

# **Rocky Hill Educator Evaluation and Support Plan for 2024-25**

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*Nurturing the future...*

# Rocky Hill Public Schools

## Educator Evaluation Plan



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## Introduction

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Recognizing that highly skilled educators are paramount to student success, our PDEC plan is designed to provide comprehensive professional development and evaluation opportunities for all certified educators and administrators within the Rocky Hill Public Schools. Developed in close collaboration with faculty, administrators, and representatives from the Education Association of Rocky Hill, our plan reflects a shared commitment to excellence and is firmly rooted in the Connecticut Guidelines for Educator Evaluation. As a district we are striving to meet our vision of the graduate through the work educators engage in with this plan.

## Core Design Principles

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The educator evaluation and support model is grounded in seven guiding principles:

- **Allow for differentiation of roles** (*for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff*).
- **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 leader 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.**

## Professional Learning and Evaluation Program Goals

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### Professionalize the profession

- Document and share educators' best practices that result in meaningful advancement of student learning
- Enhance expert knowledge and collective efficacy in the field
- Create new opportunities for educators to collaborate and develop leadership skills in their schools and disciplines
- Ensure only high quality professionals are selected for tenure in Rocky Hill's schools and programs
- Provide a process of validating personnel decisions including continued employment of staff

### Improve the quality of focus of observation and evaluation

- Develop a shared vision of high-quality instruction and curriculum
- Establish collaborative examinations of instructional practice among administrators and educators to develop shared understanding of strategies to improve student learning
- Define and clarify criteria for evaluation using research-based models for evaluation
- Establish multiple measures to assess professional practice such as: educator action plans; educator-designed objectives, benchmarks, and assessments of student learning; educator contributions to school/district-level research and student learning and professional resources; mentoring and peer assistance; achievement of learning objectives for student growth, as measured

by appropriate standardized assessments, where applicable, or other national or locally developed curriculum benchmarks and expectations for student learning

- Improve quantity and quality of feedback to those being evaluated
- Align evaluation findings with professional learning programs and support systems

### **Support organizational improvement through the professional learning and evaluation program**

- Align specific district- and school-level professional learning opportunities with the collective and individual needs of educators, based on data acquired through professional learning goal plans and observation of professional practice
- Provide educators with multiple avenues for pursuing professional learning
- Integrate Rocky Hill Public Schools' resources to support and provide professional learning opportunities
- Create opportunities for educators to share professional learning with colleagues

## **Core Components of the Rocky Hill PDEC Plan**

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1. Adopted Standards of Professional Practice & Learning
2. Continuous Learning Process
3. Educator's Performance & Practice
4. Review of Practice
5. Professional Learning
6. Corrective/ Intensive Support Process

Each of these components are described in the pages that follow.

### **1. Adopted Standards of Professional Practice and Learning**

Rocky Hill uses the following professional practice standards and rubrics:

- Teachers use the [Connecticut Common Core of Teaching \(CCT\) Rubric for Effective Teaching 2017](#)
- Service delivery professionals (i.e., speech pathologists, literacy coach, psychologist) use the [CCT Rubric for Effective Service Delivery 2017](#).

These documents serve as support for self-evaluation, dialogue, and feedback.

