

Educator and Administrator Evaluation and Support Plans

July 1, 2024



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Educator Evaluation and Support Plan

Clinton Public Schools Educator Evaluation and Support Plan

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Clinton Public Schools

Educator Evaluation and Support Plan

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Educator Evaluation and Support Plan

Introduction

The Clinton Public Schools has designed an Educator Evaluation and Support Plan that links student learning to professional learning and continuous improvement. The Educator Evaluation and Support Plan is the result of collaborative efforts of the district's Professional Development and Evaluation Committee (PDEC) which is composed of educators, building-level administrators, and central office administrators.

The plan was developed in accordance with state statutes and guidelines that include: Connecticut's Common Core of Learning, Connecticut's Common Core of Teaching, and Connecticut's Guideline for Educator Evaluation. This plan identifies the performance expectations for educators that will lead to and provide evidence of increased student learning and achievement. The plan also outlines the roles and responsibilities of educators and administrators in each of its three phases (Induction/Nontenured, Growth/Tenured and Supervision/Intervention).

The Educator Evaluation and Support Plan is designed to support continuous educator growth through systematic and collaborative alignment of professional learning opportunities with personal, district, and school goals. Driven by the explicit understanding that student learning and instructional practices are directly connected, this plan emphasizes the importance of collaboration and continuous learning for the entire school community as fundamental to improving instructional practice and student performance.

Philosophy

The mission of the Clinton Public Schools is to empower learners to embrace and influence the future with courage and compassion. In service to this mission, four strategic priorities have been identified:

- Create an equitable learning system to ensure inclusion, access, and achievement for all students.
- Provide individualized and personalized learning experiences to develop engaged and reflective learners who can apply their learning.
- Create a welcoming and supportive school community focused on establishing relationships and providing support that foster the health and well-being of all.
- Create a safe, effective, and fiscally responsive school district by ensuring proper planning and management of district resources.

Purpose and Guiding Principles

The purpose of the Educator Evaluation and Support Plan is to support new educators, sustain high quality instruction, promote continuous learning, and cultivate a culture of collaboration and reflective discourse among all educators.

Therefore, the Educator Evaluation and Support Plan will:

- Structure support for new educators;
- Enhance the quality of teaching and learning;
- Establish standards of performance and accountability for all certified staff;
- Support an ongoing cycle of goal setting, action, reflection, and adjustment;
- Ensure systemic collaborative opportunities that support educator learning and foster student learning;
- Establish a method for using multiple sources of data to assess educator practice (instruction) and educator performance (demonstration of student learning).

Clinton Public Schools

Educator Evaluation and Support Plan

System Overview

Improved student learning is at the center of the district's Educator Evaluation and Support Plan. The plan is designed to use multiple measures and data points to ensure a comprehensive portrait of each educator's performance. All educators are assigned a primary evaluator (092 or 093). Evaluations will consist of two major categories: Educator Performance and Practice Indicators and Educator Growth Goals. The Clinton Public Schools Educator Evaluation and Support Plan also incorporates three distinct evaluation strands to cater to the varying needs and stages of educators within the district. Finally, the plan includes frequent collaboration and feedback from administrators throughout the school year to provide the educator with ongoing support and guidance. This continuous communication allows for timely adjustments and refinements to teaching practices, ensuring that educators receive the necessary assistance to meet their goals and address any challenges that may arise. By fostering a culture of collaboration and feedback, the plan encourages professional growth and development, ultimately enhancing teaching effectiveness and improving student outcomes.

1. Educator Performance and Practice

Evidence of educator performance is gathered through two main processes: administrator observations, which include direct classroom instruction or service delivery and evaluations of professional practices beyond student interaction and reflective conversations between educators and their evaluators, focusing on instructional and professional practices intended to support the educator's growth goals. This dual approach ensures a comprehensive assessment of teaching effectiveness, encompassing both in-class pedagogy and broader professional responsibilities.

2. Educator Growth & Goal Setting

Annually, educators and their evaluators will collaboratively establish an Educator Growth Goal (EGG) designed to underscore the direct relationship between goal setting, professional learning, student performance, and teaching practice. The EGG is intended to ensure that the educator's professional development targets are aligned with both district and building objectives to enhance student learning. As part of this process, educators must identify indicators of student learning, growth and achievement, and educator growth to demonstrate progress toward these goals. These indicators can include a variety of evidence such as lesson plan samples, student artifacts, performance assessments, and self-reflections from both educators and students, thereby providing a comprehensive view of progress towards achieving the specified educational objectives.

3. Evaluation Strands

The Clinton Public Schools Educator Evaluation and Support Plan consists of three strands. The Induction Strand is designed for non-tenured educators. The Growth Strand is designed for tenured staff in good standing. The Supervision Strand is designed for staff members who must address one or more areas of concern and is divided into two levels: Administrative Concern and Intensive Supervision.

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Educator Evaluation and Support Plan

4. Annual Orientation

At the beginning of each school year, no later than October 15, an orientation for all educators in the district will take place. The orientation shall include:

- High leverage goal setting
- Use of rubrics and standards
- Observation of practice/Review of practice
- Tiered supports
- Dispute resolution
- Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

5. Goal-Setting Conference

Completed by mid-October, the educator will meet with the evaluator and review their Educator Growth Goal Plan (EGG) based on a review of evidence and analysis to identify and support an area for educator practice and growth, student learning, growth, and achievement.

6. Mid-Year Conference

Between the beginning of December and the end of January, all educators will complete the mid-year review of their Educator Growth Goal Plan. The evaluator will review the goal updates and either the educator or the evaluator may schedule a meeting for the purpose of explanation, clarification, and/or revision.

7. Summative Conference

Educators will receive written summative feedback and recommended next steps from their primary evaluator. Feedback will be based on information gathered from observations, reviews of practice, and Educator Growth Goal meetings, and other professional settings. An Annual Summary sign-off will be provided to indicate whether or not the educator successfully completed all components of the Educator Growth Goal Plan. The evaluation document will be placed in the educator's personnel file.

8. Tiered Support

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan. A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable.

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Educator Evaluation and Support Plan

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching and mentoring of teachers on induction strand). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, review of lesson plans, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. 46 Connecticut Educator Evaluation and Support Plan 2024

The Corrective Support Plan is separate from the normal educator growth model and must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- well defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative.

Clinton Public Schools Educator Evaluation and Support Plan

9. Dispute Resolution and Appeal Process

Should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, and/or professional development plan.

The educator must submit the request within (5) working days after coming to an impasse with the evaluator. The request must clearly state the issues of the disagreement and the particular phase or part of the evaluation process that is open to disagreement. A copy of the appeal request must also be sent to the evaluator

The educator being evaluated may request that the superintendent arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated). The superintendent will act as arbitrator and make a final decision, which shall be binding.

Claims that the district has failed to follow the established procedures of the evaluation and support plan shall be subject to the grievance procedures set forth by the current collective bargaining unit representing educators.

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Professional Practice and Educator Growth

Clinton Public Schools Education Evaluation Support Plan is designed to use multiple methods and data points for assessing educator effectiveness. Evaluations will consist of two major categories: (A) **Educator Performance and Practice** indicators, and (B) **Educator Growth Goals**. The following explanations are provided below to define terms used throughout the plan and to clarify how the various methods of data collection will be used to document educator pedagogical efficacy and effectiveness in improving student performance.

EDUCATOR PERFORMANCE & PRACTICE

Informal Observation: An Informal Observation is a classroom visit by an evaluator that is at least 20 minutes in length. A classroom observation is generally unannounced and does not require a pre-observation conference between the educator and the evaluator. Feedback from an observation is provided to the educator through use of the Observation Tool. The evaluator will maintain the Observation Tool, and a copy will be provided to the educator following the classroom observation. A post-observation conference is not mandatory, but may be requested by the evaluator or the educator.

Formal Observation: A Formal Observation is a classroom visit by an evaluator that spans the entire length of the lesson and requires a pre-observation and post-observation conference between the educator and the evaluator. The Pre-Observation Tool is completed by the educator and reviewed with the evaluator during a pre-observation conference. A Formal Observation is then conducted, after which, the educator completes a self-reflection Post-Observation Tool which is shared with the evaluator prior to the Post-Observation Conference. A Post-Observation conference follows and allows for the evaluator and educator to discuss the lesson that was observed. Feedback and summary discussion points in the post-observation conference are documented and recorded in the applicable section of the Observation Tool. The evaluator will maintain the forms utilized in the clinical observation process, with copies provided to the educator following the post-observation conference.

Review of Practice: Review of Practice refers to non-classroom observations that are intended to evaluate various professional activities and contributions of educators. Such activities may include the observation of professional learning sessions, facilitation of meetings, coaching or mentoring peers, and the examination of educational or leadership work products, such as lesson and unit plans, among other professional artifacts. This component of the evaluation is designed to provide a broader perspective on an individual's professional effectiveness and contributions to the school community.

Clinton Public Schools Educator Growth Goal Plan

Educator Growth Goal Plan: All educators create an annual Educator Growth Goal Plan.

This plan will require educators to examine the district and building goals, the district foundation skills and competencies, as well as the five domains of the Clinton Public Schools Educator Expectations and Foundation Skills. Educators will identify at least one goal area specific to professional learning that will positively impact student learning. Each educator and their assigned evaluator must mutually agree on a professional growth goal and multiple measures of student learning, growth, and achievement and educator growth. Measures of accomplishment (or indicators of educator growth) are ways the educator can demonstrate progress toward their goal and may include, but not be limited to, student assessment data, sample of lesson and unit plans, a sample of student artifacts, newly developed, performance assessments, and educator and/or student self-reflections.

Educator Growth Goal plans will be submitted by October 31st and approved by the evaluator. Educators will submit a mid-year goal update by January 31st in which they review and reflect on progress toward their growth goal so far this year and discuss its impact on your students and/or the school community. They may also collaborate with their evaluator to make adjustments that are needed to their goal based on unforeseen factors. By May 15th, educators will submit a summative report in which they reflect on the progress toward their growth goal; discuss its impact on students and/or the school community; and include a statement on how future teaching and learning will be impacted by the plan. The primary evaluator will provide written feedback to the educator and attest to whether or not the educator successfully met the requirements of the Educator Growth Goal Plan.

Educator Growth Goal Setting Conference (completed by October 31)

Goal(s) Setting (Completed by mid-October) The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment.. For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules would enhance their learning and practice.

Educator Growth Goal Mid-Year Conference (completed by January 31)

The midyear conference provides an opportunity to share evidence, learning, and next steps. The midyear check-in consists of an educator self-reflection on their progress toward their goal(s) so far. The reflection also includes an analysis of the impact of their learning on their practice, student learning, growth and achievement and the school community. The evaluator provides specific, standards-based feedback, consisting of multiple and varied quantitative and qualitative indicators of professional growth related to the educator's goal. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

End-of-Year Reflection/Summative Conference (Completed by May 15)

By May 15th, educators will submit a summative report in which they reflect on the progress toward their growth goal; discuss its impact on students and/or the school community; and include a statement on how future teaching and learning will be impacted by the plan. The primary evaluator will meet with and provide written feedback, consisting of multiple and varied quantitative and qualitative indicators of professional growth, to the educator and attest to whether or not the educator successfully met the requirements of the Educator Growth Goal Plan.

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Domains of Educator Performance*

Domain 1 **Classroom Environment**

Promotes student engagement, independence, and interdependence in learning by facilitating a positive learning community.

Domain 2 **Planning for Active Learning**

Plans instruction in order to engage students in challenging, meaningful, and relevant learning, and to develop foundation skills and competencies that empower students to embrace the future.

Domain 3 **Instruction for Active Learning**

Implements instruction in order to engage students in challenging, meaningful, and relevant learning, and to develop foundation skills and competencies that empower students to embrace the future.

Domain 4 **Assessment for Learning**

Uses multiple measures to analyze student performance and to inform subsequent planning and instruction.

Domain 5 **Professional Responsibilities and Leadership**

Maximizes support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

* Adapted from Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2017

Clinton Public Schools

Domains of Educator Performance

Domain 1. **Classroom Environment**

Promotes student engagement, independence, and interdependence in learning by facilitating a positive learning community.

- 1.1 Creates a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels
- 1.2 Promotes engagement and enthusiasm for learning in the classroom.
- 1.3 Promotes shared responsibility for the learning process and provides opportunities for students to initiate their own questions and inquiries, including real-world applications.
- 1.4 Promotes the development and application of appropriate social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs
- 1.5 Ensures that appropriate standards of behavior are explicit and applied consistently with reasonable consequences in order to support a productive learning environment for all students.
- 1.6 Maximizes the amount of time spent on learning by effectively managing routines and transitions, and maintains focus on the learning objectives.
- 1.7 Establishes a safe, orderly and attractive physical environment that is conducive to learning.

Domain 2. **Planning for Active Learning**

Plans instructions in order to engage students in challenging, meaningful, and relevant learning and to develop foundation skills and competencies that empower students to embrace the future.

- 2.1 Develops and organizes coherent and relevant units, with clearly defined objectives, appropriately sequenced lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline.
- 2.2 Promotes the development and application of skills with conceptual understanding, and anticipates students' content misconceptions.
- 2.3 Selects appropriate assessment strategies to monitor ongoing student progress.
- 2.4 Selects or designs instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems.
- 2.5 Designs or selects academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone.
- 2.6 Designs strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning.
- 2.7 Includes strategies for teaching and supporting content area literacy skills, and when appropriate, numeracy skills.

L-Literacy

N-Numeracy

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Domains of Educator Performance

Domain 3. Instruction for Active Learning:

Implements instruction in order to engage students in challenging, meaningful, and relevant learning and to develop foundation skills and competencies that empower students to embrace the future.

- 3.1 Demonstrates and utilizes discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards, and adopted district curriculum standards.
- 3.2 Establishes and communicates clearly defined objectives and long- and short-term goals for learning that are linked to district curriculum learning expectations.
- 3.3 Uses district-approved materials and resources that are compatible with student needs and abilities.
- 3.4 Uses a variety of evidence-based instructional strategies to activate learning and enable students to apply and construct new learning and meaning.
- 3.5 Uses technological and digital resources strategically to promote and support learning.
- 3.6 Varies the student and educator roles in ways that develop independence and interdependence with the gradual release of responsibility to students.
- 3.7 Uses differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents.
- 3.8 Uses developmentally appropriate verbal, non-verbal and technological communications.
- 3.9 Monitors student learning and adjusts teaching during instruction in response to student performance and engagement in learning tasks.
- 3.10 Provides meaningful, appropriate and specific feedback to students during instruction to improve their performance.

Domain 4. Assessment for Learning

Uses multiple measures to analyze student performance and inform subsequent planning and instruction.

- 4.1 Uses and/or designs a variety of formative and summative assessments that align with district curriculum learning expectations and consider diverse learning styles, varied purposes and types of assessment, and capture the complexity of learning across the hierarchy of cognitive skills
- 4.2 Uses a comprehensive set of data that provides a clear understanding of student achievement at a particular point in time and over time.
- 4.3 Provides students with assessment criteria or rubrics, as well as individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.
- 4.4 Uses academic, behavioral and health data to select and/or design interventions and assist in the development of SRBI plans, 504 plans, multilingual support goals, and individualized educational programs for students with disabilities.

Clinton Public Schools

Domains of Educator Performance

Domain 5. Professional Responsibilities and Leadership:

Maximizes support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

- 5.1 Continually engages in reflection, self-evaluation and professional development to enhance understanding of content, pedagogical skills, resources and the impact of actions on student learning.
- 5.2 Promotes positive relationships and positive school climate through collaboration with colleagues, administrators, students and their families.
- 5.3 Collaborates with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous curricular, school, and district improvement, and to monitor the impact of support and interventions.
- 5.4 Proactively communicates in culturally respectful and sensitive ways with families and students in order to ensure their ongoing awareness of academic and behavioral expectations and student progress and encourage opportunities to support their child's learning.
- 5.5 Understands the components of the student intervention process and the legal rights of students with SRBI intervention plans, 504 plans, multilingual learner supports, and students with disabilities and the rights of their families within the SRBI intervention, referral, and individualized education plan process.
- 5.6 Demonstrates moral and ethical behavior appropriate to the profession, including the use of resources and communication technology in a professional and ethical manner, and maintaining sensitive information with confidentiality.
- 5.7 Maintains high standards of attendance and punctuality, is prepared for and participates in meetings in a positive and productive manner, and meets all required deadlines.
- 5.8 Conducts themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators

Domains of Educator Performance for Student and Educator Support Specialists (SESS)*

(School Psychologists, School Social Workers, School Counselors, Speech and Language Pathologists, Special Education Educators, and Math, Literacy, and Multilingual Learner Specialists)

Domain 1. Learning Environment

Promotes engagement, independence, and interdependence in learning by facilitating a positive learning community.

