners in rigorous and relevant learning** and to promote their curiosity about the world at large by:

**Indicator 2b:** *Developing academic/behavioral plans to actively engage learners.*

	<b>Exemplary Practice</b> <i>In addition to the characteristics of Proficient, including one or more of the following:</i>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
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**Attributes**

<b>Strategies, tasks and questions actively engage learners</b>	Designs academic and/or behavioral plans that allow learners to apply and/or extend learning to the school setting and larger world.	Designs academic and/or behavioral plans in collaboration with learners that include strategies, tasks and questions that promote opportunities for active learner engagement.	Designs academic and/or behavioral plans that are primarily service provider-directed and offer limited opportunities for active learner engagement.	Designs academic and/or behavioral plans focused on tasks that do not purposefully engage learners.
<b>Resources and flexible groupings support active engagement and new learning</b>	Selects or designs opportunities for learners to make choices about resources and flexible grouping to support new learning.	Selects or designs resources and flexible groupings that actively engage all learners in demonstrating new learning in multiple ways.	Selects or designs resources and/or groupings that actively engage some learners and support some new learning.	Selects or designs resources and/or groupings that do not actively engage learners and support new learning.

Domain 2: Planning for Active Learning

Service providers design academic and/or behavioral plans to **engage student/adult learners in rigorous and relevant learning** and to promote their curiosity about the world at large by:

**Indicator 2c:** *Selecting appropriate assessment strategies to monitor learner progress.*

	<b>Exemplary Practice</b> <i>In addition to the characteristics of Proficient, including one or more of the following:</i>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
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**Attributes**

<b>Criteria for learner success</b>	Integrates learners' input into the plan for identifying and articulating individualized academic and/or behavioral criteria for success.	Designs specific criteria for academic and/or behavioral success. Provides multiple opportunities for self-assessment.	Designs general criteria for academic and/or behavioral success. Opportunities for self-assessment are limited.	Does not design criteria for academic and/or behavioral success and/or does not plan opportunities for self-assessment.
<b>Ongoing assessment of learning</b>	Plans to engage t learners in self-assessing to identify strengths and needs.	Plans for use of assessment strategies and/or diagnostic tools to elicit specific evidence of intended outcomes at critical points throughout the service delivery plan.	Plans for use of assessment strategies and/or diagnostic tools that are partially aligned to intended service delivery outcomes. c. Inconsistently uses assessment strategies or diagnostic tools.	Plans for use of assessment strategies and/or diagnostic tools that are limited or not aligned to intended service delivery outcomes.

Domain 3: Service Delivery

Service providers implement academic and/or behavioral plans to **engage student/adult learners in rigorous and relevant learning** and to promote their curiosity about the world at large by:

**Indicator 3a:** *Implementing service delivery for learning.*

	<b>Exemplary Practice</b> <i>In addition to the characteristics of Proficient, including one or more of the following:</i>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
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**Attributes**

<b>Purpose of service delivery</b>	Provides opportunities for learners to communicate how academic and/or behavioral expectations can apply to other situations.	Clearly communicates learning expectations to students and sets a specific purpose for prevention/intervention that help students to see the broader learning context/curriculum.	Inconsistently communicates academic and/or behavioral expectations for service delivery, resulting in the need for further clarification.	Does not communicate academic and/or behavioral expectations for service delivery.
<b>Precision of service delivery</b>	Accurately delivers services while demonstrating flexibility and sensitivity for all learners.	Accurately delivers services while demonstrating flexibility and sensitivity for the majority of learners.	Delivers some but not all of services as planned.	Does not deliver services as planned.
<b>Progression of service delivery</b>	Challenges learners to extend learning to the school setting and larger world.	Consistently delivers a logical and purposeful progression of services.	Inconsistently delivers a logical and purposeful progression of services.	Does not deliver a logical and purposeful progression of services.
<b>Level of challenge</b>	Provides opportunities for the learners to extend learning beyond expectations and make cross-curricular connections.	Consistently delivers services at an appropriate level of challenge.	Inconsistently delivers services at an appropriate level of challenge.	Does not deliver services at an appropriate level of challenge.

### Domain 3: Service Delivery

Service providers implement academic and/or behavioral plans to **engage student/adult learners in rigorous and relevant learning** and to promote their curiosity about the world at large by:

**Indicator 3b:** Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	<b>Exemplary Practice</b> <i>In addition to the characteristics of Proficient, including one or more of the following:</i>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
<b>Attributes</b>				
<b>Strategies, tasks and questions actively engage learners</b>	Includes opportunities for learners to work collaboratively, when appropriate, and/or to generate their own questions and problem-solving strategies, synthesize and communicate information.	Employs differentiated strategies and/or tasks and questions that actively engage learners in constructing new and meaningful learning through appropriately integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.	Uses tasks and/or questions in an attempt to lead learners to construct new learning and offers limited opportunities for active learner engagement.	Uses tasks that do not purposefully engage learners.
<b>Resources and flexible groupings support active engagement and new learning</b>	Promotes learner ownership, self-direction and choice of resources and/or flexible groupings to develop his/her learning.	Uses multiple resources and flexible groupings that actively engage all learners in demonstrating new learning in a variety of ways including application of new learning to make real world, career or global connections.	Uses resources and/or groupings that actively engage some learners and support some new learning.	Uses resources and/or groupings that do not actively engage learners and support new learning.
<b>Learner responsibility and independence</b>	Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals.	Implements service delivery that provides multiple opportunities for learners to develop independence and share responsibility for the learning.	Implements service delivery that is mostly provider directed, and provides some opportunities for learners to develop independence and share responsibility for the learning.	Implements service delivery that is primarily provider-directed, and provides little or no opportunities for learners to develop independence.