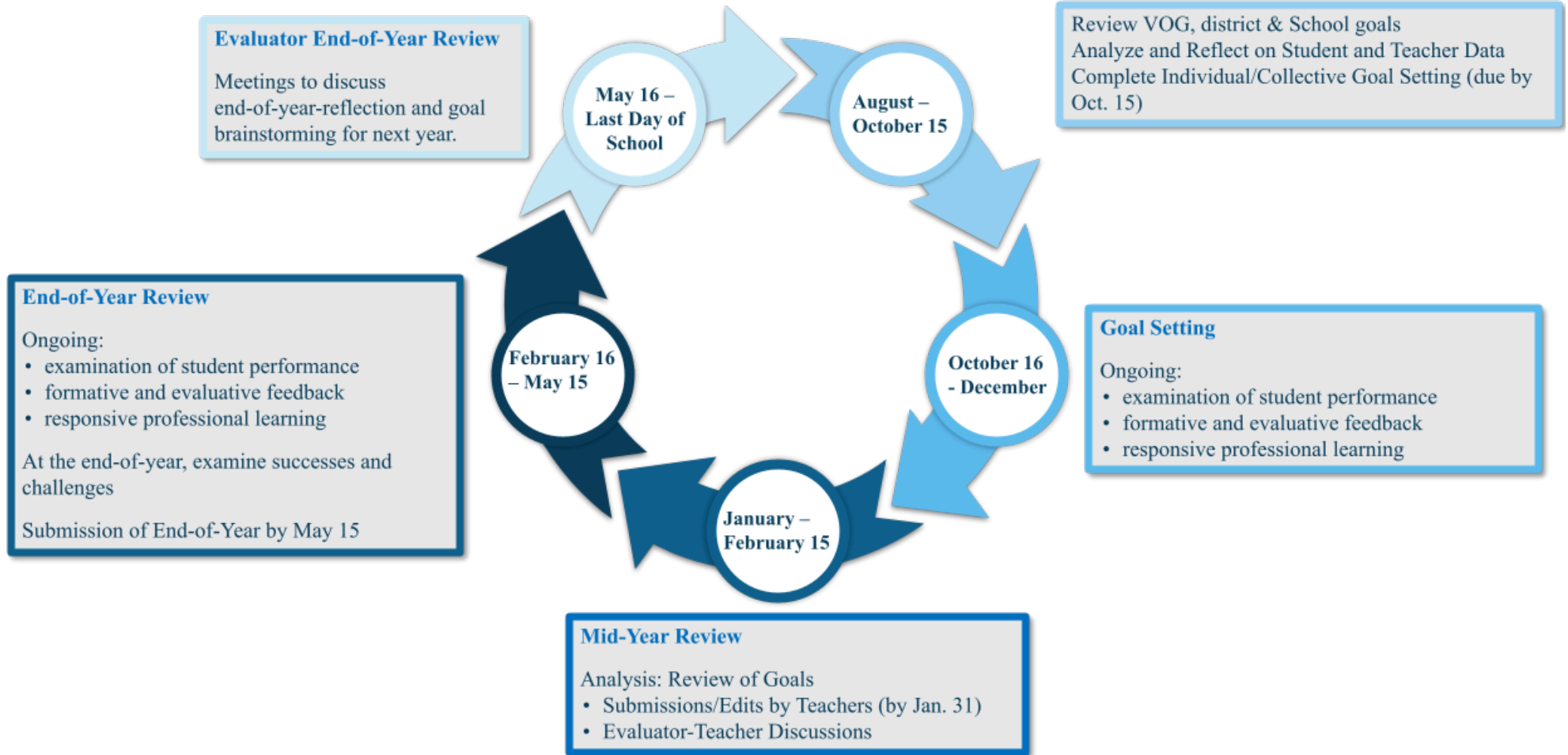
### **Professional Learning Standards for Everyone**

Rocky Hill Public Schools has adopted the [Learning Forward Professional Learning Standards 2022](#), as a tool for how professional learning deepens one's knowledge of their practice to impact student learning, growth, and achievement. The professional learning standards help educators and intentionally design learning, address content and consider how to accomplish the expected learning transformation desired.

Professional learning is essential to the CT Guidelines 2023 model. The Learning Forward Professional Learning Standards, serve as a useful tool to illustrate how professional learning can deepen educator knowledge, promote reflection, and maximize educator impact. Together the professional standards for educators and professional learning serve as the two visions that work together to lay the foundation for meaningful feedback and continuous learning.

Figure 1

# Year-at-Glance



## 2. Continuous Learning Process

Figure 2 Timeline of Goal Process

Timeline	Continuous Learning	District/School-based Activities	Additional Links/Resources
Aug - Oct. 15	Goal Setting (due by Oct. 15)	<p>Goal Setting Conference will be held in the first weeks of the school year. Upon mutual agreement, goals can be written collaboratively among teams or individually. This Conference will include:</p> <ul style="list-style-type: none"> <li>● Review of District's Vision of the Graduate (VOG)</li> <li>● Review of the district, and building goals</li> <li>● Analyze and Reflect on Student and Teacher Data</li> <li>● Determine 1-2 focus areas for Observation of Educator Performance and Practice</li> <li>● Create Action Plan for Professional Learning</li> <li>● Timeline of goals (1-3 years)</li> <li>● Discuss the professional development needs of the educator</li> </ul>	<p><a href="#">Possible Data Sources</a></p> <p><a href="#">Sample goals</a></p> <p><a href="#">Vision of the Graduate</a></p> <p><a href="#">Goal Setting Reflection Questions</a></p>
Jan. - Feb. 15	<b>Mid-Year</b> (due by Jan. 31)	<p><b>Mid-Year Conference</b> will be held to review progress on goal/s. Upon mutual agreement, conferences can be held in groups if educators share the same goal or individually. This includes:</p> <ul style="list-style-type: none"> <li>● Reviewing observation of performance and practice</li> <li>● Reviewing progress on professional growth goal and action plan steps</li> <li>● Evaluator-Teacher Discussions</li> <li>● Discuss the professional development needs of the educator</li> </ul>	<p>Sample discussion starters</p> <p><a href="#">Mid-Year Discussion starters</a></p>
May 1 - Last day of school	<b>End-of-Year</b>	<p><b>End-of-Year Meeting</b> is held providing opportunity for:</p> <ul style="list-style-type: none"> <li>● Educator examination of goal attainment, identifying accomplishments, and continued areas of growth for the following year.</li> <li>● Reviewing observation of performance and practice</li> <li>● Evaluator-Teacher Discussions</li> </ul>	<p><a href="#">EOY discussion starters</a></p>