Domain 2. Planning for Active Learning

Plans instruction in order to engage learners in challenging, meaningful, and relevant learning.

Domain 3. Service Delivery and Instruction for Active Learning

Educators implement instruction/service delivery in order to engage learners in rigorous and relevant learning.

Domain 4. Assessment for Learning

Educators use multiple measures to analyze learner performance and to inform subsequent planning and instruction.

Domain 5. Professional Responsibilities and Leadership

Maximize support for learning by developing and demonstrating professionalism, collaboration, and leadership.

* Adapted from The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2017

Domains of Educator Performance for Student and Educator Support Specialists SESS)

(School Psychologists, School Social Workers, School Counselors, Speech and Language Pathologists, Special Education Educators, and Math, Literacy, and Multilingual Learner Specialists)

Domain 1. Learning Environment

Promote engagement, independence, and interdependence in learning by facilitating a positive learning community.

- 1.1 Creates an environment that is responsive to and respectful of the needs of learners with diverse backgrounds, interests and performance levels, through the establishment of rapport and trust when engaging with learners.
- 1.2 Promotes engagement and enthusiasm for learning.
- 1.3 Promotes the development and application of appropriate social skills to develop learners' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to learner's needs.
- 1.4 Promoting developmentally appropriate standards of behavior that support a productive learning environment.
- 1.5 Maximizing service delivery by effectively managing routines and transitions.
- 1.6 Establishes a safe and orderly physical environment that is conducive to service delivery.

Domain 2. Planning for Active Learning

Plans instruction in order to engage learners in challenging, meaningful, and relevant learning.

- 2.1 Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.
- 2.2 Developing coherent and sequential instruction/service delivery that actively engages learners.
- 2.3 Promotes the development and application of skills with conceptual understanding, and anticipates learner misconceptions.
- 2.4 Selects appropriate assessment strategies to align to student learning/achievement needs, skills, and strategies, and monitors ongoing learner progress.
- 2.5 Integrates learning activities that foster independence and understanding, and the ability to make real-world, career, global and/or interdisciplinary connections.
- 2.6 Designs or selects interventions, specialized instruction, or differentiated strategies based on learner needs.
- 2.7 Designs strategic questions to appropriately challenge and provide opportunities that actively engage learners.

Domains of Educator Performance for Student and Educator Support Specialists SESS)

(School Psychologists, School Social Workers, School Counselors, Speech and Language Pathologists, Special Education Educators, and Math, Literacy, and Multilingual Learner Specialists)

Domain 3. Service Delivery and Instruction for Active Learning

Educators implement instruction/service delivery in order to engage learners in rigorous and relevant learning.

- 3.1 Demonstrates and utilizes discipline-specific knowledge and skills as described in the relevant national and state professional standards, and adopted district curriculum standards.
- 3.2 Establishes and communicates clearly defined objectives and long- and short-term goals for learning that are linked to a learner's ability to access their individual goals and objectives/district curriculum learning expectations.
- 3.3 Uses evidence-based materials and resources that are compatible with learners' needs and abilities.
- 3.4 Uses a variety of evidence-based instructional/service delivery strategies to enable learners to apply and construct new skills.
- 3.5 Uses technological and digital resources compatible with learner needs and abilities to promote learning, collaboration with colleagues and communication within a learning community.
- 3.6 Leads learners to construct meaning through the use of active learning strategies.
- 3.7 Promotes and develops independence and interdependence with the gradual release of responsibility to learners.
- 3.8 Uses, promotes and/or advocates for the use of differentiated instruction and supplemental interventions to support learners with learning difficulties, disabilities and/or particular gifts and talents.
- 3.9 Uses developmentally appropriate verbal, non-verbal and technological communications.
- 3.10 Monitors and/or supports learning and adjusts delivery in response to learner performance and engagement in learning tasks.
- 3.11 Provides meaningful, appropriate, and specific feedback to learners.

Domain 4. Assessment for Learning

Educators use multiple measures to analyze learner performance and to inform subsequent planning and instruction.

- 4.1 Understands the different assessment purposes and types to evaluate the complexity of a learners' needs, and utilizes the understanding to select and use the appropriate assessment, and then accurately interprets the assessments and captures the results within a report.
- 4.2 Uses a comprehensive set of data that provides a clear understanding of learner achievement at a particular point in time and over time.
- 4.3 Provides learners with assessment criteria and/or individualized, descriptive feedback to help them improve their performance and assume responsibility for growth.
- 4.4 Uses academic, behavioral and health data to select standardized evaluations and design interventions and assist in the development of SRBI plans, 504 plans, multilingual support goals, and individualized educational programs for learners with disabilities.

Domains of Educator Performance for Student and Educator Support Specialists SESS)

(School Psychologists, School Social Workers, School Counselors, Speech and Language Pathologists, Special Education Educators, and Math, Literacy, and Multilingual Learner Specialists)

Domain 5. Professional Responsibilities and Leadership:

Maximizes support for learning by developing and demonstrating professionalism, collaboration, and leadership.

- 5.1 Continually engages in reflection, self-evaluation and professional development to enhance understanding of content, skills related to current best practices strategies, resources and the impact of actions to meet the needs of all learners.
- 5.2 Collaborates with colleagues, administrators, learners and their families to promote positive relationships and to develop and sustain a positive school climate.
- 5.3 Collaborates with colleagues and administrators to examine data, strategies, curricula, and organizational structures¹ to support continuous curricular, school, and district improvement, and to monitor the impact of support and interventions.
- 5.4 Proactively communicates in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of learner's academic, behavior, and skill development progress and encourage opportunities to support their child's learning.
- 5.5 Understands the components of the learner intervention process and the legal rights of learners with SRBI intervention plans, 504 plans, multilingual learner supports, and students with disabilities and the rights of their families within the SRBI intervention, referral, and individualized education plan process.
- 5.6 Demonstrates moral and ethical behavior appropriate to the profession, including the use of resources and communication technology in a professional and ethical manner.
- 5.7 Maintains high standards for the selection, protection and management of school resources and learner materials/assessments.
- 5.8 Maintains high standards of attendance and punctuality, is prepared for and participates in meetings in a positive and productive manner, and meets all established deadlines.
- 5.9 Maintains sensitive information with confidentiality.
- 5.10 Case Management: Manages individual student cases effectively, including documentation, communication with all stakeholders, coordination of services, and adherence to legal and procedural requirements.
- 5.11 Legal Requirements: Demonstrates comprehensive understanding and application of federal, state, and local policies regarding identifying and educating students with disabilities, including those with IEPs, 504 plans, English language supports, and SRBI services.
- 5.12 Evaluations: Conducts educational and/or psychological evaluations for students participating in Multi-Tiered System of Supports (SRBI), English as a Second Language (ESL), or Individualized Education Program (IEP) processes, utilizing appropriate assessment tools and methodologies.
- 5.13 Supervision of Non-Certified Staff: Provides guidance, oversight, and support to non-certified staff members, ensuring alignment with school goals and standards of professionalism.
- 5.14 Conducts themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators .

Educator Evaluation Strands

The Two Evaluation Strands

The Clinton Public Schools Educator Evaluation and Support Plan consists of two strands. The Induction Strand is designed for educators who have not yet received tenure in Clinton. The Growth Strand is designed for tenured staff in good standing.

All educators in the district will be oriented at the opening of school each year regarding their strand placement and associated strand requirements. Certified staff will be assigned to a strand and level based upon the definitions that follow.

1. **Induction Strand:** Nontenured educator (new educator or new to district) who holds a Temporary, Initial, Provisional, or Professional teaching certificate in Connecticut.
2. **Growth Strand:** Tenured educator in good standing – who is meeting the district’s established practice and performance expectations.

Educator Evaluation and Support Plan

Explanation of Evaluation Components

Path 1 INDUCTION STRAND NonTenured educators	Path 2 GROWTH STRAND Tenured educators
Who: Initial Educator or other short-term certificate holder: four years Provisional or Professional Certificate Holders: two years	Who: Tenured staff who continue to demonstrate effective performance
Year 1 & 2: <ul style="list-style-type: none"> ● Educator Growth Goal Report Conference <ul style="list-style-type: none"> ○ Initial submission by October 31 ○ Mid-year update by January 31 ○ Final report by May 15 ● At least 3 Informal Observations (first within 30 days of employment) ● At least 2 Formal Observations (Jan 15th & May 15th) ● At least 2 Reviews of Practice ● Educators collect evidence for indicators ● Administrators collect evidence for indicators ● Mid-year Conference (Dec. – Jan) ● Annual Reflection Meeting (Final Educator Growth Goal Report and Written Summative Evaluation) by June 1. Years 3 & 4: (Temporary or Initial Educator Certificate Holders) <ul style="list-style-type: none"> ● Educator Growth Goal Report Conference <ul style="list-style-type: none"> ○ Initial submission by October 31 ○ Mid-year update by January 31 ○ Final report by May 15 ● At least 3 Informal Observations (first within 30 days of employment) ● At least 2 Formal Observations (Jan 15th & May 15th) ● At least 2 Reviews of Practice ● Educators collect evidence for indicators ● Administrators collect evidence for indicators ● Mid-year Conference (Dec. – Jan) ● Annual Reflection Meeting (Final Educator Growth Goal Report and Written Summative Evaluation) by June 1. 	Three-Year Cycle: <ul style="list-style-type: none"> ● Educator Growth Goal Report Conference <ul style="list-style-type: none"> ○ Initial submission by October 31 ○ Mid-year update by January 31 ○ Final report by May 15 ● At least 4 Informal Observations ● At least 2 Reviews of Practice ● Educators collect evidence for indicators ● Administrators collect evidence for indicators ● Annual Reflection Meeting

Educator Evaluation Strands

The Induction Strand

Induction Strand Overview

The *Induction Strand* consists of a single path for all nontenured educators. This strand recognizes that new educators and educators new-to-the-district need ongoing guidance, support, and feedback. It also recognizes that new educators need to devote the vast majority of their time to becoming familiar with the curriculum and standards of the district, as well as the district's Foundation Skills and Competencies.

Initial Educator Certificate or Initial Educator or Other Short-term Certification Types

The *Induction Strand* is designed for newly hired staff possessing the Initial Educator Certificate or other short-term certification types and participating in the TEAM program if required by the Connecticut State Department of Education. During their first two years of teaching, they are assigned a mentor who provides support and works with them on completing the required TEAM modules. Upon successful completion of the TEAM program, the State of Connecticut grants a Provisional Certificate.

Provisional or Professional Certificate

The *Induction Strand* is also designed for educators new to Clinton who have a Provisional Certificate or Professional Educator Certificate, but who do not hold tenure in Clinton Public Schools. These experienced educators will be placed on this strand until they achieve tenure.

Induction Strand (Nontenured Status in Clinton) Actions and Timelines

	Initial Educator Certificate or Other Short-term Certification Types	Provisional or Professional Educator Certificate
Duration	Up to four years	Up to two years
Mentor assigned to educator within ten school days (TEAM mentor if required)	Assigned for two years (TEAM) Assigned for one year (non-TEAM)	Assigned for one year
Informal Observations	Three annually with the first occurring within the first 30 days of employment	Three annually with the first occurring within the first 30 days of employment
Formal Observations (with pre-observation and post-observation conferences)	Two annually: By January 15th and May 15th	Two annually: By January 15th and May 15th
Reviews of Practice	At least two annually	At least two annually

continued

Educator Evaluation Strands The Induction Strand

Actions and Timelines (continued)

	Initial Educator Certificate or Other Short-term Certification Types	Provisional or Professional Educator Certificate
Educator Growth Goal Setting	<ul style="list-style-type: none"> • Initial EGG: October 31st annually • Mid-year EGG: January 31st annually • Final EGG: May 15th annually 	<ul style="list-style-type: none"> • Initial EGG: October 31st annually • Mid-year EGG: January 31st annually • Final EGG: May 15th annually
Annual Reflection Meeting • Final EGG	Annually by June 1st	Annually by June 1st
Written Summative Evaluation	By the last day of school	By the last day of school

Guidelines and Expectations

- All educators new to the district begin on Year 1 of the Induction Strand.
- The educator is assigned a mentor who supports them in developing mastery in the Clinton Public Schools educator expectations as outlined in the five domains of educator performance and district foundation skills, facilitates the educator in completion of TEAM requirements if applicable, and assists the educator in becoming familiar with school and district procedures and expectations.
- Educators with an Initial Certificate meet with their mentor to review the Educator Evaluation and Support Plan, including actions and timelines, rubrics, types of observations, and general expectations throughout their first year in the district.
- The educator and evaluator work collaboratively to develop an Educator Growth Goal Plan that establishes multiple measures of student learning, growth, and achievement, and educator growth which may include student achievement results, sample of lesson plans, a sample of student artifacts, newly developed performance assessments, and educator and/or student self-reflections.
- Educators with an Initial Educator certificate who are required to complete TEAM, are encouraged to align their goal with one of the TEAM modules. Educators may also set collaborative goals if this is mutually agreed to.

continued

Educator Evaluation Strands

The Induction Strand

Guidelines and Expectations (continued)

- The educator is given the opportunity to participate in a variety of professional development activities which may include, but are not limited to: orientation programs, in-service day workshops, in-service courses, State Department sponsored workshops, peer observation, and support from District administrators and curriculum experts.
- Formal Classroom Observations are accompanied by pre-observation and post-observation conferences between the educator and evaluator.
- Between the beginning of December and the end of January, educators complete a Mid-year Educator Growth Goal Conference. The evaluator will review the goal update and either educator or evaluator may schedule a meeting for the purpose of explanation, clarification and/or revision.
- The educator collaborates closely with their evaluator to engage in discussions about instructional practices, receive feedback, and create recommendations for professional growth.
- At the end of the year, the educator receives a Summative Evaluation from the primary evaluator following the guidelines established in the evaluation plan which includes rating for each domain and a brief summary of the educator's strengths and areas for continued growth. This Summative Evaluation document will be placed in the educator's personnel file.
- The educator continues on this level as long as they meet effective performance established by the Clinton Public Schools Educator Evaluation and Support Plan as outlined in the educator performance rubric until he/she achieves tenure.
- In the event that an educator does not meet effective performance established by the Clinton Public Schools Educator Evaluation and Support Plan as outlined in the educator performance rubric, the superintendent reserves the right to initiate non-renewal.

Educator Evaluation Strands

The Growth Strand

Overview

The *Growth Strand* is designed to meet the needs of the tenured educator in good standing and to encourage an educator to become a reflective practitioner. This strand is designed for all tenured educators and consists of a three-year data collection cycle, with annual observations and yearly summative evaluation reports.

Informal Observations	Minimum of four required during the 3-year cycle.(minimum 20 minutes in duration), with a goal of at least one annually.
Reviews of Practice	At least two required during the 3-year cycle.
Educator Growth Goal Setting	<ul style="list-style-type: none"> Initial EGG submission: October 31st annually Mid-year EGG submission: January 31st annually Final EGG submission: May 15th annually
Annual Reflection Meeting <ul style="list-style-type: none"> Final EGG Written Summative Evaluation 	<ul style="list-style-type: none"> Flexible timing - any time during the summative year. A minimum of a half-hour conversation between the evaluator and educator. Focus of the meeting is a dialogue of evaluator feedback and educator self-reflection of their educator growth goals.
Written Summative Evaluation	By the last day of school

Guidelines and Expectations

- The educator is initially placed on one of the cycle years by the evaluator with the intent to maintain an appropriate balance of educators on each year of the 3-year cycle. Each subsequent year, the educator will move to the next step in the cycle sequence.
- The educator and evaluator work collaboratively to develop an Educator Growth Goal Plan that establishes at least two measures of academic progress which may include student achievement results, sample of lesson plans, a sample of student artifacts, newly developed performance assessments, and educator and/or student self-reflections.
- The Educator Growth Goal, upon approval of the evaluator, may be 1-, 2-, or 3-year goals and can involve individual work or a collaborative effort with a professional learning team.
- Between the beginning of December and the end of January, educators participate in a mid-year Educator Growth Goal Conference. The purpose of the conference is to review progress and discuss any potential revisions to the plan.

continued

Educator Evaluation Strands

The Growth Strand

Guidelines and Expectations (continued)

- The educator collaborates closely with their evaluator to engage in discussions about instructional practices, receive feedback, and create recommendations for professional growth.
- The annual reflection meeting involves educators engaging in self-reflection to review their professional learning and a review of their Educator Growth Goal. This is followed by an End-of-Year Conference where the evaluator provides written summative feedback.
- At the end of the year, the educator receives a Summative Evaluation from their primary evaluator following the guidelines established in the evaluation plan. The Summative Evaluation includes feedback from observations and reviews of practices related to the five domains of Educator Performance and Practice as well as overall strengths and weaknesses. The Summative Evaluation document will be placed in the educator's personnel file.
- The educator continues on the Growth Strand cycle as long as they continue to demonstrate effective performance established by the Educator Evaluation and Support Plan and delineated in the educator performance rubric.
- In the event that an educator does not meet effective performance standards as established by the Education Evaluation and Support Plan and outlined in the educator performance rubric, the Superintendent reserves the right to place the educator on a corrective support plan.