### Domain 3: Service Delivery

Service providers implement academic and/or behavioral plans to **engage student/adult learners in rigorous and relevant learning** and to promote their curiosity about the world at large by:

**Indicator 3c:** *Assessing learning, providing feedback and adjusting service delivery.*

	<b>Exemplary Practice</b> <i>In addition to the characteristics of <b>Proficient</b>, including one or more of the following:</i>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
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#### Attributes

<b>Criteria for learner success</b>	Integrates learners' input in identifying criteria for individualized academic and/or behavioral success.	Communicates and/or models specific criteria for academic and/or behavioral success. Provides multiple opportunities for self-assessment.	Communicates general criteria for academic and/or behavioral success.  Opportunities for self-assessment are limited.	Does not communicate criteria for academic and/or behavioral success.  Opportunities for self-assessment are not provided.
<b>Ongoing assessment of learning</b>	Promotes learners to identify strengths and needs, to help themselves and/or their peers to improve learning.	Uses a variety of assessment strategies and/or diagnostic tools that are focused on individual and/or group progress toward intended academic and/or behavioral outcomes.	Uses limited assessment strategies and/or diagnostic tools that are partially aligned to intended academic and/or behavioral outcomes.	Uses assessment that is focused on task completion and/or compliance and /or is not relevant to academic and/or behavioral outcomes.
<b>Feedback to learner</b>	Encourages self-reflection and/or peer feedback that is specific and focuses on advancing learning.	Provides specific, accurate and actionable feedback that supports the improvement and advancement of academic and/or behavioral outcomes.	Provides general feedback to learners to support improvement towards academic and/or behavioral outcomes.	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.
<b>Adjustments to service delivery</b>	Engages learners in identifying ways to adjust academic and/or behavioral plan.	Adjusts service delivery and designs interventions based upon individual, academic and/or behavioral progress.	Attempts to adjust service delivery are limited and/or based on whole group or general information .	Makes no attempts to adjust service delivery in response to performance and/or engagement in tasks.

Domain 4: Professional Responsibilities and Leadership

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

**Indicator 4a:** *Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.*

	<b>Exemplary Practice</b> <i>In addition to the characteristics of Proficient, including one or more of the following:</i>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
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**Attributes**

<b>Self-evaluation/ reflection and the impact on learning</b>	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.	Self-evaluates and reflects on individual practice and the impact on learning; identifies areas for improvement and takes action to improve professional practice.	Self-evaluates and reflects on practice and the impact on learning, but makes limited efforts to improve individual practice.	Does not self-evaluate/reflect on how practice impacts learning.
<b>Response to feedback</b>	Proactively seeks feedback in order to improve in a range of professional practices.	Willingly accepts feedback and recommendations, and makes changes in practice.	Reluctantly accepts feedback and recommendations for improving practice, and changes in practice are limited.	Does not accept feedback and recommendations for improving practice and does not make changes in practice.
<b>Professional learning</b>	Takes a lead in and/or initiates opportunities for professional learning with colleagues, families and community.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Participates in required professional learning opportunities.	Does not actively participate in professional learning opportunities.

Domain 4: Professional Responsibilities and Leadership

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

**Indicator 4b:** *Collaborating to develop and sustain a professional learning environment to support student/adult learning.*

	<b>Exemplary Practice</b> <i>In addition to the characteristics of Proficient, including one or more of the following:</i>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
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**Attributes**

<b>Collaboration with colleagues</b>	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt practices to support professional growth and learning.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent practice to improve learning.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to practice to improve learning.	Attends required meetings to review data but does not use data to adjust <del>their</del> practice
<b>Contribution to professional learning environment</b>	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Disregards ethical codes of conduct and professional standards.
<b>Maintenance of records (NEW)</b>	Maintains records that are written to be understandable to another qualified professional.	Maintains detailed records that are accurate, legible, well organized and stored in a secure location.	Maintains records that are accurate and legible, but may be incomplete, and are stored in a secure location.	Maintains records that are in disarray; may be missing, illegible and/or stored in an insecure location.
<b>Ethical use of technology</b>	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by **developing and demonstrating professionalism, collaboration and leadership** by:  
**Indicator 4c:** *Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.*

	<b>Exemplary Practice</b> <i>In addition to the characteristics of Proficient, including one or more of the following:</i>	<b>Proficient Practice</b>	<b>Developing Practice</b>	<b>Below Standard Practice</b>
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**Attributes**

<b>Positive school climate</b>	Leads efforts within and outside the school to improve and strengthen the school climate.	Engages with colleagues, learners and families in developing and sustaining a positive school climate.	Participates in school-wide efforts to develop a positive school climate but makes minimal contributions.	Does not contribute to a positive school climate.
<b>Family and community engagement</b>	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child’s learning. Seeks input from families and communities to support learner growth and development.	Communicates frequently and proactively with families about learner academic and/or behavioral expectations and performance; and develops positive relationships with families to promote learner success.	Communicates with families about learner academic and/or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Limits communication with families about learner academic and/or behavioral performance to required reports and conferences.
<b>Culturally-responsive communications</b>	Leads efforts to enhance culturally-responsive communications with families and the community.	Consistently demonstrates an awareness of cultural differences and communicates in a culturally responsive manner with families and the community.	Inconsistently demonstrates an awareness of cultural differences when communicating with families and the community.	Demonstrates a lack of awareness of cultural differences when communicating with students and families <b>OR</b> demonstrates bias and/or negativity in the community.

**Appendix H**  
**CCT Evidence for Indicators**

**CCT Effective Service Delivery Rubric – K-12 Library Media Specialists**

**Domain 1: Learning Environment, Engagement and Commitment to Learning**

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

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

- Encouraging students to proactively help one another with technology and/or library resources.
- Encouraging students to suggest books to each other
- Calling students by name
- Suggesting particular books to students based on their interests
- Communication with families through website, backpack letters, and social media.

**1b. Promoting developmentally appropriate standards of behavior that support of social and behavioral functioning that support a productive learning environment.**

- Encouraging students to reinforce positive library behavior among themselves (reminding each other in a respectful way that noise level is getting too high).
- Students remind each other to use shelf markers (K-5)
- Students arrive during library time and get seated quietly in the meeting place without teacher prompting. (K-5)
- Giving verbal and nonverbal cues to redirect students.
- Praising/ thanking students for following appropriate standards of behavior (ie: study hall students who arrive on time and check in)
- Reminding students of the behavioral pillars of PBIS

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

- Posting written reminders about procedures/ expectations for use of resources and spaces
- Managing smooth transitions between activities within a lesson
- Meeting with all first year students (grade 6 or grade 9 students) at the start of the year for library orientation (routines, procedures, expectations)

**Domain 2: Planning for Active Learning**

*Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.**

- Planning lessons and assessments based on AASL/CCSS standards.
- Planning lessons that include relevant technology including databases, ICONN, Noodletools, and Google apps.
- Incorporating critical literacy skills into relevant academic research units
- Designing library displays that introduce a variety of topics and genres.