**Note:** Any resources that are not linked are in development and will be linked by the 2025-2026 school year.

### High Leverage Goal

At the start of the year, each educator will work with his or her evaluator to develop a professional growth goal and action plan with outcomes through mutual agreement. Professional Growth goals will align with district vision of the graduate and/or district/school-level initiatives.

The Professional Growth Goal is intended to capture the educator's impact on students. As a part of the evaluation process, educators will document those aspirations and anchor them in data and action planning. There should be clear action steps and the impact of teaching as well as student learning should be documented.

## Action Plans

[Action plans](#) will be created by each educator to compliment their goal and document action steps completed toward the attainment of their goal. This process promotes a collaborative discussion about what will support the desired outcomes and sets a progression for implementing actions that make sense based on educator needs. (See Appendix B)

### Timeline:

- Tenured educators: 1-3 years
- Non-tenured educators: 1 year (aligned with TEAM focus)

### **Phase 1: Evaluate**

This first phase is collecting baseline data about students including skills and abilities, relative to the grade level or course the educator is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments are all examples of sources educators can reference to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

### **Phase 2: Plan**

In the second phase, teachers will set a Professional Growth Goal based on the evaluation done in phase one and develop an action plan. Goals should address a need identified in phase one. Educators are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of the Professional Growth Goal in order to build collective efficacy. Educators with similar assignments may have identical goals, although they will be individually accountable for their own students' results.

### **Phase 3: Take Action**

Teachers will make a determination about how long they determine the Professional Growth Goal will take. Teachers can plan for between 1 and 3 years. Teachers will implement action steps and meet with evaluators and other stakeholders as needed to successfully complete the Professional Growth Goal, but will have at least three Reviews of Practice per year.

### **Phase 4: Reflect**

During and after the action steps are completed, educators will reflect on their progress and make necessary adjustments based on formative data that is collected during the process. Although teachers may formulate a plan of up to three years, there will be an end-of-year meeting at the end of each school year in which evaluators will have the opportunity to discuss progress, reflect, and determine needs moving forward.

Feedback on the Professional Growth Goal should be done through a Review of Practice whenever possible. Reviews of Practice can be done in groups or individually based on mutual agreement. Educators will receive a minimum of three Reviews of Practice each year.

## Mid-Year Meeting

The mid-year meeting allows for the educator to stop and plan with their supervisor. A discussion of goals based on performance up to the mid-year point occurs, including how the educator(s) are progressing on their action plans and to define clearly what they believe needs to happen next. Consider data such as observational, review of practice, artifact review, formative feedback, and collegial conversations as integral components in the action planning and evaluation process.



## End-of-Year Meeting & Summative Analysis

The end-of-year meeting acts very much in the same way as the mid-year meeting but offers the extended opportunity to begin to brainstorm the needs for the following year based on the outcomes achieved. This is an opportunity for educators to provide a clear summative report to describe attainment/ nonattainment of their performance goals as outlined in the goal setting meeting, and reviewed during the mid-year meeting and ongoing conversations. Educators will share with their evaluators the action steps towards goal attainment, impact on their teaching, and impact on student learning.

Evaluators must provide feedback on the evaluation and development plan by June 30 of a given school year. When the feedback on the progress of the evaluation for an educator may be significantly impacted by additional data not available on or before the end of the school year, the evaluator may reconsider the teacher's progress on the evaluation and development plan when the data is available and submit the adjusted evaluation no later than September 15. These adjustments should inform goal setting in the new school year.