CPS TEACHER PERFORMANCE RUBRIC

Educator:

Year

Domain 1: Classroom Environment: Promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

CPS INDICATORS	CONTINUUM OF EFFECTIVE TEACHING →→→→→→→→→→→→→→→→→→		
	Does Not Meet Standard	Approaching Standard	Meets Standard
1.1 Creates a class climate that is responsive to and respectful of the learning needs of students with diverse backgrounds, interests and performance levels	<ul style="list-style-type: none"> Has low expectations for students based on poverty, background, disability, or racial, cultural or language differences. Little indication that the educator considers students' backgrounds, interests and skill levels when selecting content and creating learning opportunities. Does not consistently address students in a respectful manner. 	<ul style="list-style-type: none"> Reduces academic and/or behavioral expectations for some students based on poverty, background, disability, or racial, cultural or language differences. Considers students' backgrounds, interests and skill levels when selecting content and creating learning opportunities. Treats all students with respect. 	<ul style="list-style-type: none"> Ensures equity of access to learning by setting high academic and behavioral expectations for all students regardless of poverty, background, disability, or racial, cultural or language differences. Selects content and designs learning opportunities which build upon students' diverse backgrounds, interests and skill levels. Creates a classroom environment in which all students are treated with respect regardless of differences in backgrounds, interests and skill levels. The classroom environment supports students in becoming role models for treating others with respect.
1.2 Promotes engagement and enthusiasm for learning in the classroom.	<ul style="list-style-type: none"> Lethargy characterizes instructional delivery. Some students are consistently not engaged in the learning activities and the educator makes few attempts to re-engage students. 	<ul style="list-style-type: none"> Enthusiasm and energy level in the classroom is low and/or inconsistent. Attempts are made to get students actively involved, but some students are disengaged. 	<ul style="list-style-type: none"> Demonstrates enthusiasm and a lively and dynamic presence. Uses a variety of strategies and supports to consistently engage or re-engage students in learning activities. Students support one another's engagement in the learning process.

CPS TEACHER PERFORMANCE RUBRIC

CPS INDICATORS	CONTINUUM OF EFFECTIVE TEACHING →→→→→→→→→→→→→→→→		
	Does Not Meet Standard	Approaching Standard	Meets Standard
1.3 Promotes shared responsibility for the learning process and provides opportunities for students to initiate their own questions and inquiries, including real-world applications.	<ul style="list-style-type: none"> • Educator directs most tasks and students have few opportunities to develop independence and apply their learning in real-world applications. 	<ul style="list-style-type: none"> • Students are asked to take responsibility for non-instructional tasks but are given limited responsibilities during instructional tasks. Educator designs some activities for students to apply their learning to real-world problems or tasks. 	<ul style="list-style-type: none"> • Students are provided strategies and opportunities to set and monitor their own learning or behavior goals. • Students are involved in classroom decision-making, and in designing some activities that apply their learning to real-world problems or tasks. • Students are encouraged to seek answers for their own questions/problems and inquiries and to apply their learning to real-world applications. • Students monitor or evaluate their own learning process and progress, and support one another's engagement in the learning process.
1.4 Promotes the development and application of appropriate social skills to develop students' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to student needs	<ul style="list-style-type: none"> • Provides limited modeling or explicit teaching to facilitate the acquisition of social skills. 	<ul style="list-style-type: none"> • Educator interactions with students and other adults model socially competent behavior. • Articulates classroom expectations for social skills and introduces some strategies to help students develop socially competent behavior. • Implements a limited range of strategies or interventions in response to student needs. 	<ul style="list-style-type: none"> • Incorporates explicit instruction, reinforcement and modeling of social skills and ethical and responsible behavior into daily practice and it is evident in educator-student and student-student interactions. • Structures opportunities (planned and "teachable moments") for students to discuss, learn, practice and reinforce appropriate social skills. • Designs and implements strategies to support students' independence in seeking to improve their own social, ethical and responsible behavior. • Designs and implements targeted behavioral strategies or interventions in response to specific student needs and circumstances.

CPS TEACHER PERFORMANCE RUBRIC

CPS INDICATORS	CONTINUUM OF EFFECTIVE TEACHING →→→→→→→→→→→→→→→→		
	Does Not Meet Standard	Approaching Standard	Meets Standard
1.5 Ensures that appropriate standards of behavior are explicit and applied consistently with reasonable consequences in order to support a productive learning environment for all students.	<ul style="list-style-type: none"> • Limited or inconsistent communication of rules and expectations for behavior. • Student behavior interferes with instruction or others' opportunity to learn. • Student behavior interferes with the emotional or physical safety of others. • Consequences may be inappropriate and/or inconsistently applied 	<ul style="list-style-type: none"> • Clearly communicates rules and expectations for behavior to students. • Promotes and reinforces positive behavior consistent with established expectations. • Consequences are appropriate and applied in a timely fashion. 	<ul style="list-style-type: none"> • Student behavior is consistent with mutually established rules/norms. • Considers students' input to create and monitor rules and consequences across varied learning environments. • Facilitates students' perseverance in demonstrating behavior consistent with established expectations. • Students promote behavior that supports a productive learning environment. • Redirects student behavior when necessary and consistently enforces appropriate consequences.
1.6 Maximizes the amount of time spent on learning by effectively managing routines and transitions, and maintains focus on the learning objectives.	<ul style="list-style-type: none"> • Instructional time is lost due to the lack of established routines. • Instructional time is lost because instructional arrangements have not been pre-determined or there are not clear directions to guide transitions. • All necessary instructional materials are not readily available. 	<ul style="list-style-type: none"> • Routines have been established but may not be efficient. • Instructional arrangements are planned but some instructional time is lost because the educator continually redirects students through transitions. • Materials are available but there are no established procedures for their access or use. 	<ul style="list-style-type: none"> • Manages established routines and transitions to maximize student learning time and promote student independence. • Implements strategies to assist students who may require some assistance from the educator and provide appropriate support when needed. • Materials are organized and available and students know how to access them with minimal direction from the educator.
1.7 Establishes a safe, orderly and attractive physical environment that is conducive to learning.	<ul style="list-style-type: none"> • Bulletin boards are bare or have outdated or old/faded information that is not engaging. The room shows lack of concern. • Clutter abounds or the room looks abandoned. • There is poor alignment between the physical environment and the learning activities. 	<ul style="list-style-type: none"> • Classroom bulletin boards are utilized and have school or classroom-related information posted. • Organization of the room is neat, safe and conducive to learning. 	<ul style="list-style-type: none"> • Bulletin boards and displays include student interest materials, work samples or content appropriate materials. • The furnishings are thoughtfully arranged to maximize a positive learning environment and to adjust to varied learning activities. • The room is neat, safe, inviting, and conducive to learning.

CPS TEACHER PERFORMANCE RUBRIC

Domain 2: Planning for Active Learning: Plans instruction in order to engage students in challenging, meaningful, and relevant learning and to develop foundation skills and competencies that empower students to embrace the future.

CPS INDICATORS	CONTINUUM OF EFFECTIVE TEACHING →→→→→→→→→→→→→→→→		
	Does Not Meet Standard	Approaching Standard	Meets Standard
2.1 Develops and organizes coherent and relevant units, with clearly defined objectives, appropriately sequenced lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline.	<ul style="list-style-type: none"> • Develops discrete lessons and activities related to specific skills in the curriculum. • Uses general understanding of the content, not data about the students' learning needs, to plan instruction. • Instructional plans are generally not differentiated and/or not at an appropriate level of challenge. 	<ul style="list-style-type: none"> • Develops a sequence of lessons and activities that are based on curriculum and build upon students' prior knowledge, skills and interests. • Uses general understanding of students' prior content knowledge and skills to plan instruction. • Instructional plans include some differentiation but may not ensure that instruction is at an appropriate level of challenge for all students. 	<ul style="list-style-type: none"> • Develops and organizes lessons and units of instruction that appropriately challenge students, promote their independence and interdependence and that consistently incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems by: <ul style="list-style-type: none"> - using strategic questions for discourse or inquiry-based learning; - anticipating and teaching to content misconceptions; - making real world, career, or global connections with the content; or - making interdisciplinary connections • Analyzes student performance data to determine individual learning needs and plan instruction. • Instructional plans incorporate a variety of strategies that appropriately challenge all students, including differentiation of lesson content, process for developing understanding and/or products to exhibit student learning.

CPS TEACHER PERFORMANCE RUBRIC

CPS INDICATORS	CONTINUUM OF EFFECTIVE TEACHING →→→→→→→→→→→→→→→→		
	Does Not Meet Standard	Approaching Standard	Meets Standard
2.2 Promotes the development and application of skills with conceptual understanding, and anticipates students' content misconceptions.	<ul style="list-style-type: none"> Unit and lesson plans do not include opportunities to demonstrate understanding or apply skills. Proceeds without considering or addressing misunderstandings and misconceptions that students might have about the content being taught. 	<ul style="list-style-type: none"> Unit and lesson plans show limited evidence of opportunities for students to demonstrate understanding or apply their learning in a new situation. Has thoughts about ways that students might become confused about the content being taught, but does not plan or address them within the lesson. 	<ul style="list-style-type: none"> Unit and lesson plans involve students in summarizing and internalizing what they learn and applying their understanding in different contexts including real-life situations. Anticipates misconceptions or misunderstandings that students might have about the content, and consciously plans in order to address and clarify them within the context of the lesson.
2.3 Selects appropriate assessment strategies to monitor ongoing student progress.	<ul style="list-style-type: none"> Selects single measure assessments that may or may not measure criteria and outcomes of the unit related to learning goals. 	<ul style="list-style-type: none"> Selects formative and summative assessments that are aligned to curriculum and content standards to monitor student progress. Plans to provide students with information about their current progress, including general strengths and areas of need. Plans include sharing assessment criteria with students. 	<ul style="list-style-type: none"> Designs or selects a variety of assessment tools and strategies aligned to curriculum and content standards, and appropriate to individual students' needs to monitor and evaluate learning. Plans strategies to engage students in using assessment criteria to reflect upon and assess their own work and progress over time.
2.4 Selects or designs instructional strategies, resources and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems.	<ul style="list-style-type: none"> Lessons do not include varied instructional strategies or groupings. Classroom activities do not include higher-order thinking or problem solving. 	<ul style="list-style-type: none"> A limited number of effective instructional strategies are selected and students are rarely engaged in classroom activities that involve higher-order thinking and/or problem solving. Students occasionally work in small-groups. 	<ul style="list-style-type: none"> Lessons include the use of highly effective and varied instructional strategies, materials and groupings to engage, involve, and motivate students in their learning. Critical-thinking and problem solving activities are incorporated into unit and lesson plans. Selected learning strategies include models that lead to thoughtful synthesis and analysis by student

CPS TEACHER PERFORMANCE RUBRIC

CPS INDICATORS	CONTINUUM OF EFFECTIVE TEACHING →→→→→→→→→→→→→→→→		
	Does Not Meet Standard	Approaching Standard	Meets Standard
2.5 Designs or selects academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone.	<ul style="list-style-type: none"> Identifies academic or behavioral concerns without a defined plan of intervention. 	<ul style="list-style-type: none"> Prepares to address targeted academic or behavioral concerns. Plans to document anticipated responses to strategy/use of materials. 	<ul style="list-style-type: none"> Selects or designs supplemental or specialized instructional or behavioral interventions. Discusses multiple sources of data with colleagues to inform planning for interventions and determine continued use of intervention plan or need for alternative interventions.
2.6 Designs strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as discourse and/or inquiry-based learning.	<ul style="list-style-type: none"> Rote work in workbook or worksheet form is used and replaces more thoughtful inquiry and response opportunities. Questions reflect low expectations and do not involve student-to-student discussions. 	<ul style="list-style-type: none"> Questioning and inquiry-based strategies sometimes require students to think, problem-solve and defend thoughts and opinions. Student-to-student discourse and questioning is limited and rarely moves student thinking forward. 	<ul style="list-style-type: none"> The educator makes deliberate choices in lesson planning to incorporate opportunities for thoughtful, open-ended, discourse and inquiry-based activities for students that appropriately challenge and engage by requiring students to think, problem-solve, and defend conjectures and opinions. A variety of questioning techniques are utilized to foster and develop student-to-student discussions and move student thinking forward.

CPS TEACHER PERFORMANCE RUBRIC

CPS INDICATORS	CONTINUUM OF EFFECTIVE TEACHING →→→→→→→→→→→→→→→→→→		
	Does Not Meet Standard	Approaching Standard	Meets Standard
2.7 Includes strategies for teaching and supporting content area literacy skills, and when appropriate, numeracy skills. <i>L — Literacy</i> <i>N-Numeracy</i>	<ul style="list-style-type: none"> Limited planning for teaching content area literacy or numeracy skills. 	<ul style="list-style-type: none"> (L) Plans include use of strategies and materials that focus on either: <ul style="list-style-type: none"> - literal comprehension of content, or - process and structure of writing/communicating ideas. (N) Plans include use of strategies and materials that focus on representing and/or solving mathematical problems within the content area. 	<ul style="list-style-type: none"> (L) Plans include use of a variety of strategies, materials and resources to build students' ability to understand, interpret, synthesize and/or respond to content-related text. (N) Plans include using a variety of strategies, materials and resources to build students' ability to represent, interpret, and analyze data and/or to solve mathematical problems. Plans include use of resources to support students' understanding of the importance of literacy and numeracy in the world around them.

CPS TEACHER PERFORMANCE RUBRIC

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

CPS INDICATORS	CONTINUUM OF EFFECTIVE TEACHING →→→→→→→→→→→→→→→→		
	Does Not Meet Standard	Approaching Standard	Meets Standard
3.1 Demonstrates and utilizes discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards, and adopted district curriculum standards.	<ul style="list-style-type: none"> • Makes content errors and/or does not correct content errors that students make. • Demonstrates minimal understanding and knowledge of the district's adopted curriculum documents and standards. 	<ul style="list-style-type: none"> • Demonstrates basic content knowledge with few content errors, but cannot always articulate connections with other parts of the district curriculum to help students gain understanding of the content. 	<ul style="list-style-type: none"> • Demonstrates extensive content knowledge and consistently makes connections between the content and other parts of the district curriculum. • Continues to pursue knowledge of content and best practices • Is fluid in the understanding and teaching of the district curriculum standards.
3.2 Establishes and communicates clearly defined objectives and long- and short-term goals for learning that are linked to district curriculum learning expectations.	<ul style="list-style-type: none"> • District curricula are not implemented properly. • Lesson objectives are not defined and activities are disjointed. 	<ul style="list-style-type: none"> • Instruction is based on district curriculum learning expectations. • Students are informed of the lesson objectives and goals for learning. 	<ul style="list-style-type: none"> • Instruction is directly linked to district curriculum learning expectations. • Students understand how the lesson relates to previous learning, why they are doing activities, and where future lessons will take them. • Students understand learning goals, see connections and can explain them.
3.3 Uses district-approved materials and resources that are compatible with student needs and abilities.	<ul style="list-style-type: none"> • Materials and resources selected do not effectively support the instructional goals or engage students in meaningful learning. • The materials may be too hard or too easy and no adjustments are made. 	<ul style="list-style-type: none"> • Materials and resources utilized with students are those readily available in the classroom. • Some awareness of varied student needs or abilities is evident in the materials chosen. 	<ul style="list-style-type: none"> • The materials selected are high quality and are chosen because they are aligned with the curriculum and help to promote student interest and address varying ability levels in the classroom. • Materials that are differentiated for all learning needs, styles and abilities are consistently provided.