**2b. Developing plans to actively engage learners in service delivery.**

- Using multiple resources/ approaches to introduce a topic
- Including a variety of strategies during class (whole group instruction, small group work, Individual work).
- Grouping students strategically
- Using movement (especially K-3)
- Promoting library activities through school announcements, website, posters, etc.

**2c. Selecting appropriate assessment strategies to identify and plan learning targets.**

- TRAILS data
- Turn and talks (K-5)
- Surveys
- Self-assessment rubrics
- Supporting the school behavior standards
- Being a role model of expected behaviors
- Member of PBIS Committee/School Climate

**Domain 3: Service Delivery**

*Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**3a. Implementing service delivery for learning.**

- Ensuring that curriculum/activity development is at a developmentally appropriate level
- I Can statements (K-5)
- Promoting library activities such as events, book clubs, contests, and promotions.

**3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.**

- Incorporating student input in generating criteria for assignments

- Encouraging experimentation with new technologies
- Promoting students as mentors for each other
- Employing tools that offer levels of access (i.e. iCONN and netTrekker.)

**3c. Assessing learning, providing feedback and adjusting service delivery.**

- Using pre and post evaluations
- Having students complete self-assessments
- Consulting with classroom teachers and administrators
- Student read alouds (K-5)

**Domain 4: Professional Responsibilities and Teacher leadership**

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

**4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.**

- Reading professional journals/articles
- Participating in and/or chairing workshops for CREC LMS Council
- Attending workshops and out of district PD
- Attending/presenting at the annual CASL conference
- Serving on the district-wide Technology Committee

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

- Attending department and/or team meetings
- Visiting classrooms to support instruction
- Hosting and co-teaching classes in the LMC

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

- Contributing to PBIS meetings and activities
- Helping with school bulletin boards and displays
- Book fairs (K-8)
- Maintaining professional memberships
- Completing the self-assessment

## CCT Effective Service Delivery Rubric – Middle School Counselor

### **Domain 1: Learning Environment, Engagement, and Commitment to Learning**

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

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

- Calling a student by name
- Timely communication with students, staff, and/or families
- Maintain and discuss the limits of confidentiality
- Students actively seek counseling services
- Accommodating parents/student needs at meetings
- Acquiring and providing accurate information at meetings
- Acknowledge diversity
- Office displays posters and other relevant information supporting diversity, tolerance, acceptance
- Attend open house/parent conferences (2 times per year)

#### **1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.**

- Use of verbal and non-verbal redirection techniques
- Strategies to keep students engaged
- Attendance of students to school/counseling groups
- Maintaining and discussing limits of confidentiality
- Helping students access resources as needed (i.e. teachers, specialists, outside resources)
- Giving students specific tasks to complete
- Students taking turns in groups
- Responding to questions
- Utilization of technology where applicable (i.e. Edline, Naviance)
- Probing questions for student engagement
- Being positive verbally and nonverbally
- PBIS/SWIS data
- PBIS/SWIS re-teaching
- Member of PBIS Committee/School Climate Committee

- SPDG
- Skill building groups
- Respecting student's confidentiality and space
- Supporting the school behavior standards
- Planning Advisory topics/curriculum
- Student's developing and/or tracking their own behavior plans
- Counseling
- Counseling rules in group
- Being a role model of expected behaviors
- Counseling staff creating behavior plans

**1c. Maximizing service delivery by effectively managing routines and transition.**

- Attending team meetings/department meetings
- Parent meetings
- Counseling begins and ends on-time
- Effective planning of our time – juggling many different roles, schedules, demands, etc.
- Lesson planning and activities
- Accessing and communicating with outside services and agencies
- Attending meetings 504/PPT
- Being on-time
- Communication

**Domain 2: Planning for Active Learning**

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

**2a. Developing plans aligned with standards that builds on learners' knowledge and skills, and provides an appropriate level of challenge.**

- Curriculum/activity development is at a developmentally appropriate level
- Academic awareness and consultation with teachers
- Team/department meetings with teachers
- Adjusting IEP goals according to data
- Basing the planning of counseling/groups on Common Core
- Counseling
- Adjusting IEP goals and 504 accommodations accordingly

- Naviance
- Academic awareness and consultation with staff (current and previous)
- Communication with parents and outside agencies

**2b. Developing plans to actively engage learners in service delivery.**

- Counseling
- Social Skills Assessments (i.e. SSIS, SRS, etc.)
- Resources/technology (i.e. Edline, SWIS, AP Web, Pearson Inform, Naviance, etc.)
- Communication with parents and outside agencies
- Use of CICO
- Behavior plans
- Consultation with staff

**2c. Selecting appropriate assessment strategies to identify and plan learning targets.**

- Pre and Post evaluation
- SWIS data
- FBA and BIP data
- SRBI/PBIS Tier 1 and Tier 2 data
- Standardized assessment data (i.e. PSAT, SAT, ACT)
- Progress monitoring/selecting assessment tools
- Naviance
- Communicating with parents and outside agencies
- CICO
- Behavior plans
- Consultation with staff

**Domain 3: Effective Service Delivery – Instruction for Active Learning**

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

**3a. Implementing service delivery for learning.**

- IEP goals and objectives
- Baseline goal data
- Counseling/Social Skills groups
- Discussing outcome goals with students
- Pre/Post survey
- Advisory
- Edline/Naviance

**3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.**

- Developmental curriculum planning
- Appropriate use of technology
- Promoting student ownership of counseling
- Providing students with challenges outside of the classroom
- Outreach to parents/transition planning
- Behavior plans
- Positive approach
- Probing questions for student engagement
- Counseling/social skills group

**3c. Assessing learning, providing feedback and adjusting service delivery.**

- Adjusting curriculum in groups
- Positive approach towards students
- Pre/Post data
- IEP/504 meetings
- Naviance
- Counseling/social skills group
- Behavior plans
- Developing IEP goals and objectives
- 504 accommodations
- Awareness and flexibility in terms of making these specific changes for students
- Engaging students in developing their own goals
- Engaging students to demonstrate self-advocacy at meetings (i.e. 504/IEP/attendance hearings)
- Edline