## Evaluation Observation Cohorts

Cohorts have been developed to place educators on rotating cycles. Educators will be placed in a cohort for one school year. Cohorts will be developed at the building level and tenured teachers will be placed alphabetically into each cohort by last name beginning with Cohort 2A.

**Non Tenured:** All non tenured educators will be placed in cohort 1A (see table 1 below). Once tenure is attained the educator will move to the tenured track and begin in 2A (see table 1 below). The final year, prior to achieving tenure, a teacher will remain in cohort 1C for an additional year.

**Tenured:** All tenured teachers will be placed in one of the three groupings for Cohort 2 and will continue moving through each cohort annually. Teachers in Cohort 2A are in an **observation** cycle and teachers in Cohort 2B and 2C are in a **review of practice** cycle with ongoing formative feedback. The core difference between these cycles is that an observation cycle includes formal observation(s). A review of practice cycle provides additional opportunities for goal-centered, measured feedback. All teachers regardless of cohort will receive ongoing formative feedback from their evaluator.

**Table 1 Definition of Cohorts (Educators)**

Cohort 1A	Cohort 1B	Cohort 1C
<p><b>Who</b></p> <p>New to profession or new to district (year 1)</p> <p><b>What</b></p> <ul style="list-style-type: none"> <li>● Goal setting/mid-year/end-of-year</li> <li>● Review of Practice</li> <li>● Two <a href="#">evaluative observations</a> of professional practice</li> <li>● Verbal and written feedback of observations within five school days</li> <li>● Additional formative feedback as deemed necessary</li> </ul>	<p><b>Who</b></p> <p>New to the profession or new to district (year 2)</p> <p><b>What</b></p> <ul style="list-style-type: none"> <li>● Goal setting/mid-year/end-of-year</li> <li>● Review of Practice</li> <li>● Two <a href="#">evaluative observations</a> of professional practice</li> <li>● Verbal and written feedback of observations within five school days</li> <li>● Additional formative feedback as deemed necessary</li> </ul>	<p><b>Who</b></p> <p>New to the profession or new to district (year 3-4)</p> <p><b>What</b></p> <ul style="list-style-type: none"> <li>● Goal setting/mid-year/end-of-year</li> <li>● Review of Practice</li> <li>● One <a href="#">evaluative observations</a> of professional practice</li> <li>● Verbal and written feedback of observation within five school days</li> <li>● Additional formative feedback as deemed necessary</li> </ul>
Cohort 2A	Cohort 2B	Cohort 2C
<p><b>Who</b></p> <p>Tenured Teachers</p> <p><b>What</b></p> <ul style="list-style-type: none"> <li>● Goal setting/mid-year/end-of-year</li> <li>● Review of Practice</li> <li>● One <a href="#">evaluative observation</a> of professional practice</li> <li>● Verbal and written feedback of observation within five school days</li> <li>● Additional observations of professional practice as deemed necessary</li> </ul>	<p><b>Who</b></p> <p>Tenured Teachers</p> <p><b>What</b></p> <ul style="list-style-type: none"> <li>● Goal setting/mid-year/end-of-year</li> <li>● Review of Practice- minimum of three times per year</li> <li>● Ongoing Formative Feedback</li> <li>● Additional observations of professional practice as necessary</li> </ul>	<p><b>Who</b></p> <p>Tenured Teachers</p> <p><b>What</b></p> <ul style="list-style-type: none"> <li>● Goal setting/mid-year/end-of-year</li> <li>● Review of Practice- minimum of three times per year</li> <li>● Ongoing Formative Feedback</li> <li>● Additional observations of professional practice as necessary</li> </ul>

### Non-Tenured Educators

Non-tenured educators will receive two formal evaluative observations prior to **November 30th** inclusive of the post conference in cohorts 1A and 1B. Cohort 1C will receive one formal observation prior to **November 30th**. All formal evaluative observations will include a post conference. Verbal feedback will be provided to the educator within 5 school days. Written feedback will be provided within ten school days of the observation. Teachers will also have a Review of Practice prior to **May 31st**. Evaluators may conduct additional formal and/or informal observations if deemed appropriate.

### **Tenured Educators who unsuccessfully completed the Evaluation and Development Plan**

**\*\*\*This will serve as tiered support prior to a corrective support process\*\*\***

Tenured educators who did not successfully complete the evaluation and development plan in the previous year will receive one formal observation prior to **November 30th** inclusive of a pre- and post conference. All formal observations will include a post conference. Verbal feedback will be provided to the educator within 5 business days. Written feedback will be provided within ten school days of the observation. Teachers will also have two Review of Practice prior to **May 31st**. Evaluators may conduct additional formal and/or informal observations.