CPS TEACHER PERFORMANCE RUBRIC

CPS INDICATORS	CONTINUUM OF EFFECTIVE TEACHING →→→→→→→→→→→→→→→→		
	Does Not Meet Standard	Approaching Standard	Meets Standard
3.4 Uses a variety of evidence-based instructional strategies to activate learning and enable students to apply and construct new learning and meaning.	<ul style="list-style-type: none"> Teaches content of the general curriculum with limited consideration of student learning needs. Instruction engages students primarily in learning lower level skills. Primarily provides information to students. Uses questions and activities that focus on recall and comprehension of information. 	<ul style="list-style-type: none"> Uses strategies that are based on general knowledge or data about student learning. Instruction engages students primarily in learning and applying lower level skills, with few opportunities for analyzing, evaluating or creating new learning. Uses instructional strategies that focus on having students develop skills. Discussions are generally educator directed and beginning to focus on more open-ended questions. 	<ul style="list-style-type: none"> Uses instructional strategies that are explicit, varied, and scaffold instruction based on specific data about student learning. Instruction engages students in applying, analyzing, and evaluating their learning with opportunities to create new learning. Uses instructional strategies that scaffold learning, promote curiosity about the content, and lead students to develop questions, think critically, and explore solutions to problems. Consistently guides and facilitates students' engagement in active learning strategies such as discourse or inquiry-based learning leading to student independence.
3.5 Uses technological and digital resources strategically to promote and support learning.	<ul style="list-style-type: none"> Uses technology primarily as an educator tool (create worksheets, record student grades, visual presentation of content, etc.) There is no evidence of the integration of technological or digital resources utilized in the classroom 	<ul style="list-style-type: none"> Promotes use of technological or digital resources to help students access, organize, collaborate, and present information. Acknowledges the importance of being a critical consumer of information accessed through a variety of media formats. 	<ul style="list-style-type: none"> Models and promotes use of technological and digital resources to encourage students to work collaboratively, analyze, interpret, communicate information, and to engage students in problem-solving and critical thinking activities. Explores, chooses, and integrates technological and digital resources that are appropriate and enhance the learning experience for students. Guides and supports to ensure that students are critical consumers of information accessed through a variety of media formats.

CPS TEACHER PERFORMANCE RUBRIC

CPS INDICATORS	CONTINUUM OF EFFECTIVE TEACHING →→→→→→→→→→→→→→→→→→		
	Does Not Meet Standard	Approaching Standard	Meets Standard
3.6 Varies the student and educator roles in ways that develop independence and interdependence with the gradual release of responsibility to students.	<ul style="list-style-type: none"> Primarily directs students through learning activities. The educator takes responsibility for instructional and non- instructional tasks. 	<ul style="list-style-type: none"> Provides opportunities for questioning/clarification of content and to discuss concepts presented. Provides opportunities for students to take responsibility for non-instructional tasks. 	<ul style="list-style-type: none"> Provides opportunities for students to collaborate with each other to discuss and apply skills and concepts presented. Provides opportunities for students to work individually and collaboratively to discuss and apply skills and concepts presented, and to analyze, question and/or develop new learning. Provides opportunities for students to develop and facilitate individual and collaborative learning activities.
3.7 Uses differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents.	<ul style="list-style-type: none"> Provides instruction predominantly in whole group arrangements. Differentiation is limited to providing more time and/or lowering expectations for performance or achievement. Supplemental intervention for students who need academic or behavioral support is provided solely by others. 	<ul style="list-style-type: none"> Provides instruction based on students' general learning needs for support or enrichment. Differentiation includes some varied learning tasks and/or instructional strategies such as extra help and re-teaching. Occasionally provides supplemental intervention for students who need academic or behavioral support, but intervention not provided in a systematic or routine manner. 	<ul style="list-style-type: none"> Provides instruction based on students' general and individual learning needs for support and enrichment. Differentiation includes the use of flexible grouping, targeted levels of assignments and/or modified content/materials and addresses students' interests, motivation and readiness. Routinely provides supplemental intervention, based upon data related to student learning needs for students who need academic or behavioral support, and is revised based upon student response.

CPS TEACHER PERFORMANCE RUBRIC

CPS INDICATORS	CONTINUUM OF EFFECTIVE TEACHING →→→→→→→→→→→→→→→→		
	Does Not Meet Standard	Approaching Standard	Meets Standard
3.8 Uses developmentally appropriate verbal, non-verbal and technological communications.	<ul style="list-style-type: none"> Often presents material in a confusing way, using language that is inappropriate for the student audience. 	<ul style="list-style-type: none"> Material presented is sometimes unclear due to confusing or inappropriate language or explanations, or through the choice of method for communicating. 	<ul style="list-style-type: none"> Understands child development and how students learn and presents material in a way that uses clear explanations, well-chosen examples, appropriate language, and methods of communication that support understanding.
3.9 Monitors student learning and adjusts teaching during instruction in response to student performance and engagement in learning tasks.	<ul style="list-style-type: none"> Monitoring focuses on task completion and/or student engagement (not student performance relative to the learning objective). Few instructional adjustments are made. 	<ul style="list-style-type: none"> Monitoring focuses on whole class development of skills. Instructional adjustments (during and between lessons) focus primarily on pacing and procedures. 	<ul style="list-style-type: none"> Monitoring focuses primarily on specific data relative to progress of individuals and groups of students. Instructional adjustments (during and between lessons) of materials, explanations, teaching strategies or the addressing of student misconceptions include timely decisions about whether differentiation of instruction is needed for the whole group, small groups or individual students.
3.10 Provides meaningful, appropriate and specific feedback to students during instruction to improve their performance.	<ul style="list-style-type: none"> Provides feedback to students about the quality of their work/performance that is general and may be inconsistent or inaccurate. 	<ul style="list-style-type: none"> Provides feedback to students about the quality of their work/performance that is consistent and accurate but often general. 	<ul style="list-style-type: none"> Provides feedback to students about the quality of their work/performance that is specific and accurate, reinforces effective practices, leads to understanding, and challenges students to extend thinking.

CPS TEACHER PERFORMANCE RUBRIC

Domain 4: Assessment for Learning: Educators use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

CPS INDICATORS	CONTINUUM OF EFFECTIVE TEACHING →→→→→→→→→→→→→→→→→→		
	Does Not Meet Standard	Approaching Standard	Meets Standard
4.1 Uses and/or designs a variety of formative and summative assessments that align with district curriculum learning expectations and consider diverse learning styles, varied purposes and types of assessment, and capture the complexity of learning across the hierarchy of cognitive skills	<ul style="list-style-type: none"> Relies primarily on summative quizzes, tests, homework, and (final) assessments to report performance or assign grades. Assessments do not provide students varied opportunities to demonstrate their learning in different ways. 	<ul style="list-style-type: none"> Summative quizzes, tests and homework are the primary modes of assessment, although attempts are made to incorporate some nontraditional assessments such as projects or reports. Uses primarily summative assessments to measure how students perform relative to daily learning or unit objectives that result in instruction that is either repeated or continued with minimal adjustment. Assessments are occasionally varied to provide different ways for students to demonstrate their learning. 	<ul style="list-style-type: none"> Purposefully incorporates a variety of assessment methods. Varied formats for assessment are used and are matched to learning expectations. These may include demonstrations, open-ended problems/tasks, performance-based tasks, projects and some traditional testing. Uses formative and summative assessment data from pre- and post-assessments to continuously inform, adjust and differentiate instruction for individual student needs to help them attain unit or curriculum standards. Utilizes assessments to provide feedback to students and opportunity to learn from their performance. Assessments are designed to provide students with alternative ways to demonstrate their learning.
4.2 Uses a comprehensive set of data that provides a clear understanding of student achievement at a particular point in time and over time.	<ul style="list-style-type: none"> Assessments primarily measure recall of information. Provides data on student growth, which is limited to summative assessment grades and task completion, without analysis about how to help improve student learning or behavior. 	<ul style="list-style-type: none"> Assessments measure knowledge and skills. Provides written data on student growth, which includes general information and inferences about student achievement or struggles with course curriculum standards. 	<ul style="list-style-type: none"> Assessments continually measure knowledge, skills and critical concepts in the content area. Compiles data on student growth, based on multiple measures which includes specific information and analysis about successes or struggles with course curriculum, literacy, or organizational, behavioral, social/emotional skills, with detailed evidence and examples of performances. Analyzes data to inform design of specific intervention strategies, enrichment, departmental/grade level curriculum changes, or school-wide behavioral strategies to support growth of individual students and groups of students.

CPS TEACHER PERFORMANCE RUBRIC

CPS INDICATORS	CONTINUUM OF EFFECTIVE TEACHING →→→→→→→→→→→→→→→→		
	Does Not Meet Standard	Approaching Standard	Meets Standard
4.3 Provides students with assessment criteria or rubrics, as well as individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning.	<ul style="list-style-type: none"> Assessment criteria are not clear and/or are communicated after the assessment. Feedback is generally provided as numerical or letter grades. 	<ul style="list-style-type: none"> Criteria are communicated prior to an assignment or assessment but focus primarily on task completion (not learning outcomes) and/or student behaviors. Feedback includes numerical or letter grades and some general comments about students' weaknesses. 	<ul style="list-style-type: none"> Criteria are clearly communicated to students prior to an assignment or assessment, include rubrics or exemplars of student work, and may involve students in developing the evaluation criteria or their own goals for achievement/progress. The educator assists students in assessing and evaluating their own work and/or the work of their peers. Feedback, in writing or orally, describes strengths and weaknesses in the student performance and includes suggestions for improvements.
4.4 Uses academic, behavioral and health data to select and/or design interventions and assist in the development of SRBI plans, 504 plans, multilingual support goals, and individualized educational programs for students with disabilities.	<ul style="list-style-type: none"> Use of academic, behavioral or health data is not considered on a regular basis or over time to develop intervention strategies for students who exhibit academic or behavioral needs, or language development goals. If applicable, has limited participation in the development of SRBI plans, 504 plans, multilingual support goals, or individualized educational programs. 	<ul style="list-style-type: none"> Uses data from limited sources to develop intervention strategies. If applicable, regularly assists the team and contributes progress monitoring information and academic and/or behavioral assessment data, , in the development of SRBI plans, 504 plans, multilingual support goals, or individualized educational programs. 	<ul style="list-style-type: none"> Uses multiple sources of data to collaborate with grade level or content colleagues and specialists to design or refine interventions, including differentiated instruction. If applicable, regularly assists the team and contributes progress monitoring information and academic and/or behavioral assessment data in the development of SRBI plans, 504 plans, multilingual support goals, or individualized educational programs.

CPS TEACHER PERFORMANCE RUBRIC

Domain 5: Professional Responsibilities and Educator Leadership: Maximizes support for student learning by developing and demonstrating professionalism, collaboration and leadership.

CPS INDICATORS	CONTINUUM OF EFFECTIVE TEACHING →→→→→→→→→→→→→→→→		
	Does Not Meet Standard	Approaching Standard	Meets Standard
5.1 Continually engages in reflection, self-evaluation and professional development to enhance understanding of content, pedagogical skills, resources and the impact of actions on student learning.	<ul style="list-style-type: none"> Does not engage in self-reflection or review of personal teaching practice. Does not show any attempts to develop new methods or instructional approaches in order to produce measurable results. Does not willingly/actively participate in required professional development opportunities, and resists applying any of the teaching practices in the classroom with students. 	<ul style="list-style-type: none"> Reflects upon current practice, but does not connect that to the development of instructional practices that produce measurable results in student learning. Participates in required professional development and applies some of that learning to attempt to meet the needs of all students. 	<ul style="list-style-type: none"> Uses a variety of reflective approaches (personal records/journals, peer/administrative feedback, student work, etc) to identify and implement new instructional practices that positively impact student achievement and student learning. Identifies important professional development goals related to student achievement or other important areas related to school/district goals and takes advantage of opportunities for professional development to enhance skills related to differentiation of instruction and meeting the needs of all students.
5.2 Promotes positive relationships and positive school climate through collaboration with colleagues, administrators, students and their families.	<ul style="list-style-type: none"> Makes other staff members and other stakeholders uncomfortable with negativity or lack of trustworthiness. May set others up, betray confidences, or criticize others. Is known to be confrontational or distant. 	<ul style="list-style-type: none"> Works with others and attempts to build rapport with stakeholders. Respects privacy and builds trust with coworkers, parents and students. 	<ul style="list-style-type: none"> Establishes positive rapport with all stakeholders. Discusses and addresses issues and concerns of staff in a positive, constructive manner. Encourages and supports ideas and efforts of colleagues. Respects confidences and privacy and does not seek discontent. Is trusted and respected by all.

CPS TEACHER PERFORMANCE RUBRIC

CPS INDICATORS	CONTINUUM OF EFFECTIVE TEACHING →→→→→→→→→→→→→→→→→→		
	Does Not Meet Standard	Approaching Standard	Meets Standard
5.3 Collaborates with colleagues and administrators to examine student learning data, instructional strategies, curricula, and organizational structures to support continuous curricular, school, and district improvement, and to monitor the impact of support and interventions.	<ul style="list-style-type: none"> ● Rarely extends self for working collaboratively or solving problems related to student performance, curriculum or instruction. ● Is likely to be highly critical of solutions that are proposed by others and displays biting negativity. ● Any review of assessment data is not used to inform instruction and resists efforts to implement plans to address and monitor instructional and behavioral interventions. 	<ul style="list-style-type: none"> ● Attends required meetings related to examining data and instructional practice. ● Sometimes has difficulty reflecting on practice and analyzing feedback without becoming defensive. ● Shows resistance to ideas and implementation plans, and is likely to be critical of solutions proposed by others. ● Review of assessment data is sometimes used to plan instruction, but does not present adequate data or feedback to monitor instructional and behavioral interventions. 	<ul style="list-style-type: none"> ● Actively participates in meetings and committees designed to examine data, instruction and curriculum. ● Reflects on practice and analyzes data and feedback from colleagues and administrators openly and without bias. ● Actively seeks out and accepts feedback and suggestions. Listens effectively to other viewpoints, shares ideas and works with others to forge collaborative solutions to adjusting or planning interventions. ● Communicates student assessment data with team and/or colleagues and collaborates to improve grade level or departmental instructional or assessment strategies to meet school-wide as well as individual students' needs. ● Collects and maintains adequate data to monitor the impact of instructional and behavioral interventions and provides insight for adjusting or planning interventions.

CPS TEACHER PERFORMANCE RUBRIC

CPS INDICATORS	CONTINUUM OF EFFECTIVE TEACHING →→→→→→→→→→→→→→→→		
	Does Not Meet Standard	Approaching Standard	Meets Standard
5.4 Proactively communicates in culturally respectful and sensitive ways with families and students in order to ensure their ongoing awareness of academic and behavioral expectations and student progress and encourage opportunities to support their child's learning.	<ul style="list-style-type: none"> Communicates results to students and families, mainly through grades, report cards and mandated parent/educator conferences or when issues reach critical stage. Report cards and progress reports provide limited information and lack comments. No communication outside of established grade reporting timelines. Parents are often surprised by student progress information as no communication about difficulty or failure previewed the grades. Grades can sometimes not be substantiated by adequate data. No encouragement is made for families to participate. 	<ul style="list-style-type: none"> Communicates expectations and results with students and families through grades, report cards and mandated parent/educator conferences and when a student is experiencing difficulty with academics or behavior. Report cards and progress reports provide adequate information to parents. Limited contact to parents outside of the established grade reporting timelines. Attends scheduled parent conferences, but may not have updated or accurate information to share. Occasionally consults other educators for possible strategies when the educator's academic or behavioral interventions for students are not successful. 	<ul style="list-style-type: none"> Regularly communicates expectations and performance results to students, families and/or other colleagues, providing detailed, in-depth information. The educator uses progress reports, report cards and other means of communication (email, phone calls, the web, notes, newsletters, student agendas, etc) to provide parents and students with information about student progress. The educator not only extends efforts to have a high level of participation in scheduled conferences, but is willing to be flexible in meeting with or talking with families at other times. Conferences are well-planned, provide accurate and thorough information about student progress and may involve students. Proactively enlists the support of other educators and/or families in addressing academic or behavioral needs for support or enrichment and develops performance expectations.
5.5 Understands the components of the student intervention process and the legal rights of students with SRBI intervention plans, 504 plans, multilingual learner supports, and students with disabilities and the rights of their families within the SRBI intervention, referral, and individualized education plan process.	<ul style="list-style-type: none"> Violates the legal rights of students by not following the requirements of the Scientific Research-Based Intervention (SRBI) process, 504 plans, multilingual access to the general curriculum and/or student Individualized Education Plans (IEP). 	<ul style="list-style-type: none"> Does not have a full understanding of the Scientific Research-Based Intervention (SRBI) process, 504 plans, multilingual access to the general curriculum, and/or student Individualized Education Plans (IEP), and fails to uphold and follow-through on all components and requirements of those plans. 	<ul style="list-style-type: none"> Thoroughly understands all requirements of the Scientific Research-Based Intervention (SRBI) process, 504 plans, multilingual access to the general curriculum, and/or student Individualized Education Plans (IEP) and effectively implements the components of those plans. The educator seeks creative and appropriate student interventions within and beyond the classroom walls when applying the SRBI or IEP plan.