**Domain 4: Effective Service Delivery– Professional Responsibilities and Teacher leadership.**

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

**4a. Engaging in continuous professional learning to enhance service delivery and improve student/ adult learning.**

- Reviewing and reflecting on effectiveness of the curriculum
- Utilizing data to make appropriate changes
- Attending appropriate professional opportunities

- Establishing positive relationships with the outside community
- Completing self-assessment
- SPDG
- Counseling team meetings
- Keeping certification/license current
- Professional memberships

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

- Reviewing and reflecting on effectiveness of the curriculum
- Utilizing data to make appropriate changes
- Attending appropriate professional opportunities
- Establishing positive relationships with the outside community
- Completing self-assessment
- Grade level meetings
- Coaching/Club advisor
- Crisis response team
- Maintaining confidentiality
- SPDG

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

- Crisis response team
- Collaborative provider meetings
- SPGD (middle school)
- Referrals to outside agencies (211, DCF, Juvenile Court/FWSN, probation officers, Women and Families, Rushford)
- Warm the children/sunshine fund/ others
- PBIS/SWIS (member of team, sharing data with parents, monthly newsletter, etc.)
- Advisory
- Parent feedback survey
- Student climate survey
- Attendance at school functions
- Social skills assessments (SSIS)
- Collaboration with staff
- Communication with parents in a timely manner regarding their child
- Data team meetings/school climate committee meetings

- Edline
- Behavior plans

# CCT Effective Service Delivery Rubric – High School Counselors

## **Domain 1: Learning Environment, Engagement and Commitment to Learning**

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

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

- Calling a student by name
- Timely communication with students, staff, and/or families
- Maintain and discuss the limits of confidentiality
- Students actively seek counseling services
- Accommodating parents/student needs at meetings
- Acquiring and providing accurate information at meetings
- Acknowledge diversity
- Providing equal opportunity for all students
- Establish an open and accepting environment for all students to feel safe
- Office displays posters and other relevant information
- Attend open house/parent conferences
- Orientation
- Introduction and overview specific to each grade

### **1b. Promoting developmentally appropriate standards of behavior that support of social and behavioral functioning that support a productive learning environment.**

- PBIS
- Respecting student's confidentiality and space
- Supporting the school behavior standards
- Member of PBIS Committee/School Climate Committee
- Planning Advisory topics/curriculum
- Student's developing and/or tracking their goals
- Counseling
- Classroom presentations
- Modeling appropriate behavior

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

- Attending team meetings/department meetings
- Parent meetings
- Appropriate use of counseling sessions to meet the various needs of students
- Effective planning of our time – juggling many different roles, schedules, demands, etc.
- Parent presentations for each grade 8-12 and financial aid night
- Lesson planning and activities
- Multi-faceted use of Naviance for student planning purposes and widespread email communication to parents and students
- Accessing and collaborating with outside services and agencies
- Attending meetings 504/PPT
- Being on-time
- Collaboration with middle school faculty/staff, students and parents
- Effective relationship building/on-going communication with post-secondary institutions

**Domain 2: Planning for Active Learning**

*Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.**

- Curriculum/activity development is at a developmentally appropriate level
- Academic awareness and consultation with teachers
- Collaborative work with teachers
- Basing the planning of counseling/groups on Common Core
- Appropriate use of counseling sessions to meet the various needs of students
- Naviance
- Academic awareness and consultation with staff (current and previous)
- Communication with parents and outside agencies
- Course recommendations, offering appropriate individual challenges
- Maintaining high standards for individual student achievement

**2b. Developing plans to actively engage learners in service delivery.**

- Appropriate use of counseling sessions to meet the various needs of students
- Resources/technology (i.e. Edline, Naviance, etc.)
- Development of advisory activities

- Ongoing communication with all stakeholders
- Continuous communication/collaboration with staff and outside agencies
- Course recommendations, offering appropriate individual challenges
- Maintaining high standards for individual student achievement

**2c. Selecting appropriate assessment strategies to identify and plan learning targets.**

- Evaluation
- Pre and Post Evaluations
- SRBI/PBIS Tier 1 and Tier 2 data
- Standardized assessment data (i.e. PSAT, SAT, ACT, AP)
- Progress monitoring/selecting assessment tools
- Naviance
- Ongoing communication with all stakeholders
- Continuous communication/collaboration with staff and outside agencies
- SAT meetings

**Domain 3: Service Delivery**

*Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**3a. Implementing service delivery for learning.**

- IEP goals and objectives (as related to the student's academic course selection or post-secondary planning)
- Appropriate use of counseling sessions to meet the various needs of students
- Curriculum/activity development at a developmentally appropriate level
- Maintaining high standards for individual student achievement
- Discussing goals with students
- Advisory
- Use of Edline with students
- Naviance
- In-class (grade specific 8-12) presentations
- Parent presentations (grades 8-12)
- Email communications

**3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.**

- Developmental curriculum planning

- Appropriate use of technology
- Promoting student ownership of post-secondary planning with counselor
- Providing students with challenges outside of the classroom
- Outreach to parents/transition planning
- Behavior plans
- Positive approach
- Probing questions for student engagement
- Appropriate use of counseling sessions to meet the various needs of students

**3c. Assessing learning, providing feedback and adjusting service delivery.**

- Appropriate use of counseling sessions to meet the various needs of students
- Course recommendations, offering appropriate individual challenges
- Maintaining high standards for individual student achievement
- Use of Edline with students
- Positive approach towards students
- IEP/504 meetings
- Naviance

**Domain 4: Professional Responsibilities and Teacher leadership**

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

**4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.**

- Reviewing and reflecting on effectiveness of the curriculum
- Utilizing data to make appropriate changes
- Attending appropriate professional opportunities
- Establishing positive relationships with the outside community
- Completing self-assessment
- Counseling team meetings

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

- Reviewing and reflecting on effectiveness of the curriculum
- Utilizing data to make appropriate changes
- Attending appropriate professional opportunities
- Establishing positive relationships with the outside community
- Completing self-assessment

- Collaborating with teachers/staff as necessary
- Crisis response team
- Maintaining confidentiality

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

- Crisis response team
- Collaborative provider meetings
- Referrals to outside agencies (211, DCF, Juvenile Court/FWSN, probation officers, Women and Families, Rushford)
- Warm the children/sunshine fund/others
- PBIS (member of team, sharing data with parents, etc.)
- Advisory
- Parent feedback survey
- Student climate survey
- Attendance at school functions
- Documentation of parent phone calls/emails

## CCT Effective Service Delivery Rubric – School Psychologists

### ***Domain 1: Learning Environment, Engagement, and Commitment to Learning***

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

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

- Calling a student by name
- Including all students in discussions of questions, lessons, etc.
- Timely communication with students, staff, and/or families
- Maintain and discussing limits of confidentiality
- Students actively seek counseling services
- Accommodating for student/parent needs at meetings
- Acquiring and providing accurate information
- Acknowledging diversity
- Office displays posters and other relevant information
- Attend open house/parent conferences
- Posting expectations/rules in counseling setting/groups
- PBIS Tier I data
- Providing feedback in groups and tracking data
- Office disciplinary referral data
- Weekly/Bi-monthly PBIS tier 1 drawings

#### **1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.**

PBIS/SWIS data

- Skill building groups
- Respecting student's confidentiality and space
- Supporting the school behavior standards
- Member of PBIS Committee/School Climate Committee
- Planning Advisor topics/curriculum
- Student's developing and/or tracking their own behavior plans
- Counseling
- Counseling rules posted in office
- PBIS re-teaching/creating lesson plans

- Modeling appropriate behavior for students
- PBIS booster and kick off assemblies
- Tracking of data for group observations
- Demonstration of stated/posted behavioral expectations in group
- Students help develop their own goals

**1c. Maximizing service delivery by effectively managing routines and transition.**

- Attending team meetings/departments meetings
- Parent meetings
- Counseling begins and ends on-time
- Effective planning of our time – juggling many different roles, schedules, demands, etc.
- Lesson planning and activities
- Accessing outside services and agencies
- Attendance at 504/PPT meetings (transition meetings in particular)
- Communication with staff from other schools regarding students transferring in/out
- Collaborating with staff on visual schedules for targeted students
- Collaborating with staff on classroom management strategies
- Working with teachers on how they can incorporate accommodations and cueing into their classrooms
- Establishing a schedule of meetings
- Stated expectations for groups/goal setting

**Domain 2: Planning for Active Learning**

*Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.**

- Curriculum/activity development is at a developmentally appropriate level
- Academic awareness and consultation with teachers
- Team/departments meetings with teachers
- Adjusting IEP goals according to data
- Basing the planning of counseling/groups on CT state standards/Discipline specific standards/National standards
- Counseling
- Consultation with teacher (Current and previous)Communication with parents and outside service providers
- Use of Pearson Inform and Edline to make decisions
- IEP goals and objectives based on standardized assessments and most recent behavioral/social skills data
- Direct observation of student behavior

- FBAs
- Use of PBIS data to support design and implementation of new behavior charts/point sheets
- Collaboration with special and regular education staff members on academic accommodations and modification for students based on assessment results (i.e. cognitive, behavior, academic)

**2b. Developing plans to actively engage learners in service delivery.**

- Counseling
- Social Skills Assessments (i.e. SSIS, SRS, etc.)
- Resources/technology (i.e. Edline, SWIS, AP Web, Pearson Inform, etc.)
- Communication with parents
- Communication/collaboration with staff (teachers and paraprofessionals)
- Communication with outside agencies/service providers
- CICO/behavior plans
- Student interviews
- Attending data team meetings/School Climate Committee meetings
- Use of Tier 1 and Tier 2 data
- Classroom observations to target specific academic or behavioral concerns
- Developing advisory activities and developing student surveys

**2c. Selecting appropriate assessment strategies to identify and plan learning targets.**

- Pre and Post evaluation
- SWIS data
- FBA and BIP data
- SRBI/PBIS Tier 1 and Tier 2 data
- Standardized assessment data (i.e. PSAT, SAT, ACT)
- Progress monitoring/selecting assessment tools
- Communication with parents/ outside service providers/staff (teacher and paraprofessional)
- Attendance at data team/School Climate Committee meetings
- Use of Pearson Inform/Edline
- Consultation with other service delivery professionals regarding appropriateness of selected assessments and interpretation of results

**Domain 3: Service Delivery**

*Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**3a. Implementing service delivery for learning.**

- IEP goals and objectives
- Baseline goal data
- Counseling/Social Skills groups
- Discussing outcome goals with students
- Counseling notes
- Lesson plans
- Data collected for IEP goals, BIPs, FBAs
- Advisory
- Pre/Post Data
- Baseline Tiered behavioral information
- Yearly social skills groups reports on SSIS data
- Yearly SSIS assessments
- Staff survey/Systematic Evaluation Tool (SET) for PBIS

**3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.**

- Developmental curriculum planning
- Appropriate use of technology
- Promoting student ownership of counseling
- Providing students with challenges outside of the classroom
- Outreach to parents/transition planning
- PBIS lesson plans, booster sessions, kick off assemblies
- Whole class lessons on social skills
- Special Friend Primary Mental Health Grant Program
- Use of Women and Families Services when needed
- Positive approach towards students
- Using probing questions for student engagement

**3c. Assessing learning, providing feedback and adjusting service delivery.**

- Adjusting curriculum in groups
- Positive approach towards students
- Pre/Post data
- IEP/504 meetings
- Consistent data collection shared with students during group sessions
- Progress monitoring in groups and utilizing Tier 2 and 3 point sheets
- Ongoing feedback during counseling sessions for students that can be tallied at the end of each session
- FBAs/BIPs

- Engaging students in developing their own goals
- Engaging student to demonstrate self-advocacy at meetings (i.e. 504/PPT/Attendance hearings)
- Sharing triennial data with students
- Behavior plans
- Use of Edline with students
- Reviewing of IEP/disability information with students

**Domain 4: Professional Responsibilities and Leadership**

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

**4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.**

- Reviewing and reflecting on effectiveness of the curriculum
- Utilizing data to make appropriate changes
- Attending appropriate professional opportunities
- Establishing positive relationships with the outside community
- Completing self-assessment
- Crisis response team
- PD/workshops attended
- Self-directed work day
- Research for social skills system
- Changes made to practice and interventions based on new learning
- Summary of independent research/webinars
- Counseling team meetings (district and building)
- SPDG team (middle school)