CPS TEACHER PERFORMANCE RUBRIC

CPS INDICATORS	CONTINUUM OF EFFECTIVE TEACHING →→→→→→→→→→→→→→→→		
	Does Not Meet Standard	Approaching Standard	Meets Standard
5.6 Demonstrates moral and ethical behavior appropriate to the profession, including the use of resources and communication technology in a professional and ethical manner, and maintaining sensitive information with confidentiality.	<ul style="list-style-type: none"> ● Acts in an ethically questionable manner, uses poor judgment, and frequently acts unprofessionally. ● Violates board policy and uses communication technology (email, blogs, social media, etc) in a manner that is professionally inappropriate and/or violates boundaries. ● Routinely uses school time and resources for personal use (telephone, copier, computer, etc) ● Often seeks out news, is nosy and discusses information about student performance or student, staff and/or parent personal matters with others. 	<ul style="list-style-type: none"> ● Occasionally demonstrates poor judgment or acts in an unprofessional manner. ● Adheres to board policies and typically uses communication technology (email, blogs, social media, etc) appropriately. ● Sometimes uses school time and resources for personal use (telephone, copier, computer, etc). ● Engages in discussions about confidential matters and may share information about student performance or student, staff and/or parent personal matters with others. 	<ul style="list-style-type: none"> ● Is ethical, honest and uses good judgment. ● Adheres to board policy and professional practice in using communication technology (email, blogs, social media, etc) appropriately. ● Is conscientious about using school time and resources only for professional use. ● Never shares information about students, staff and parents unless professionally necessary. The educator tactfully heads off conversations in which others are breaching confidentiality.
5.7 Maintains high standards of attendance and punctuality, is prepared for and participates in meetings in a positive and productive manner, and meets all required deadlines.	<ul style="list-style-type: none"> ● Has an ongoing pattern of frequent and sporadic absences that are not supported by valid health problems. Is late to school, class, meetings, etc. ● Reports are error laden and reflect a lack of attention to detail and accuracy. Lateness and omission are part of the profile. The educator regularly needs reminders to meet established deadlines. 	<ul style="list-style-type: none"> ● Has few absences and is generally on time for class, meetings, etc. ● Reports sometimes need to be revised due to a lack of attention to detail and accuracy. The educator sometimes needs reminders to meet established deadlines. 	<ul style="list-style-type: none"> ● The educator is keenly aware of how important his/her presence is in the classroom. Absences are rare and the educator is always on time for class, meetings, etc. ● Meets all obligations on time and rarely submits anything with any error. The educator does not need prompting to meet established deadlines.
5.8 Conducts themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators .	<ul style="list-style-type: none"> ● Frequently acts in an unprofessional manner and violates Connecticut's Code of Professional Responsibility for Educators. 	<ul style="list-style-type: none"> ● Occasionally acts in an unprofessional manner and violates Connecticut's Code of Professional Responsibility for Educators. 	<ul style="list-style-type: none"> ● Adheres to Connecticut's Code of Professional Responsibility for Educators.

Student & Education Support Specialists (SESS)

Teacher: _____ Year: _____

CPS Indicators	Continuum of Effective Teaching		
	Does Not Meet Standard	Approaching Standard	Meets Standard
1.1 Creates an environment that is responsive to and respectful of the needs of learners with diverse backgrounds, interests and performance levels, through the establishment of rapport and trust when engaging with learners.	<ul style="list-style-type: none"> Has low expectations for learners based on poverty, background, disability, or racial, cultural or language differences. Little indication that the educator considers learners' backgrounds, interests and skill levels Does not consistently address learners in a respectful manner. 	<ul style="list-style-type: none"> Reduces academic and/or behavioral expectations for some learners based on poverty, background, disability, or racial, cultural or language differences. Considers learners' backgrounds, interests and skill levels. Treats all learners with respect. 	<ul style="list-style-type: none"> Has high academic and behavioral expectations for all learners regardless of poverty, background, disability, or racial, cultural or language differences. Selects content and designs opportunities which build upon learners' diverse backgrounds, interests and skill levels. Creates an environment in which all learners are treated with respect regardless of differences in backgrounds, interests and skill levels. Creates an environment which supports learners in becoming role models for treating others with respect.
1.2 Promotes engagement and enthusiasm for learning.	<ul style="list-style-type: none"> Lethargy characterizes delivery. Some learners are consistently not engaged in the activities and the educator makes few attempts to re-engage learners. 	<ul style="list-style-type: none"> Enthusiasm and energy level is low and/or inconsistent. Attempts are made to get learners actively involved, but some learners are disengaged. 	<ul style="list-style-type: none"> Demonstrates enthusiasm and a lively and dynamic presence. Uses a variety of strategies and supports to consistently engage or re-engage students in activities. Students support one another's engagement.

Student & Education Support Specialists (SESS)

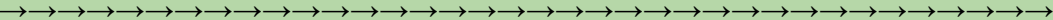
(School Psychologist, School Social Worker, School Counselor, Speech & Language Pathologist, Special Education Educators, and Specialists)

CPS Indicators	Continuum of Effective Teaching		
	Does Not Meet Standard	Approaching Standard	Meets Standard
<p>1.3 Promotes the development and application of appropriate social skills to develop learners' social competence and responsible and ethical behavior by using a continuum of proactive strategies that may be individualized to learner's needs.</p>	<ul style="list-style-type: none"> Provides limited modeling or explicit direction/guidance to facilitate the acquisition of social skills. 	<ul style="list-style-type: none"> Educator interactions with learners and other adults to model socially competent behavior. Articulates expectations for social skills and introduces some strategies to help learners develop socially competent behavior. Implements a limited range of strategies or interventions in response to learner needs. 	<ul style="list-style-type: none"> Incorporates explicit instruction, reinforcement and modeling of social skills as well as ethical and responsible behavior into daily practice which is evident in educator-learner and learner-learner interactions. Structures opportunities (planned and "teachable moments") for learners to discuss, learn, practice and reinforce appropriate social skills. Designs and implements strategies to support learners' independence in seeking to improve their own social, ethical and responsible behavior. Designs and implements targeted behavioral strategies or interventions in response to specific learner needs and circumstances.
<p>1.4 Promotes developmentally appropriate standards of behavior that support a productive learning environment.</p>	<ul style="list-style-type: none"> Limited or inconsistent communication of rules and expectations for behavior. Learner behavior interferes with others' opportunity to learn. Learner behavior interferes with the emotional or physical safety of others. Consequences may be inappropriate and/or inconsistently applied. 	<ul style="list-style-type: none"> Clearly communicates rules and expectations for behavior to learners. Promotes and reinforces positive behavior consistent with established expectations. Consequences are appropriate and applied in a timely fashion. 	<ul style="list-style-type: none"> Learner behavior is consistent with established rules/norms. Considers learners' input to create and monitor rules and consequences across varied learning environments. Facilitates learners' perseverance in demonstrating behavior consistent with established expectations. Promotes behavior that supports a productive learning environment. Redirects learner behavior when necessary and consistently enforces appropriate consequences.

CPS PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

Student & Education Support Specialists (SESS)

(School Psychologist, School Social Worker, School Counselor, Speech & Language Pathologist, Special Education Educators, and Specialists)

CPS Indicators	Continuum of Effective Teaching 		
	Does Not Meet Standard	Approaching Standard	Meets Standard
1.5 Maximizes service delivery by effectively managing routines and transitions.	<ul style="list-style-type: none"> Time is lost due to the lack of established routines. Time is lost because arrangements have not been pre-determined or there are not clear directions to guide transitions. All necessary materials are not readily available. 	<ul style="list-style-type: none"> Routines have been established but may not be efficient. Arrangements are planned but sometime is lost because the educator continually redirects learners through transitions. Materials are available but there are no established procedures for their access or use. 	<ul style="list-style-type: none"> Manages established routines and transitions to maximize learner learning time and promote learner independence. Implements strategies to assist learners who may require some assistance from the educator and provide appropriate support when needed. Materials are organized and available and learners know how to access them with minimal direction from the educator.
1.6 Establishes a safe and orderly physical environment that is conducive to service delivery.	<ul style="list-style-type: none"> Bulletin boards are bare or have outdated or old/faded information that is not engaging. The room shows lack of concern. Clutter abounds or the room looks abandoned. There is poor alignment between the physical environment and the learning activities. 	<ul style="list-style-type: none"> Bulletin boards are utilized and have school or content-related information posted. Organization of the room is neat, safe and conducive to learning. 	<ul style="list-style-type: none"> Bulletin boards and displays include learner interest materials, learner work samples or content appropriate materials. The furnishings are thoughtfully arranged to maximize a positive and safe learning environment and to adjust to varied learning activities. The room is neat, organized, and arranged in a way that is responsive to the students' needs and to suit learning activities.

Student & Education Support Specialists (SESS)

(School Psychologist, School Social Worker, School Counselor, Speech & Language Pathologist, Special Education Educators, and Specialists)

Domain 2: Planning for Active Learning: Plans instruction in order to engage learners in challenging, meaningful, and relevant learning.

CPS Indicators	Continuum of Effective Teaching		
	Does Not Meet Standard	Approaching Standard	Meets Standard
2.1 Develops plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.	<ul style="list-style-type: none"> Uses general understanding of the content, not data about learning needs, to plan instruction. Plans are generally not differentiated and/or not at an appropriate level of challenge. 	<ul style="list-style-type: none"> Uses general understanding of learners' prior content knowledge and skills to plan support. Plans include some differentiation but may not ensure an appropriate level of challenge for all learners. 	<ul style="list-style-type: none"> Analyzes multiple sources of learner performance data, including information about learners' prior knowledge, skills and understanding of concepts to determine individual needs and plan instruction. Plans incorporate a variety of strategies that appropriately challenge all learners, including differentiation of lesson content, process for developing understanding and/or products to exhibit learning.
2.2 Develops coherent and sequential instruction/service delivery that actively engages learners.	<ul style="list-style-type: none"> Develops discrete sessions/lessons and activities related to specific skills in the curriculum. 	<ul style="list-style-type: none"> Develops a sequence of sessions/lessons and activities that are based on curriculum and build upon learners' prior knowledge, skills and interests. 	<ul style="list-style-type: none"> Develops and organizes sessions/lessons towards a continuum of mastery that includes sequenced objectives that connect to long-term outcomes and appropriately challenge learners, promote their independence and interdependence and that consistently incorporate higher level learning of content skills or concepts to actively engage learners to think critically, creatively and solve problems by: <ul style="list-style-type: none"> - using strategic questions for discourse; - anticipating and teaching to content misconceptions; - making real world, career, or global connections with the content

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(School Psychologist, School Social Worker, School Counselor, Speech & Language Pathologist, Special Education Educators, and Specialists)

CPS Indicators	Continuum of Effective Teaching		
	Does Not Meet Standard	Approaching Standard	Meets Standard
2.3 Promotes the development and application of skills with conceptual understanding, and anticipates learner misconceptions.	<ul style="list-style-type: none"> Plans do not include opportunities to demonstrate understanding or apply skills. Proceeds without considering or addressing misunderstandings and misconceptions that learners might have about the content being taught. 	<ul style="list-style-type: none"> Plans show limited evidence of opportunities for learners to demonstrate understanding or apply their learning in a new situation. Has thought about ways that learners might become confused about the content being taught, but does not plan or address them within the lesson. 	<ul style="list-style-type: none"> Plans involve learners in summarizing and internalizing what they learn and applying their understandings to real-life situations. Anticipates misconceptions or misunderstandings that learners might have about the content, and consciously plans to address and clarify them within the context of the lesson.
2.4 Selects appropriate assessment strategies to align to student learning/achievement needs, skills, and strategies, and monitors ongoing learner progress.	<ul style="list-style-type: none"> Selects single measure assessments that may or may not measure criteria and progress/outcomes of the learning goals and objectives. 	<ul style="list-style-type: none"> Selects formative and summative assessments that are aligned to curriculum/content standards and/or goals and objectives that will allow for monitoring and determining learner progress. Plans to provide learners with information about their current progress, including general strengths and areas of need. Plans include sharing assessment criteria with learners. 	<ul style="list-style-type: none"> Designs or selects a variety of assessment tools and strategies aligned to curriculum/content standards and/or goals and objectives that will allow for monitoring and evaluating learner progress and mastery of skills and objectives. Plans strategies to engage learners in using assessment criteria to reflect upon and assess their own progress over time.
2.5 Integrates learning activities that foster independence and understanding, and the ability to make real-world, career, global and/or interdisciplinary connections.	<ul style="list-style-type: none"> Lessons involve rote learning with no extension or application. 	<ul style="list-style-type: none"> Discrete learning activities are included to provide opportunities to apply learning to real world situations Opportunities for students to build independence and ownership are limited. 	<ul style="list-style-type: none"> Lessons consistently connect learning to other content areas and current events and include opportunities for learners to explore and demonstrate their content understanding in the context of real-world applications. Lessons consistently provide opportunities for students to foster independence and build ownership and understanding of the interconnectedness of their learning and skill development to the real world.

Student & Education Support Specialists (SESS)

(School Psychologist, School Social Worker, School Counselor, Speech & Language Pathologist, Special Education Educators, and Specialists)

[illegible]

Student & Education Support Specialists (SESS)

(School Psychologist, School Social Worker, School Counselor, Speech & Language Pathologist, Special Education Educators, and Specialists)

Domain 3: Service Delivery and Instruction for Active Learning: Educators implement instruction/service delivery in order to engage learners in rigorous and relevant learning.

[illegible]

Student & Education Support Specialists (SESS)

(School Psychologist, School Social Worker, School Counselor, Speech & Language Pathologist, Special Education Educators, and Specialists)

CPS Indicators	Continuum of Effective Teaching		
	Does Not Meet Standard	Approaching Standard	Meets Standard
3.4 Uses a variety of evidence-based instructional/service delivery strategies to enable learners to apply and construct new skills.	<ul style="list-style-type: none"> Teaches content of the general curriculum with limited consideration of learner's needs. Engages learners primarily in developing lower level skills. 	<ul style="list-style-type: none"> Uses strategies that are based on general knowledge or data about learners. Engages learners primarily in developing and applying lower level skills, with few opportunities for analyzing, evaluating or creating new learning. 	<ul style="list-style-type: none"> Uses strategies that are explicit, varied, and scaffold based on specific data about learners Engages learners in applying, analyzing, and evaluating their learning with opportunities to create new learning. Consistently lead learners to generalize critical-thinking and problem-solving strategies to new or different content, applications or contexts.
3.5 Uses technological and digital resources compatible with learner needs and abilities to promote learning, collaboration with colleagues and communication within a learning community.	<ul style="list-style-type: none"> Does not utilize computer technology or other digital communication techniques. There is no evidence of the integration of technological or digital resources utilized. 	<ul style="list-style-type: none"> Utilizes basic electronic communication, but does not incorporate technology into instruction. 	<ul style="list-style-type: none"> Effectively utilizes electronic communication methods and explores and integrates various technological and digital resources (interactive boards, online resources, computers) into instruction and learner activities.
3.6 Leads learners to construct meaning through the use of active learning strategies.	<ul style="list-style-type: none"> Primarily provides information to learners. Uses questions and activities that focus on recall and comprehension of information. 	<ul style="list-style-type: none"> Uses strategies that focus on having learners develop skills. Discussions are generally educator directed and beginning to focus on more open ended questions. 	<ul style="list-style-type: none"> Uses strategies that scaffold learning by focusing on a balance of lower level and higher level skills and concepts. Promotes curiosity about the content, and lead learners to develop questions and explore solutions to problems. Provides direct explicit instruction to lead learners to participate in active learning Consistently facilitates learners' engagement in active learning strategies such as discourse or inquiry-based learning leading to mastery/learner independence.