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

- Reviewing and reflecting on effectiveness of the curriculum
- Utilizing data to make appropriate changes
- Attending appropriate professional opportunities
- Establishing positive relationships with the outside community
- Completing self-assessment
- SAT meetings (High School)
- Grade level meetings
- Coaching/club advisor
- PBIS team membership/school climate committee membership

- Consistent collaboration with staff as needed
- Group collaboration for professional workshop days that is aligned with SLO
- PBIS Tier 1 and Tier 2
- Meetings with administration (district and building level)
- SPDG team (Middle School)
- Crisis Response Team

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

- Crisis response team
- Collaborative provider meetings
- SPGD (Middle school)
- Referrals to outside agencies (211, DCF, Juvenile court/FWSN, probation officers, Women and Families, Rushford)
- Warm the children/sunshine fund/misc.
- PBIS (member of team, sharing data with parents, monthly newsletter, etc.)
- Advisory
- Parent feedback survey
- Student climate survey
- Attendance at school functions
- Documentation of parent phone calls/emails

## **CCT Effective Service Delivery Rubric – Speech-Language Pathologists**

***Domain 1: Learning Environment, Engagement, and Commitment to Learning***

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

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

- Calling a student by name
- Including all students in discussions of questions, lessons, etc.
- Timely communication with students, staff, and/or families

- Maintain confidentiality
- Students actively seek help from SLP
- Accommodating for student/parent needs at meetings
- Acquiring and providing accurate information
- Acknowledging diversity
- Attend school functions/meetings
- Providing feedback in groups and tracking data

**1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.**

- Respecting student's confidentiality
- Supporting the school behavior standards
- Students given specific tasks to complete
- Modeling appropriate behavior for students
- Tracking of data
- Demonstration of stated/posted behavioral expectations in group
- Use of verbal and/or non-verbal re-direction techniques
- Asking questions
- Students take turns in small groups
- Utilization of technology where applicable
- Positive reward system
- Reinforcement of positive behaviors
- Collaborating with staff as needed
- Attending team meetings/department meetings
- Parent meetings

**1c. Maximizing service delivery by effectively managing routines and transition.**

- Speech-Language sessions begin and end on-time
- Students arrive on time
- Establishing a schedule
- Stated expectations for groups/goal setting
- Completion of rubrics
- Providing clear direction and expectation
- Lesson planning and activities

**Domain 2: Planning for Active Learning**

*Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.**

- Curriculum/activity development is at a developmentally appropriate level
- Goals are addressed and data is taken
- Lessons/goals are adjusted/differentiated based on students' level of knowledge and performance
- Basing the planning of groups on CT state standards/Discipline specific standards/National standards
- Consultations with teacher and parents
- IEP goals and objectives based on current assessments
- Direct observation of student behavior
- Students are encouraged to ask for help
- Student's strengths are discussed and utilized in sessions
- Feedback is received from students and given to them

**2b. Developing plans to actively engage learners in service delivery.**

- Students groupings are considered in planning
- Uses community/life/academic examples
- Asks higher level thinking questions
- Resources/technology is used as indicated
- Community outings
- Home programs are developed

**2c. Selecting appropriate assessment strategies to identify and plan learning targets.**

- Completes comprehensive speech-language assessments
- Communication with parents/ outside service providers/staff (teacher and paraprofessional)
- Consultation with other service delivery professionals regarding appropriateness of selected assessments and interpretation of results
- Modifies assessments by student need
- Considers students' strengths/weaknesses in planning assessments
- Keeps session data

**Domain 3: Service Delivery**

*Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**3a. Implementing service delivery for learning.**

- Presenting activities that relate to the student's goals

- Presenting activities that are related to classroom skills/information
- Discussing outcomes with students
- Collecting relevant data
- Adjusting the level of the activity as appropriate
- Having the students understand and/or express how their work relates to the classroom

**3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.**

- Developmental curriculum planning
- Appropriate use of technology to support learning
- Teaching speech/language strategies
- Providing opportunities for students to learn from each other
- Differentiating/modifying lessons
- Providing tiered support/cues/prompts
- Having the students teach the skills/strategy
- Allowing the students opportunities to self-correct/self-monitor
- Having the student practice their skills outside of the clinical setting

**3c. Assessing learning, providing feedback and adjusting service delivery.**

- Adjusting curriculum in groups
- Using a positive approach towards students
- Keeping session data regarding student progress over time
- Providing appropriate feedback at IEP/504 meetings
- Providing ongoing feedback to the students
- Engaging students in developing their own goals
- Sharing triennial data with students
- Adjusting the level of difficulty of the activity as appropriate
- Encouraging student independence of skills/strategies over time
- Providing encouragement to the student
- Combining session data, classroom performance, information from other staff/professionals, possibly standardized testing data, etc. to measure strengths and weaknesses
- Using the data to adjust plans/goals
- Engaging the student in a conversation about their performance
- Encouraging students to discuss their needs with the appropriate people
- Attending team meetings
- Completing progress reports
- Communicating with staff/family/student regarding speech-language skills

**Domain 4: Professional Responsibilities and Leadership**

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

**4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.**

- Reviewing and reflecting on effectiveness of the curriculum
- Utilizing data to make appropriate changes
- Requesting appropriate professional opportunities
- Attending appropriate professional opportunities
- Completing self-assessment
- PD/workshops attended
- Completing self-directed work day
- Researching new speech-language techniques or strategies
- Applying new learning to practice
- Engaging in discussion about areas of strength and areas that require improvement
- Listening to supervisor feedback
- Having calm and appropriate discussions with supervisor
- Following ASHA's standards of practice
- Maintaining state license and state and national certifications
- Maintaining confidentiality of student information

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

- Discusses/collaborates with staff (other SLP's, teachers, or support staff) to discuss how to improve service delivery/teaching for students
- Collaboration with support services director/principal
- Attending appropriate professional opportunities and shares with other staff members in the district
- Presenting training to other staff members in the district
- Leading meetings for other staff members in the district
- Attending Grade level/team meetings
- Serving as a supervisor
- Quarterly reporting of IEP Goals and Objectives in a timely manner

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

- Communicating with others in a respectful manner
- Communicating with families/parents about a student's progress, their goals, etc. through a variety of means: email, face to face, phone conversation, homework assignments, written feedback, IEP progress reporting, PPT meetings,

etc.

- Utilizing the feedback of others (family/ staff) into account in planning work with a student
- Taking cultural differences of families into account
- Taking part in extracurricular school activities
- Attending school functions

## CCT Effective Service Delivery Rubric – School Social Workers

### **Domain 1: Learning Environment, Engagement, and Commitment to Learning**

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

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

- Calling a student by name
- Including all students in discussions of questions, lessons, etc.
- Timely communication with students, staff, and/or families
- Maintain and discussing limits of confidentiality
- Students actively seek counseling services
- Accommodating for student/parent needs at meetings
- Acquiring and providing accurate information
- Acknowledging diversity
- Office displays posters and other relevant information
- Attend open house/parent conferences
- Posting expectations/rules in counseling setting/groups
- PBIS Tier I data
- Providing feedback in groups and tracking data
- Office disciplinary referral data
- Weekly/Bi-monthly PBIS tier 1 drawings
- “speaking to where the client is”: limit jargon and check for understanding with parents and students

#### **1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.**

- PBIS/SWIS data
- Skill building groups
- Respecting student’s confidentiality and space
- Supporting the school behavior standards
- Member of PBIS Committee/School Climate Committee
- Planning Advisor topics/curriculum
- Student’s developing and/or tracking their own behavior plans
- Counseling

- Counseling rules posted in office
- PBIS re-teaching/creating lesson plans
- Modeling appropriate behavior for students
- PBIS booster and kick off assemblies
- Tracking of data for group observations
- Demonstration of stated/posted behavioral expectations in group
- Students held develop their own goals.

**1c. Maximizing service delivery by effectively managing routines and transition.**

- Attending team meetings/department meetings
- Parent meetings
- Counseling begins and ends on-time
- Effective planning of our time – juggling many different roles, schedules, demands, etc.
- Lesson planning and activities
- Accessing outside services and agencies
- Attendance at 504/PPT meetings (transition meetings in particular)
- Communication with staff from other schools regarding students transferring in/out
- Collaborating with staff on visual schedules for targeted students
- Collaborating with staff on classroom management strategies
- Working with teachers on how they can incorporate accommodations and cueing into their classrooms
- Establishing a schedule of meetings
- Stated expectations for groups/goal setting
- Sets standards about how students to join and leave counseling sessions to maximize use of sessions and to be respectful of classmates and teachers

**Domain 2: Planning for Active Learning**

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

**2a. Developing plans aligned with standards, build on learners' prior knowledge and provides for appropriate level of challenge.**

- Curriculum/activity development is at a developmentally appropriate level
- Academic awareness and consultation with teachers
- Team/department meetings with teachers

- Adjusting IEP goals according to data
- Basing the planning of counseling/groups on Common Core or state/national standards for behavior
- Counseling
- Consultation with teacher (Current and previous)Communication with parents and outside service providers
- Use of Pearson Inform and Edline to make decisions
- IEP goals and objectives based on standardized assessments and most recent behavioral/social skills data
- Direct observation of student behavior
- FBAs
- Use of PBIS data to support design and implementation of new behavior charts/point sheets
- Collaboration with special and regular education staff members on academic accommodations and modification for students based on assessment results (i.e. cognitive, behavior, academic)

**2b. Developing plans to actively engage students in the content.**

- Counseling
- Social Skills Assessments (i.e. SSIS, SRS, etc.)
- Resources/technology (i.e. Edline, SWIS, AP Web, Pearson Inform, etc.)
- Communication with parents
- Communication/collaboration with staff (teachers and paraprofessionals)
- Communication with outside agencies/service providers
- CICO/behavior plans
- Student interviews
- Attending data team meetings/School Climate Committee meetings
- Use of Tier 1 and Tier 2 data
- Classroom observations to target specific academic or behavioral concerns
- Developing advisory activities and developing student surveys

**2c. Selecting appropriate assessment strategies to identify and plan learning targets.**

- Pre and Post evaluation
- SWIS data
- FBA and BIP data
- SRBI/PBIS Tier 1 and Tier 2 data
- Standardized assessment data (i.e. PSAT, SAT, ACT)
- Progress monitoring/selecting assessment tools
- Communication with parents/ outside service providers/staff (teacher and paraprofessional)
- Attendance at data team/School Climate Committee meetings

- Use of Pearson Inform/Edline
- Review of attendance files

### **Domain 3: Service Delivery**

*Service providers implement providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

#### **3a. Implementing service delivery for learning.**

- IEP goals and objectives
- Baseline goal data
- Counseling/Social Skills groups
- Discussing outcome goals with students
- Counseling notes
- Lesson plans
- Data collected for IEP goals, BIPs, FBAs
- Advisory
- Pre/Post Data
- Baseline Tiered behavioral information
- Yearly social skills groups reports on SSIS data
- Yearly SSIS assessments
- Staff survey/Systematic Evaluation Tool (SET) for PBIS

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

- Developmental curriculum planning
- Appropriate use of technology
- Promoting student ownership of counseling
- Providing students with challenges outside of the classroom
- Outreach to parents/transition planning
- PBIS lesson plans, booster sessions, kick off assemblies
- Whole class lessons on social skills
- Special Friend Primary Mental Health Grant Program
- Use of community programs such as Women and Families Services; Rushford when needed
- Positive approach towards students

- Using probing questions for student engagement

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

- Adjusting curriculum in groups
- Positive approach towards students
- Pre/Post data
- IEP/504 meetings
- Consistent data collection shared with students during group sessions
- Progress monitoring in groups and utilizing Tier 2 and 3 point sheets
- Ongoing feedback during counseling sessions for students that can be tallied at the end of each session
- FBAs/BIPs
- Engaging students in developing their own goals
- Engaging student to demonstrate self-advocacy at meetings (i.e. 504/PPT/Attendance hearings)
- Sharing triennial data with students
- Behavior plans
- Use of Edline with students
- Reviewing of IEP/disability information with students