Student & Education Support Specialists (SESS)

(School Psychologist, School Social Worker, School Counselor, Speech & Language Pathologist, Special Education Educators, and Specialists)

[illegible]

Student & Education Support Specialists (SESS)

(School Psychologist, School Social Worker, School Counselor, Speech & Language Pathologist, Special Education Educators, and Specialists)

[illegible]

(School Psychologist, School Social Worker, School Counselor, Speech & Language Pathologist, Special Education Educators, and Specialists)

[illegible]

Student & Education Support Specialists (SESS)

(School Psychologist, School Social Worker, School Counselor, Speech & Language Pathologist, Special Education Educators, and Specialists)

CPS Indicators	Continuum of Effective Teaching		
	Does Not Meet Standard	Approaching Standard	Meets Standard
4.3 Provides learners with assessment criteria and/or individualized, descriptive feedback to help them improve their performance and assume responsibility for growth.	<ul style="list-style-type: none"> Assessment criteria are not clear and/or are communicated after the assessment. 	<ul style="list-style-type: none"> Criteria are communicated prior to an assignment or assessment but focus primarily on task completion (not learning outcomes) and/or learner behaviors. 	<ul style="list-style-type: none"> Expectations are clearly communicated to learners prior to an assignment or assessment. Involve learners in setting personal goals for achievement/progress. Educator assists learners in evaluating and assessing their own work and/or the work of their peers. Feedback, in writing or orally, is provided to learners to describe strengths and weaknesses in the learner performance and includes suggestions for improvements.
4.4 Uses academic, behavioral and health data to select standardized evaluations and design interventions and assist in the development of SRBI plans, 504 plans, multilingual support goals, and individualized educational programs for learners with disabilities.	<ul style="list-style-type: none"> Use of academic, behavioral or health data is not considered on a regular basis or over time to develop intervention strategies for learners who exhibit academic or behavioral needs, or language development goals. Has limited participation in the development of SRBI plans, 504 plans, multilingual support goals, or individualized educational programs. 	<ul style="list-style-type: none"> Uses data from limited sources to develop intervention strategies. Regularly assists team and contributes assessment data, academic and/or behavioral, in the development of SRBI plans, 504 plans, multilingual support goals, or individualized educational programs. 	<ul style="list-style-type: none"> Uses multiple sources of data and seeks support from specialists to monitor learner progress and to design or refine interventions, including differentiated instruction. Regularly assists team and contributes assessment data, academic and/or behavioral, in the development of SRBI plans, 504 plans, multilingual support goals, or individualized educational programs.

Student & Education Support Specialists (SESS)

(School Psychologist, School Social Worker, School Counselor, Speech & Language Pathologist, Special Education Educators, and Specialists)

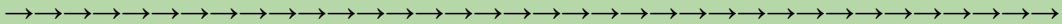
Domain 5: Professional Responsibilities and Leadership: Maximizes support for learning by developing and demonstrating professionalism, collaboration and leadership.

[illegible]

CPS PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

Student & Education Support Specialists (SESS)

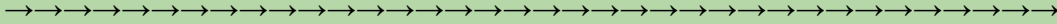
(School Psychologist, School Social Worker, School Counselor, Speech & Language Pathologist, Special Education Educators, and Specialists)

CPS Indicators	Continuum of Effective Teaching 		
	Does Not Meet Standard	Approaching Standard	Meets Standard
5.3 Collaborates with colleagues and administrators to examine data, strategies, curricula, and organizational structures to support continuous curricular, school, and district improvement, and to monitor the impact of support and interventions.	<ul style="list-style-type: none"> ● Rarely extends self for working collaboratively or solving problems related to learner performance, curriculum or instruction. ● Is likely to be highly critical of solutions that are proposed by others and displays negativity. ● Any review of learner data is not used to inform instruction and resists efforts to implement plans to address and monitor instructional and behavioral interventions. 	<ul style="list-style-type: none"> ● Attends required meetings related to examining data and instructional practice. ● Sometimes has difficulty reflecting on practice and analyzing feedback without becoming defensive. ● Shows resistance to ideas and implementation plans, and is likely to be critical of solutions proposed by others. ● Review of assessment data is sometimes used to plan instruction, but does not present adequate data or feedback to monitor instructional and behavioral interventions. 	<ul style="list-style-type: none"> ● Actively participates in meetings and committees designed to examine data, instruction and curriculum. ● Reflects on practice, and analyzes data and feedback from colleagues and administrators openly and without bias. ● Actively seeks out and accepts feedback and suggestions. Listens effectively to other viewpoints, shares ideas and works with others to forge collaborative solutions to solving problems, and adjusting or planning interventions. ● Meets regularly with colleagues and others to monitor and discuss learner progress, and collects and maintains adequate data to monitor the impact of instructional and behavioral interventions. ● Actively seeks out feedback and suggestions and provides insight for adjusting or planning interventions.

CPS PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

Student & Education Support Specialists (SESS)

(School Psychologist, School Social Worker, School Counselor, Speech & Language Pathologist, Special Education Educators, and Specialists)

CPS Indicators	Continuum of Effective Teaching 		
	Does Not Meet Standard	Approaching Standard	Meets Standard
5.4 Proactively communicates in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of learner's academic, behavior, and skill development progress and encourage opportunities to support their child's learning.	<ul style="list-style-type: none"> Communicates results to learners and families, mainly through report cards and mandated parent/educator conferences or when issues reach critical stage. Report cards and progress reports provide limited information and lack comments. No communication outside of established grade reporting timelines. Parents are often surprised by learner progress information as no communication about difficulty or failure previewed the grades. Grades can sometimes not be substantiated by adequate data. No encouragement is made for families to participate. 	<ul style="list-style-type: none"> Communicates expectations and results with learners and families through report cards and mandated parent/educator conferences and when a learner is experiencing difficulty with academics or behavior. Report cards and progress reports provide adequate information to parents. Limited contact to parents outside of the established grade reporting timelines. Attends scheduled parent conferences, but may not have updated or accurate information to share. Occasionally consults other educators for possible strategies when the educator's academic or behavioral interventions for learners are not successful. 	<ul style="list-style-type: none"> Regularly communicates expectations and performance results and immediately addresses needs with learner, families and/or other colleagues, providing detailed, in-depth information. The educator uses progress reports, report cards and other means of communication (email, phone calls, the web, notes, newsletters, learner agendas, etc) to provide parents and learners with information about learner progress. The educator not only extends efforts to have a high level of participation in scheduled conferences, but is willing to be flexible in meeting with or talking with families at other times. Conferences are well-planned, provide accurate and thorough information about learner progress and may involve learners. Proactively enlists the support of other educators and/or families in addressing academic or behavioral needs for support or enrichment and develop performance expectations

Student & Education Support Specialists (SESS)

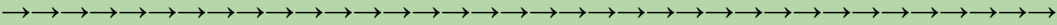
(School Psychologist, School Social Worker, School Counselor, Speech & Language Pathologist, Special Education Educators, and Specialists)

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CPS PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

Student & Education Support Specialists (SESS)

(School Psychologist, School Social Worker, School Counselor, Speech & Language Pathologist, Special Education Educators, and Specialists)

CPS Indicators	Continuum of Effective Teaching 		
	Does Not Meet Standard	Approaching Standard	Meets Standard
5.7 Maintains high standards for the selection, protection and management of school resources and learner materials/assessments.	<ul style="list-style-type: none"> • Uses materials even when they are a mismatch to skill development, assessment and academic/curricular learner needs. The materials may be outdated or inappropriate. • Materials and resource loss may be high, equipment frequently broken and furnishings may be misused. Frequent replacements are needed. • The educator does not seek to find new and better materials. 	<ul style="list-style-type: none"> • Selects materials that are provided to them or are appropriate to ensure they are aligned with skill development, assessment and academic/curricular learner needs. • An effective system for managing inventory and use of the materials is in place and is understood by learners. • Some damage, loss and misuse of property occurs. 	<ul style="list-style-type: none"> • Uses good criteria for selecting appropriate materials to ensure they are aligned with skill development, assessment and academic/curricular learner needs. • Constantly searches out new and better materials and seeks creative funding if necessary. • Materials are carefully inventoried. Students are held accountable for use. • Damage, loss, and misuse of property in this educator's care is virtually nonexistent.
5.8 Maintains high standards of attendance and punctuality, is prepared for and participates in meetings in a positive and productive manner, and meets all established deadlines.	<ul style="list-style-type: none"> • Has an ongoing pattern of frequent and sporadic absences that are not supported by valid health problems. Is late to school, class, meetings, etc. • Reports are error laden and reflect a lack of attention to detail and accuracy. Lateness and omission are part of the profile. The educator regularly needs reminders to meet established deadlines. 	<ul style="list-style-type: none"> • Has few absences and is generally on time for class, meetings, etc. • Reports sometimes need to be revised due to a lack of attention to detail and accuracy. The educator sometimes needs reminders to meet established deadlines. 	<ul style="list-style-type: none"> • The educator is keenly aware of how important his/her presence is in the classroom. Absences are rare and the educator is always on time for class, meetings, etc. • Meets all obligations on time and rarely submits anything with any error. The educator does not need prompting to meet established deadlines.

Student & Education Support Specialists (SESS)

(School Psychologist, School Social Worker, School Counselor, Speech & Language Pathologist, Special Education Educators, and Specialists)

[illegible]

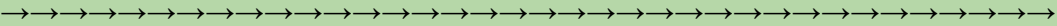
(School Psychologist, School Social Worker, School Counselor, Speech & Language Pathologist, Special Education Educators, and Specialists)

Clinton Public Schools, Clinton, CT

CPS PERFORMANCE RUBRIC/SELF-ASSESSMENT TOOL

Student & Education Support Specialists (SESS)

(School Psychologist, School Social Worker, School Counselor, Speech & Language Pathologist, Special Education Educators, and Specialists)

CPS Indicators	Continuum of Effective Teaching		
	<div style="text-align: center;">  </div>		
	Does Not Meet Standard	Approaching Standard	Meets Standard
5.13 Supervision of Non-Certified Staff: Provides guidance, oversight, and support to non-certified staff members, ensuring alignment with school goals and standards of professionalism.	<ul style="list-style-type: none"> Fails to provide adequate guidance, oversight, and support to non-certified staff members. Neglects to monitor their work or provide meaningful feedback. Shows little commitment to ensuring alignment with school goals and standards of professionalism. Fails to create a supportive and collaborative working environment for non-certified staff. 	<ul style="list-style-type: none"> Provides some guidance and support to non-certified staff members, but inconsistently. Monitoring of non-certified staff work may be sporadic or lacking in thoroughness. Feedback provided may be limited or not always constructive. Shows some effort towards fostering a collaborative environment but may not consistently follow through. 	<ul style="list-style-type: none"> Provides clear guidance and support to non-certified staff members. Regularly monitors their work to ensure alignment with school goals and standards of professionalism. Offers constructive feedback to help non-certified staff improve their performance. Demonstrates a commitment to fostering a collaborative and supportive working environment.
5.14 Conducts themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators .	<ul style="list-style-type: none"> Frequently acts in an unprofessional manner and violates Connecticut's Code of Professional Responsibility for Educators. 	<ul style="list-style-type: none"> Occasionally acts in an unprofessional manner and violates Connecticut's Code of Professional Responsibility for Educators. 	<ul style="list-style-type: none"> Adheres to Connecticut's Code of Professional Responsibility for Educators.

Applicability of the **Code of Professional Responsibility for Teachers** to Candidates in a Connecticut Educator Preparation Program

Effective July 1, 2003, Section 10-145d-11 of the Regulations of Connecticut State Agencies, Standards and Procedures for the Approval of Connecticut Educator Preparation Programs, requires that institutions and schools of education ensure that prospective teacher candidates meet the following competencies when admitting, preparing and recommending for certification:

- Demonstrate knowledge of the Code of Professional Responsibility for Teachers;
- Demonstrate current Connecticut licensure competencies as defined in Sections 10-145d-400 through 10-145d-619, inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching, and the Connecticut Content Specific Standards for Teachers; and
- Have the qualities of character and personal fitness for teaching.

Standards and Procedures for the Approval of Connecticut Educator Preparation Programs stipulate requirements for candidates in addition to those noted above. Furthermore, in order to gain Connecticut State Board of Education Approval for their preparation programs, institutions and schools of education must present evidence of how their programs and candidates meet standards established by the National Council for Accreditation of Teacher Education (NCATE).

For more information about Connecticut and NCATE standards, please refer to the following web sites:

- Standards and Procedures for the Approval of Connecticut Educator Preparation Programs
www.ct.gov/sde/cert
Scroll down and click on "Program Approval" under teacher preparation. Click on "Visiting Team Handbook."
- Connecticut Common Core of Teaching
www.ct.gov/sde
Click on "Teachers & Administrators" at the top of the left column. Scroll down and click on "Educator Standards."
- NCATE
www.ncate.org

Connecticut State Department of Education



Dr. Miguel A. Cardona
Commissioner

Bureau of Educator Standards and Certification

Christopher M. Todd
Bureau Chief, Talent Office

FOR MORE INFORMATION: <http://www.ct.gov/sde/cert>

Web: teacher.cert@ct.gov

E-mail: 860-713-6969
Monday and Thursday
Phone: Noon–4 p.m.

Bureau of Educator Standards
and Certification
Mail: P.O. Box 150471 Hartford, CT
06115-0471

Connecticut Code of Professional Responsibility

For Teachers

Regulations of Connecticut State Agencies
Section 10-145d-400a



PREAMBLE

Subsection (a)

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

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

Consistent with applicable law, the Code of Professional Responsibility for Teachers shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purposes of this section, "teacher" means a person who is applying for, who holds or who is employed under a teaching certificate, or other equivalent certificate, issued by the state board of education.

Connecticut Code of Professional Responsibility for Teachers

Regulations of Connecticut State Agencies Section 10-145d-400a

(b) RESPONSIBILITY TO THE STUDENT

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

- (A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
- (B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of subject matter;
- (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
- (D) Foster in students the full understanding, application and preservation of democratic principles and processes;
- (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- (F) Assist students in the formulation of value systems and worthy, positive goals;
- (G) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
- (H) Strive to develop within students fundamental critical thinking skills and problem-solving techniques;
- (I) Remain steadfast in guaranteeing equal opportunity for quality education for all children, and not unlawfully discriminate; and
- (J) Maintain the confidentiality of all information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

(2) The professional teacher, in full recognition of his or her obligation to the student, shall not:

- (A) Abuse his or her position as a professional with students for private advantage;
- (B) Sexually or physically harass or abuse students;
- (C) Emotionally abuse students; or
- (D) Engage in any misconduct which would put students at risk.

(c) RESPONSIBILITY TO THE PROFESSION

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

- (A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;
- (B) Uphold the professional teacher's right to teach effectively;
- (C) Uphold the principle of academic freedom;
- (D) Strive to exercise the highest level of professional judgment;
- (E) Assume responsibility for his or her professional development;
- (F) Encourage the participation of teachers in the process of educational decision-making;
- (G) Promote the employment of only qualified and fully licensed teachers;
- (H) Encourage promising, qualified and competent individuals to enter the profession;
- (I) Decline any gratuity, gift or favor that would impair or influence professional decisions or actions; and
- (J) Maintain the confidentiality of all information concerning colleagues obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

(2) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall not:

- (A) Obtain licensure or employment by misrepresentation or fraud;
- (B) Misrepresent his, her or another's professional qualifications or competencies; or
- (C) Engage in any misconduct which would impair his or her ability to teach.

(d) RESPONSIBILITY TO THE COMMUNITY

(1) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall:

- (A) Be cognizant of the influence of teachers upon the community-at-large, and, therefore, shall not knowingly misrepresent facts or make false statements;
- (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- (C) Promote the principles and ideals of democratic citizenship; and
- (D) Endeavor to secure equal educational opportunities for all children.

(2) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall not:

- (A) Exploit the educational institution for personal gain; or
- (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust.



EDUCATOR and SESS GROWTH GOAL REPORT

Educator: _____

School Year _____

School: Choose ▾

Observation Cycle: Choose ▾

Evaluator: _____

Teaching Assignment: _____

Goal Description: Choose ▾

Goal Time Frame: Choose ▾

TEAM Module (if applicable): Choose ▾

CPS Rubrics:

(select one domain)

EDUCATOR

- ☐ Educator Domain 1 Classroom Environment
- ☐ Educator Domain 2 Planning for Active Learning
- ☐ Educator Domain 3 Instruction for Active Learning
- ☐ Educator Domain 4 Assessment for Learning
- ☐ Educator Domain 5 Professional Responsibilities and Leadership

SESS

- ☐ Service Delivery Domain 1 Learning Environment
- ☐ Service Delivery Domain 2 Planning for Active Learning
- ☐ Service Delivery Domain 3 Service Delivery for Active Learning
- ☐ Service Delivery Domain 4 Assessment for Learning
- ☐ Service Delivery Domain 5 Professional Responsibilities and Leadership

F S & C:

(choose all that apply)

- ☐ F S & C 1 Reading
- ☐ F S & C 2 Conventions of Language
- ☐ F S & C 3 Writing
- ☐ F S & C 4 Math
- ☐ F S & C 5 Audience Participation
- ☐ F S & C 6 Presentation Skills
- ☐ F S & C 7 Collaboration
- ☐ F S & C 8 Research Skills
- ☐ F S & C 9 Investigates & Evaluated Information
- ☐ F S & C 10 Digital Literacy Skills

District Strategic Objectives: (select all that apply)

- ☐ Create an equitable learning system to ensure inclusion, access, and achievement for all students.
- ☐ Provide individualized and personalized learning experiences to develop engaged and reflective learners who can apply their learning.
- ☐ Create a welcoming and supportive school community focused on establishing relationships and providing support that foster the health and well-being of all.
- ☐ Create a safe, effective, and fiscally responsive school district by ensuring proper planning and management of district resources.