### **Domain 4: Effective Service Delivery– Professional Responsibilities and Teacher leadership.**

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

#### **4a. Engaging in continuous professional learning to enhance service delivery and improve student learning.**

- Reviewing and reflecting on effectiveness of the curriculum
- Utilizing data to make appropriate changes
- Attending appropriate professional opportunities
- Establishing positive relationships with the outside community
- Completing self-assessment
- Crisis response team
- PD/workshops attended
- Self-directed work day
- Research for social skills system
- Changes made to practice and interventions based on new learning
- Summary of independent research/webinars

- Counseling team meetings (district and building)

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

- Reviewing and reflecting on effectiveness of the curriculum
- Utilizing data to make appropriate changes
- Attending appropriate professional opportunities
- Establishing positive relationships with the outside community
- Completing self-assessment
- SAT meetings (High School)
- Grade level meetings
- Coaching/club advisor
- PBIS team membership/school climate committee membership
- Consistent collaboration with staff as needed
- Group collaboration for professional workshop days that is aligned with SLO
- PBIS Tier 1 and Tier 2
- Meetings with administration (district and building level)
- Crisis Response Team

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

- Crisis response team
- Collaborative provider meeting
- Referrals to outside agencies (211, DCF, Juvenile court/FWSN, probation officers, Women and Families, Rushford)
- Warm the children/sunshine fund/ Caring for Kids/ Dress Down Funds/misc.
- PBIS (member of team, sharing data with parents, monthly newsletter, etc.)
- Advisory
- Parent feedback survey
- Student climate survey
- Attendance at school functions
- Documentation of parent phone calls/emails

## CCT Effective Service Delivery Rubric – Special Educator

### **Domain 1: Learning Environment, Engagement, and Commitment to Learning**

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

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

- Calling a student by name
- Timely communication with students, staff, and/or families
- Clear expectations for student learning at individually appropriate level
- Accommodating parents/student needs at meetings
- Acquiring and providing accurate information at meetings
- Acknowledge diversity
- Positive rapport and interactions between student and teacher
- Positive interactions between students
- Confidentiality
- Students are encouraged to initiate tasks and self-advocate
- Promotes learning at individually appropriate level

#### **1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.**

- Use of verbal and non-verbal redirection techniques
- Uses appropriate strategies to keep kids engaged
- Helping students access resources as needed (i.e. teachers, specialists, outside resources)
- Giving students specific tasks to complete
- Appropriate utilization of technology and/or assistive technology
- Being positive verbally and nonverbally
- Supporting the school behavior standards
- Being a role model of expected behaviors
- Clear expectations of acceptable behavior
- Positive rapport and interactions
- Respect for student's individual needs
- Accommodating student needs at PPTs and 504s

**1c. Maximizing service delivery by effectively managing routines and transition.**

- Attending team meetings/department meetings
- Phone/email communication with parents/guardians
- Effective use of time management strategies
- Students effectively manage routines with minimal re-direction
- Little instructional time is lost during transitions

**Domain 2: Planning for Active Learning**

*Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.**

- Delivery of instructions is appropriate to individual needs.
- Consultation with teachers to ensure needs of students are being met
- Team/Department meetings with teachers and support staff
- Adjusting IEP goals according to data

**2b. Developing plans to actively engage learners in service delivery.**

- Developmentally appropriate assessments are chosen to meet the needs of the students
- Communication with parents and/or outside agencies
- Plan for appropriate and effective use of technology
- Use of Student Behavior plans with team involvement
- Consultation with staff
- Appropriate plans developed at IEP and 504 meetings

**2c. Selecting appropriate assessment strategies to identify and plan learning targets.**

- Pre and Post evaluation
- Use of Behavior Plans
- Selecting appropriate Standardized assessment for data collection (i.e. PSAT, SAT, ACT)
- Communicating with parents and outside agencies
- Behavior plans
- Collaborating with staff

**Domain 3: Effective Service Delivery – Instruction for Active Learning**

*Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**3a. Implementing service delivery for learning.**

- Implements IEP goals and objectives
- Collects Baseline goal data
- Discussing outcome goals with students
- Pre/Post survey
- Differentiation based on students' learning/developmental needs

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

- Developmental curriculum planning
- Appropriate use of technology
- Promoting student ownership of learning goals and outcomes
- Probing questions for student engagement

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

- Adjusting instruction in groups
- Modifying academic assignments/lessons to fit individual students' needs
- Positive approach towards students
- Pre/Post data
- IEP/504 meetings
- Uses Behavior plans
- Developing IEP goals and objectives
- Collaborating in the develop of 504 accommodations
- Awareness and flexibility in terms of making these specific changes for students
- Engaging students in developing their own goals/transition outcomes
- Engaging students to demonstrate self-advocacy at meetings (i.e. 504/IEP/attendance hearings)
- Edline updated in a timely manner
- Student progress given to parents in a timely manner
- Communication with parents and/or guardians
- Reviewing of IEP/disability information with students

**Domain 4: Effective Service Delivery– Professional Responsibilities and Teacher leadership.**

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

**4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning**

- Reviewing and reflecting on effectiveness of the curriculum/service
- Utilizing data to make appropriate changes
- Attending appropriate professional opportunities
- Communication with Special Education and Related service staff
- Periodic/On-going assessment of effectiveness of special education interventions on student progress in the general education curriculum

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

- Reviewing and reflecting on effectiveness of the curriculum to meet students' needs
- Utilizing data to make appropriate changes
- Attending appropriate professional opportunities
- Establishing positive relationships with the school community
- Coaching/Club advisor
- Maintaining confidentiality
- Open collaboration among team members
- Ongoing collaboration with professional to ensure students' needs are being met
- Developing IEP and 504 plans that meet the needs of the student

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

- Collaborative provider meetings
- Aware of the SAT referral process
- Edline is updated frequently
- Parent feedback survey
- Attendance at school functions
- Participates in PBIS program (positive reinforcements/incentives)
- Collaboration with staff
- Communication with parents in a timely manner regarding their child
- Data team meetings/school climate committee meetings

- Coaching/Club advisor
  - Quarterly reporting of IEP Goals and Objectives in a timely manner
  - Periodic Distribution of Information Sessions/workshops to parents (ex: Autism Transition, Leadership workshops etc.)
-