Educator Growth Goals

Initial Report	Meeting Date	Midyear Report	Meeting Date	Final Report	Meeting Date



EDUCATOR and SESS GROWTH GOAL REPORT

INITIAL REPORT

Date:

Goal Statement:

What is your rationale for this particular goal? How do you anticipate success towards this goal will impact your students?

Educator Learning Activities & Classroom Implementation
(action steps, activities, strategies, & resources)

Measure of Progress (List at least 2 indicators)

Evaluator Feedback:

[Return to Report Introductory Page](#)



EDUCATOR and SESS GROWTH GOAL REPORT

MIDYEAR REPORT

Date:

Review and reflect on your progress toward your growth goal so far this year and discuss its impact on your students and/or the school community.

Are there adjustments that are needed to your goal based on unforeseen factors?

Choose One ▾

If yes, please explain...

Evaluator Feedback:

[Return to Report Introductory Page](#)



EDUCATOR and SESS GROWTH GOAL REPORT

FINAL REPORT

Date: _____

Reflect on your progress toward your growth goal and discuss its impact on your students and/or the school community (*no more than 2 pages*).

Application to Future Teaching and Learning:

Evaluator Feedback:

Evaluator Conclusion ▾

This does not indicate "pass" or "fail," but rather that all steps of the Educator Growth Goal Report.

[Return to Report Introductory Page](#)



EDUCATOR SUMMATIVE EVALUATION

Date: _____

Teacher: _____

School Year: _____

School: Choose ▾

Observation Cycle: Choose ▾

Evaluator: _____

Teaching Assignment: _____

DATES OF INFORMAL OBSERVATIONS

DATES OF REVIEWS OF PRACTICE

DATES OF FORMAL OBSERVATIONS

CLASSROOM ENVIRONMENT

Promotes student engagement, independence, and interdependence in learning by facilitating a positive learning community.

Choose ▾

Feedback for approaching or not meeting standard

PLANNING FOR ACTIVE LEARNING

Plans instruction in order to engage students in challenging, meaningful, and relevant learning and to develop skills and competencies that empower students to embrace the future.

Choose ▾

Feedback for approaching or not meeting standard

INSTRUCTION FOR ACTIVE LEARNING

Implements instruction in order to engage students in challenging, meaningful, and relevant learning and to develop foundation skills and competencies that empower students to embrace the future.

Choose ▾

Feedback for approaching or not meeting standard



EDUCATOR SUMMATIVE REPORT

ASSESSMENT FOR LEARNING

Use multiple measures to analyze student performance and to inform subsequent planning and instruction.

Choose ▾

Feedback for approaching or not meeting standard

PROFESSIONAL RESPONSIBILITIES & LEADERSHIP

Maximize support for student learning by developing and demonstrating professionalism, collaboration, and leadership.

Choose ▾

Feedback for approaching or not meeting standard

Ratings for each domain are determined by evidence of performance for the domain indicators, as outlined in the continuum of effective teaching in the CPS Teachers Performance Rubric.

Specific Areas of Strength/Contributions:

Specific Areas of Continued Growth:

The educator is recommended for a tiered support plan for the next school year.

- ☐ Yes
☐ No

The educator has successfully completed the evaluative cycle for the current school year.

- ☐ Yes
☐ No

Educator Signature	Date
Evaluator Signature	Date



STUDENT & EDUCATION SUPPORT SPECIALIST (SESS) SUMMATIVE EVALUATION

Date: _____

Teacher: _____

School Year: _____

School: Choose ▾

Observation Cycle: Choose ▾

Evaluator: _____

Teaching Assignment: _____

DATES OF INFORMAL OBSERVATIONS

DATES OF REVIEWS OF PRACTICE

DATES OF FORMAL OBSERVATIONS

LEARNING ENVIRONMENT

Promotes engagement, independence and interdependence in learning by facilitating a positive learning community.

Choose ▾

Feedback for approaching or not meeting standard

PLANNING FOR ACTIVE LEARNING

Plans instruction in order to engage students in challenging, meaningful, and relevant learning. Choose ▾

Feedback for approaching or not meeting standard

SERVICE DELIVERY AND INSTRUCTION FOR ACTIVE LEARNING

Educators implement instruction/service delivery in order to engage learners in rigorous and relevant learning.

Choose ▾

Feedback for approaching or not meeting standard



STUDENT & EDUCATION SUPPORT SPECIALIST (SESS) SUMMATIVE EVALUATION

ASSESSMENT FOR LEARNING

Educators use multiple measures to analyze learner performance and to inform subsequent planning and instruction.

Choose ▾

Feedback for approaching or not meeting standard

PROFESSIONAL RESPONSIBILITIES & LEADERSHIP

Maximize support for learning by developing and demonstrating professionalism, collaboration, and leadership.

Choose ▾

Feedback for approaching or not meeting standard

Ratings for each domain are determined by evidence of performance for the domain indicators, as outlined in the continuum of effective teaching in the CPS Teachers Performance Rubric.

Specific Areas of Strength/Contributions:

Specific Areas of Continued Growth:

The educator is recommended for a tiered support plan for the next school year.

- ☐ Yes
☐ No

The educator has successfully completed the evaluative cycle for the current school year.

- ☐ Yes
☐ No

Educator Signature	Date
Evaluator Signature	Date



PRE-OBSERVATION CONFERENCE FORM

To be completed by the educator and shared with the evaluator prior to the conference

Date: _____

Educator: _____

Evaluator: _____

Grade: _____

Date of Observation: _____

Subject: _____

LESSON TITLE:

LESSON OBJECTIVES:

STANDARDS/Framework ADDRESSED:

CLASSROOM ENVIRONMENT

How do you plan to establish and maintain a positive classroom environment?

What strategies will you use to manage student behavior and encourage engagement?

Are there any potential challenges you anticipate and how do you plan to address them?



PRE-OBSERVATION CONFERENCE FORM

INSTRUCTION FOR ACTIVE LEARNING

Briefly describe the instructional strategies and activities you plan to use during the lesson.

INSTRUCTION FOR ACTIVE LEARNING

Briefly describe the instructional strategies and activities you plan to use during the lesson.

How will you differentiate instruction to meet the needs of diverse learners?

Are there any specific resources or materials you will be using?

Will you be integrating technology into the lesson? If so, how?

ASSESSMENT FOR LEARNING

How will you assess student understanding during the lesson?

Are there any specific assessment tools or methods you will use?

ADDITIONAL NOTES

Are there any additional details or information you would like the evaluator to know before the observation?

Educator Signature	Date
Evaluator Signature	Date



POST-OBSERVATION CONFERENCE FORM

To be completed by the educator and shared with the evaluator after the conference

Date: _____

Educator: _____

Evaluator: _____

Grade: _____

Date of Observation: _____

Subject: _____

REFLECTION ON THE LESSON

What aspects of the lesson do you believe were successful and why?

Were there any challenges or unexpected occurrences during the lesson? If so, how did you address them or how would you address them in the future?

STUDENT ENGAGEMENT

Were the learning objectives achieved? If not, what factors do you believe contributed to any gaps in student understanding?

How did you perceive student engagement during the lesson?

Were there any specific students who stood out in terms of participation or understanding?

CLASSROOM ENVIRONMENT

How effective were your classroom management strategies during the lesson?



POST-OBSERVATION CONFERENCE FORM

Did you encounter any behavior issues or disruptions? If so, how were they addressed or how do you plan to address similar behavior in the future?

What adjustments, if any, would you make to your classroom management approach in similar situations?

INSTRUCTION FOR ACTIVE LEARNING

Which instructional strategies do you believe were most effective in facilitating student learning?

Were there any strategies or techniques that you would revise or improve upon for future lessons?

ASSESSMENT FOR LEARNING

How did you assess student learning during the lesson?

How did you, or will you provide feedback to students during the lesson?

PROFESSIONAL GROWTH AND REFLECTION

What insights or takeaways do you have from this observation experience?

How do you plan to apply what you've learned to your future teaching practices?

Educator Signature	Date
Evaluator Signature	Date



EDUCATOR OBSERVATION TOOL

Educator: _____

Date: _____

Evaluator: _____

Time: _____

Subject: _____

Grade: _____

Observation Type: Choose ▾

Domain 1: LEARNING ENVIRONMENT

- | | |
|---|---|
| <input type="checkbox"/> 1.1 Positive climate | <input type="checkbox"/> 1.5 High behavioral standards |
| <input type="checkbox"/> 1.2 Enthusiasm and engagement | <input type="checkbox"/> 1.6 Manages routines/transitions |
| <input type="checkbox"/> 1.3 Shared learning responsibility | <input type="checkbox"/> 1.7 Safe and orderly environment |
| <input type="checkbox"/> 1.4 Social skills | |

Domain 2: PLANNING FOR ACTIVE LEARNING

- | | |
|--|--|
| <input type="checkbox"/> 2.1 Coherent units and objectives | <input type="checkbox"/> 2.5 Behavioral interventions when needed |
| <input type="checkbox"/> 2.2 Promotes application of skills | <input type="checkbox"/> 2.6 Strategic questions to challenge students |
| <input type="checkbox"/> 2.3 Appropriate assessments | <input type="checkbox"/> 2.7 Strategies for content area, literacy, and numeracy |
| <input type="checkbox"/> 2.4 Strategies for critical thought and problem solving | |

Domain 3: INSTRUCTION FOR ACTIVE LEARNING

- | | |
|---|--|
| <input type="checkbox"/> 3.1 Discipline specific knowledge/skills | <input type="checkbox"/> 3.6 Develops independence |
| <input type="checkbox"/> 3.2 Communicates clear objectives | <input type="checkbox"/> 3.7 Differentiated instruction |
| <input type="checkbox"/> 3.3 Approved materials | <input type="checkbox"/> 3.8 Appropriate communications |
| <input type="checkbox"/> 3.4 Variety of evidence based strategies | <input type="checkbox"/> 3.10 Monitors and adjusts |
| <input type="checkbox"/> 3.5 Digital resources | <input type="checkbox"/> 3.11 Meaningful and specific feedback |



EDUCATOR OBSERVATION TOOL

Domain 4: ASSESSMENT FOR LEARNING

- | | |
|--|--|
| <input type="checkbox"/> 4.1 Variety of formative and summative assessments | <input type="checkbox"/> 4.3 Assessment criteria or rubrics and descriptive feedback |
| <input type="checkbox"/> 4.2 Comprehensive data used to understand student achievement | <input type="checkbox"/> 4.4 Data to select/design interventions |

Domain 5: PROFESSIONAL RESPONSIBILITIES & LEADERSHIP

- | | |
|---|--|
| <input type="checkbox"/> 5.1 Engages in reflection/PD | <input type="checkbox"/> 5.5 Understands intervention |
| <input type="checkbox"/> 5.2 Positive relationships/climate | <input type="checkbox"/> 5.6 Moral and ethical behavior |
| <input type="checkbox"/> 5.3 Collaborates to examine data, instructional strategies and curricula | <input type="checkbox"/> 5.7 High standard of attendance and punctuality |
| <input type="checkbox"/> 5.4 Respectful proactive communication with families | <input type="checkbox"/> 5.8 Professional conduct |

EVALUATOR POST OBSERVATION CONFERENCE? CHOOSE ▾

TEACHER POST OBSERVATION CONFERENCE? CHOOSE ▾

Discussion Points: Include reflective questions, feedback, or summary points of the post-observation conference discussion.

Educator Signature	Date
Evaluator Signature	Date



STUDENT & EDUCATION SUPPORT SPECIALISTS (SESS) OBSERVATION TOOL

Educator: _____

Date: _____

Evaluator: _____

Time: _____

Subject: _____

Grade: _____

Observation Type: Choose ▾

Domain 1: LEARNING ENVIRONMENT

- | | |
|--|--|
| <input type="checkbox"/> 1.1 Positive climate | <input type="checkbox"/> 1.4 Standards of behavior support learning environments |
| <input type="checkbox"/> 1.2 Enthusiasm and engagement | <input type="checkbox"/> 1.5 Manages routines to maximize service delivery |
| <input type="checkbox"/> 1.3 Promotes development of social skills | <input type="checkbox"/> 1.6 Safe and orderly environment |

Domain 2: PLANNING FOR ACTIVE LEARNING

- | | |
|---|--|
| <input type="checkbox"/> 2.1 Plans build on learners' knowledge and skills | <input type="checkbox"/> 2.5 Activities foster independence and real-world connections |
| <input type="checkbox"/> 2.2 Instruction/service delivery activity engages learners | <input type="checkbox"/> 2.6 Interventions differentiated based on needs |
| <input type="checkbox"/> 2.3 Anticipates learner misconceptions | <input type="checkbox"/> 2.7 Strategic questions actively engage learners |
| <input type="checkbox"/> 2.4 Assignment aligned with learning needs | |

Domain 3: SERVICE DELIVERY AND INSTRUCTION FOR ACTIVE LEARNING

- | | |
|--|---|
| <input type="checkbox"/> 3.1 Discipline specific knowledge/skills | <input type="checkbox"/> 3.7 Gradual release of responsibility |
| <input type="checkbox"/> 3.2 Communicates clear objectives | <input type="checkbox"/> 3.8 Differentiated instruction |
| <input type="checkbox"/> 3.3 Materials/resources compatible with needs | <input type="checkbox"/> 3.9 Appropriate verbal, non-verbal communications |
| <input type="checkbox"/> 3.4 Variety of evidence based strategies | <input type="checkbox"/> 3.10 Monitors and adjusts based on learner performance |
| <input type="checkbox"/> 3.5 Digital resources | <input type="checkbox"/> 3.11 Meaningful, appropriate, and specific feedback |
| <input type="checkbox"/> 3.6 Active learning strategies | |



STUDENT & EDUCATION SUPPORT SPECIALISTS (SESS) OBSERVATION TOOL

Domain 4: ASSESSMENT FOR LEARNING

- ☐ 4.1 Appropriate assessment types used to evaluate the complexity of learners' needs and interprets the data
- ☐ 4.2 Comprehensive data used to understand student achievement
- ☐ 4.3 Assessment criteria and descriptive feedback
- ☐ 4.4 Uses varied data to design interventions and assist with SRBI, 504, IEP

Domain 5: PROFESSIONAL RESPONSIBILITIES & LEADERSHIP

- ☐ 5.1 Engages in reflection/PD
- ☐ 5.2 Collaborates with all stakeholders to sustain a positive school climate
- ☐ 5.3 Collaborates to examine data, instructional strategies and curricula
- ☐ 5.4 Respectful in proactive communication with families
- ☐ 5.5 Understands intervention
- ☐ 5.6 Moral and ethical behavior
- ☐ 5.7 High standard for management of school resource
- ☐ 5.8 High standard of attendance, punctuality, and preparedness for meetings (meets deadlines)

EVALUATOR POST OBSERVATION CONFERENCE? CHOOSE ▾

TEACHER POST OBSERVATION CONFERENCE? CHOOSE ▾

Discussion Points: Include reflective questions, feedback, or summary points of the post-observation conference discussion.

Educator Signature	Date
Evaluator Signature	Date

Administrator Evaluation and Support Plan

Clinton Public Schools
Administrator Evaluation and Support Plan

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Approved by the Board of Education, Clinton, Connecticut July 15, 2024

Clinton Public Schools

Administrator Evaluation and Support Plan

Introduction

The Clinton Public Schools has designed an Administrator Evaluation and Support Plan that links student learning to professional learning and continuous improvement. The Administrator Evaluation and Support Plan is modeled after the Connecticut Leader Evaluation and Support Plans 2024 and is aligned with the district's Educator Evaluation and Support Plan. These plans are the result of collaborative efforts of the district's Professional Development and Evaluation Committee (PDEC) which is composed of educators, building-level administrators, and central office administrators.

Philosophy

The mission of the Clinton Public Schools is to empower learners to embrace and influence the future with courage and compassion. In service to this mission, four strategic priorities have been identified:

- Create an equitable learning system to ensure inclusion, access, and achievement for all students.
- Provide individualized and personalized learning experiences to develop engaged and reflective learners who can apply their learning.
- Create a welcoming and supportive school community focused on establishing relationships and providing support that foster the health and well-being of all.
- Create a safe, effective, and fiscally responsive school district by ensuring proper planning and management of district resources.

Purpose and Guiding Principles

The design of the Administrator Evaluation and Support Plan is grounded in six guiding principles that use high quality professional learning to advance administrator practice, educator practice, and student learning, growth, and achievement.

- Allow for differentiation of roles (for example: assistant superintendents, director of pupil services, various administrators in central office, principals, and assistant principals).
- Simplify and reduce the burden (eliminate technical challenges, paperwork, steps).
- Focus on things that matter (identify high leverage goal focus areas).
- Connect to best practices aimed at the development of the whole child (including, but not limited to, academic, social, emotional, and physical development).
- Focus on administrator growth and agency (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).
- Meaningful connections to professional learning (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- Specific, timely, accurate, actionable, and reciprocal feedback.

Design Principles

1. Focus on What Matters Most

The Administrator Evaluation and Support Plan is designed to build a strong school community by focusing on equity of belonging and access, promoting collaborative leadership, continuous professional growth, data-informed decision-making, and a student-centered approach. These principles collectively aim to create an environment where all members of the school community feel valued, supported, and empowered to achieve their fullest potential.

2. Emphasize Growth Over Time

Growth over time is the cornerstone of effective leadership in schools and districts. Rather than relying on a single data point, the evaluation system employs multiple measures to provide a comprehensive view of an administrator's progress. This approach recognizes that true performance is not merely about achieving high results but about the continuous journey of improvement from an established starting point. By focusing on professional practice, school outcomes, and the goals set forth, administrators are encouraged to prioritize ongoing development. This model aligns with the district's commitment to continuous improvement, ensuring that administrators not only maintain high performance but also strive to enhance their practices consistently, ultimately benefiting the entire educational community.

3. Standards and Criteria for Administrators

One of the primary goals of the Administrator Evaluation and Support Plan is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. The Administrator Evaluation and Support Plan is anchored by the *Professional Standards for Educational Leaders (PSEL)*, which provide a comprehensive framework for effective leadership practices. These standards emphasize key areas such as visionary leadership, instructional leadership, organizational management, community engagement, ethical practice, and professional growth. By aligning administrator practice discussions and evaluations with PSEL, the plan ensures that school administrators are equipped to create a positive school culture, promote continuous improvement, and support the academic and social-emotional needs of all students.

4. Strategic Planning and District Goal Setting

Strategic planning and district goal setting are integral components of the design principles of the Administrator Evaluation and Support Plan. These elements ensure that all leadership efforts are aligned with the broader objectives of the district, fostering a cohesive approach to educational excellence. Through strategic planning, administrators can identify priority areas, allocate resources effectively, and establish clear, measurable goals. This process not only guides administrators in their professional growth but also ensures that their actions are directly contributing to the achievement of district-wide targets.

5. The Continuous Learning and Goal Setting Process

The goal of the continuous learning process is to provide administrators with ongoing opportunities for professional growth through self-directed analysis, reflection, planning, implementation, and collaboration. Regular dialogue and feedback, along with the opportunity to reflect and improve practice, drive this process.

Administrators collaborate and serve as reflective practitioners to determine mutually agreed-upon goals, professional practices, and growth focuses. This collaboration includes observation/site visits and focused feedback. Administrators check in with their evaluator at least three times a year—during fall goal setting, midyear conference, and end-of-year reflection. These meetings provide opportunities for reciprocal discussions about school or district activities, sharing evidence of professional learning and growth impact, and identifying needs and next steps.

Approached in a spirit of continuous improvement, reflection, and collaboration, these meetings ensure a balance of written and verbal feedback based on observations, practice reviews, and required artifacts. Effective feedback, tied to standards, highlights strengths and areas for growth, ensuring administrators continually evolve to meet the needs of their students and school communities.

6. Organizational Health

Organizational health in schools and districts reflects how well the entire educational system is functioning. It encompasses interconnected elements that contribute to a positive and thriving learning environment, including effective leadership, a supportive culture and climate, open communication, professional learning opportunities, resource management, collaboration and teamwork, a student-centered focus, continuous improvement, community engagement, and innovation. Prioritizing organizational health ensures that all stakeholders work collaboratively, fostering an environment where students can flourish academically and socially. A healthy organization not only enhances operational efficiency but also strengthens relationships within the school community, ultimately leading to better educational outcomes for all students.

System Overview

All administrators are assigned a primary evaluator (092 or 093). Each administrator participates in the evaluation process as a cycle of continuous improvement. This cycle begins with the examination of student learning data and the review of district strategic plan goals and objectives. Based on this analysis, the administrator develops an Administrator Growth and Goal plan. This action plan must prioritize high-quality instruction and school-wide community building, which is based on the collective examination of qualitative and quantitative data.

The evaluation process starts with goal setting for the school year, setting the stage for implementing a goal-driven plan. The cycle continues with a mid-year goal review, followed by continuous implementation and potential plan revisions based on mid-year review of data. In the latter part of the process, administrators have the chance to self-assess and reflect on their progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment becomes an important source of information for the administrators' subsequent goal setting, as the cycle continues into the next school year.

1. Orientation on the administrator evaluation and support process shall take place prior to the start of the process, (no later than October 15). Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered supports
- Dispute resolution

2. Goal Setting Conference (Completed by November 1)

Administrators and their evaluators mutually agree upon a high-leverage professional practice goal and develop a plan for professional learning and action. Goals should always be connected to the *Professional Standards for Educational Leadership*. This process involves feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and the collection of multiple measures of administrator growth, educator growth, impact on student learning, growth, and achievement, and organizational health of the school district.

Within this process, the administrator collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around the administrator's self-reflection (based on review of evidence and practice) according to the identified rubric while collecting and analyzing evidence to identify and support areas for administrator practice, educator and student outcomes, and organizational growth.

The administrator will:

- Self-assess using the identified rubric.
- Identify a high-leverage goal that impacts leadership practice and educator and organizational growth that may span one, two, or three years.
- Develop an Administrator Growth Goal Plan to build knowledge and skills.

The administrator shares the above with their evaluator during an initial goal-setting conference that includes dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and administrator takes place to refine the proposed goal and professional learning plan as needed. In partnership, the administrator and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, the Administrator Growth Goal Plan, and support to drive progress toward goal attainment.

3. Midyear Conference (Completed by March 1)

The midyear conference provides the administrator an opportunity to self-reflect and review progress toward their Administrator Growth Goals. The administrator and evaluator hold a mid-year conference during which the evaluator provides specific feedback based on evidence collected during observations, site-visits, and data reviews. During this check-in, revisions to the goals, action steps, and timelines would be discussed and documented.

4. End-of-Year Conference and Reflection(Completed by June 30)/Summative Review (Completed by July 31)

The end-of-year reflection allows the administrator and evaluator to engage in meaningful dialogue about the administrator's goals, professional growth, and their impact on student learning and achievement, supported by diverse qualitative and quantitative evidence. The written summary includes reflections on administrator practice, next steps for the upcoming year, any concerns regarding continuous learning, new insights, and highlights of impact on educators, students, and the overall organizational health of the school district. It also addresses the completion of current goals or reasons for continuation.

A written end-of-year summary includes an administrator's reflection on their progress toward their growth goal for the year and its impact on staff, students, and stakeholders. This summary should cover:

- The impact on administrator practice and growth.
- Next steps for the upcoming year.

An end-of-year reflection meeting is scheduled upon the evaluator's receipt of the Administrator Growth Goal Final Report. This provides an opportunity for the administrator and evaluator to discuss progress towards the administrator's goals, focusing on professional growth, practice, and the impact on student learning and achievement, as evidenced by multiple qualitative and quantitative indicators of success. After the end-of-year reflection meeting, the evaluator completes the summative evaluation report and shares it with the administrator. The report is then added to the personnel file, along with any written comments the administrator requests to include within two weeks of receiving the report. Summative ratings for all administrators are expected to be completed by July 31st of each school year, and the evaluator provides an annual summary sign-off attesting to whether or not the administration successfully completed all components of their growth plan.

5. Administrator Observation/Site Visit Process

The Administrator Observation/Site Visit process is designed to evaluate and provide feedback on an administrator's professional practices in relation to the ten *Professional Standards for Educational Leaders*. During this process, the evaluator observes the administrator in various settings, including but not limited to staff meetings, parent-teacher conferences, classroom walkthroughs, and community events. Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. The evaluator provides the administrator with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of administrator practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal. Two distinct cohorts are provided to tailored support and feedback based on the experience level of leaders within the education system.

Cohort 1

Cohort 1 is designed for individuals who are new to leadership roles, such as those transitioning from assistant principal to principal, or who are in their first three years of leadership within the school district. Participants in this cohort will receive three annual observations of their professional practice and/or site visits, receiving both written and verbal feedback. Additional observations may be conducted as necessary.

Cohort 2

Cohort 2 is for leaders who have successfully completed Cohort 1. Participants in this cohort will receive two observations of their professional practice and/or site visits, accompanied by written and verbal feedback. Like Cohort 1, additional observations may be arranged as necessary.

6. Summative Evaluation

Administrators will receive written summative feedback and recommended next steps from their primary evaluator. Feedback will be based on information gathered from observations, reviews of practice, and Administrator Growth Goal meetings, and other professional settings. An Annual Summary sign-off will be provided to indicate whether or not the administrator successfully completed all components of the Administrator Growth Goal Plan. The evaluation document will be placed in the administrator's personnel file.

Tiered Support and Corrective Support Planning All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan. A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

Tier 1 It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2 In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

Tier 3 In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented .

Corrective Support Plan A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. 11 Connecticut Leader Evaluation and Support Plan 2024

The Corrective Support Plan must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative. If adequate improvement is not noted, the educators contract

Dispute Resolution and Appeal Process

The dispute resolution and appeal process are available to all certified staff. The purpose of administrator evaluation is to support and sustain high-quality instruction, promote continuous learning, and cultivate a culture of collaboration and reflective discourse among all educators. It is expected that most disagreements between the evaluator and the administrator will be addressed through the normal process outlined in the administrator evaluation plan.

However, if there is a dispute for which the evaluator and administrator cannot agree on objectives, evaluation phases, feedback, or professional learning plan goals, the administrator may submit a formal appeal request. If the evaluator is not the Superintendent, the appeal request is submitted to the Superintendent of Schools. If the Superintendent is the evaluator, the appeal request should be submitted to an impartial mediator. The administrator must submit the request within five working days after reaching an impasse with the evaluator. The request must clearly state the issue of the disagreement and specify the particular phase or part of the evaluation process in question. A copy of the appeal request must also be sent to the evaluator.

For appeals submitted to the Superintendent, the Superintendent will deliver a written decision within 10 working days. If an external mediator is involved, they will review the appeal and provide a written decision within a specified timeframe, typically within 15 working days. The decision of the Superintendent or the external mediator is final. Claims that the district has failed to follow the established procedures of the evaluation and support plan shall be subject to the grievance procedures set forth by the current administrator collective bargaining unit.

Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before July 15 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term “teacher” shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

Professional Standards for Educational Leaders 2015

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

STANDARD 9. OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

STANDARD 10. SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Professional Standards for Educational Leaders

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- a)** Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b)** Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c)** Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d)** Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e)** Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f)** Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- a)** Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b)** Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c)** Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d)** Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e)** Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f)** Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g)** Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h)** Address matters of equity and cultural responsiveness in all aspects of leadership.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

- a)** Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b)** Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c)** Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d)** Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e)** Promote the effective use of technology in the service of teaching and learning.
- f)** Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g)** Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- a)** Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b)** Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c)** Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d)** Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e)** Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f)** Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g)** Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h)** Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i)** Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

- a)** Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b)** Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c)** Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d)** Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e)** Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f)** Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g)** Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h)** Encourage faculty-initiated improvement of programs and practices.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- a)** Are approachable, accessible, and welcoming to families and members of the community.
- b)** Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c)** Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d)** Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e)** Create means for the school community to partner with families to support student learning in and out of school.
- f)** Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g)** Develop and provide the school as a resource for families and the community.
- h)** Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i)** Advocate publicly for the needs and priorities of students, families, and the community.
- j)** Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

STANDARD 9. OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

STANDARD 10. SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.



ADMINISTRATOR GROWTH GOAL REPORT

Administrator: _____ **School Year** _____

School: Choose ▾

Evaluator: _____

Professional Standards for Educational Leaders

(select one domain)

- ☐ STANDARD 1. MISSION, VISION, AND CORE VALUES
- ☐ STANDARD 2. ETHICS AND PROFESSIONAL NORMS
- ☐ STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS
- ☐ STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT
- ☐ STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS
- ☐ STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL
- ☐ STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF
- ☐ STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY
- ☐ STANDARD 9. OPERATIONS AND MANAGEMENT
- ☐ STANDARD 10. SCHOOL IMPROVEMENT

District Strategic Objectives:

- ☐ Create an equitable learning system to ensure inclusion, access, and achievement for all students
- ☐ Provide individualized and personalized learning experiences to develop engaged and reflective learners who can apply their learning
- ☐ Create a welcoming and supportive school community focused on establishing relationships and providing support that foster the health and well-being of all.
- ☐ Create a safe, effective, and fiscally responsive school district by ensuring proper planning and management of district resources

Administrator Growth Goals

Initial Report	Meeting Date	Midyear Report	Meeting Date	Final Report	Meeting Date



ADMINISTRATOR GROWTH GOAL REPORT

INITIAL REPORT

Date: _____

Goal Statement:

What is your rationale for this particular goal? How do you anticipate success towards this goal will impact your staff, students, and stakeholders?

**Administrator Learning Activities & Action Steps
(action steps, activities, strategies, & resources)**

Measure of Progress (List at least 2 indicators)

Evaluator Feedback:



ADMINISTRATOR GROWTH GOAL REPORT

MIDYEAR REPORT

Date:

Review and reflect on your progress toward your growth goal so far this year and discuss its impact on your staff, students, and stakeholders.

Are there adjustments that are needed to your goal based on unforeseen factors?

Choose One ▾

If yes, please explain...

Evaluator Feedback:



ADMINISTRATOR GROWTH GOAL REPORT

FINAL REPORT

Date:

What impact did your new learning and practice have on student learning, growth, and/or achievement, and how do you know? (no more than 2 pages).

Application to Future Teaching and Learning:

Evaluator Feedback:

Evaluator Conclusion ▾

This does not indicate "pass" or "fail," but rather that all steps of the growth and support process were completed successfully.



ADMINISTRATOR OBSERVATION/SITE VISIT TOOL

Administrator: _____

Date: _____

Evaluator: _____

Time: _____

Observation Type: _____

PROFESSIONAL STANDARDS

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being



STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

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STANDARD 10. SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.



EVALUATOR POST-OBSERVATION MEETING REQUESTED? CHOOSE ▾

ADMINISTRATOR POST-OBSERVATION MEETING REQUESTED? CHOOSE ▾

Administrator Signature	Date
Evaluator Signature	Date

Discussion Points: Include reflective questions, feedback, or summary points of the post-observation conference discussion.

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ADMINISTRATOR SUMMATIVE EVALUATION

Date: _____

Administrator: _____

School Year: _____

DATES OF OBSERVATIONS

DATES OF SITE VISITS

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Choose ▾

Feedback for approaching or not meeting standard

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Choose ▾

Feedback for approaching or not meeting standard

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Choose ▾

Feedback for approaching or not meeting standard



ADMINISTRATOR SUMMATIVE EVALUATION

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Choose ▾

Feedback for approaching or not meeting standard

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Choose ▾

Feedback for approaching or not meeting standard

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Choose ▾

Feedback for approaching or not meeting standard

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Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Choose ▾

Feedback for approaching or not meeting standard

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Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Choose ▾

Feedback for approaching or not meeting standard



ADMINISTRATOR SUMMATIVE EVALUATION

STANDARD 9. OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Choose ▾

Feedback for approaching or not meeting standard

STANDARD 10. SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Choose ▾

Feedback for approaching or not meeting standard

Ratings are determined by evidence of performance for each standard, as outlined in the *Professional Standards for Educational Leaders*.

Specific Areas of Strength/Contributions:

Specific Areas of Focus or Continued Growth:

The administrator is recommended for a tiered support plan for the next school year.

- ☐ Yes
☐ No

The administrator has successfully completed the evaluative cycle for the current school year.

- ☐ Yes
☐ No

Administrator Signature

Date

Evaluator Signature

Date