### Successful Tenured Educators

Successful tenured educators will receive one formal in-class observation in cohort 2A. Observations and review of practice will take place prior to **May 31st**. Feedback will be provided upon the selected areas of focus. A review of practice will be conducted annually for all teachers in this cohort and will provide feedback to teachers on the Professional Growth Goal.

### Formative Feedback

The goal of feedback is to help educators grow and become more effective practitioners. Evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Educators will receive documented feedback by their evaluator. Evidence of such feedback will be documented in the district's online platform, with a minimum expectation of three times per year.

Feedback includes:

- specific evidence, where appropriate, on observed components of the Connecticut Framework for Teacher Evaluation and Support;
- prioritized commendations and actionable recommendations, and next steps;
- supports the educator can pursue to improve his/her practice;
- a timeframe for follow up;
- affirmations; and
- reciprocal feedback from the educator about what is needed for support and development.

### 3. Educator Performance and Practice

#### Educator Performance and Practice Focus Areas

Educators develop one to two mutually agreed upon performance and practice focus areas that are aligned to the [Connecticut Common Core of Teaching 2017 \(CCT\)](#). These focus areas provide a point of discussion for observation and feedback conversations.

All focus areas must have a clear link to student achievement and should move the educators toward a successful evaluation on the Connecticut Common Core of Teaching 2017 (CCT). Schools may decide to create a school-wide focus aligned to a particular component (e.g., 3b: Using Questioning and Discussion Techniques) that all educators will include as one of their areas for focus. Teachers may also create grade-level or department-based area(s) for focus. Teachers will be evaluated using a single-point rubric based on the Connecticut Common Core of Teaching 2017 (CCT) .

#### Primary and Complementary Evaluators

Each educator will be assigned a primary evaluator who will be responsible for the overall evaluation process. Complementary evaluators are certified administrators who will assist the primary evaluator. Complementary evaluators are fully trained, in order to be authorized to serve in this capacity.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, reviewing progress toward the areas of focus in professional practice and the Professional Growth Goal, and providing additional feedback. A complementary evaluator will share his/her feedback with the primary evaluator as it is collected and shared with educators.

#### Observation of Educator Performance and Practice

The Educator Performance and Practice category of the model is a comprehensive review of teaching practice measured by The Connecticut Common Core of Teaching 2017 (CCT). Following observations, evaluators provide educators with specific feedback to identify needs and tailor support.

Observations alone are not useful to educators. It is the feedback based on observations that helps educators to reach their full potential. All educators deserve the opportunity to grow and develop through observations and timely feedback.

Classroom teachers will generally use the Common Core of Teaching Rubric (CCT) during classroom observations.

- Teachers use the [Connecticut Common Core of Teaching \(CCT\) Rubric for Effective Teaching 2017](#)
- Service delivery professionals (i.e., speech pathologists, literacy coach, psychologist) use the [CCT Rubric for Effective Service Delivery 2017](#).

The Rocky Hill Educator Evaluation and Development Plan provides multiple opportunities for supportive, critical feedback. Both tenured and non-tenured educators will participate in observations, review of practice, and formative feedback with written and verbal feedback. **A formal observation will include a pre- and post conference and will be at least 20 minutes in duration. Upon mutual agreement the pre-conference for tenured staff may be virtual.**

## 4. Reviews of Practice

The evaluation model aims to provide educators with comprehensive feedback on their practice as defined by the four domains of the *Connecticut Framework for Teacher Evaluation and Support*, all interactions with educators that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, PPT meetings, planning meetings, data team meetings, teacher collaboration meetings, professional learning community meetings, book clubs, call-logs or notes from parent-educator meetings, discussion, review of artifacts, observations of coaching/mentoring other educators, and attendance records from professional development or school-based activities/events. A Review of Practice gives the educator the opportunity to reflect and/or demonstrate progress on their growth goals and the evaluator the opportunity to provide meaningful feedback and support.

Upon mutual agreement, the review of practice may take place with individual teachers, or a group of teachers working toward a common Professional Growth Goal. At the goal setting meeting at the beginning of the year, the educator will have the opportunity to provide focus for the Review of Practice. It should be discussed, aligned to the Professional Growth Goal, and mutually agreed upon. Whenever possible, the Review of Practice should be done in a setting that will allow the evaluator to provide feedback on the Professional Growth Goal.

Reviews of Practice can be done in groups or individually based on mutual agreement. There should be a post meeting for the Review of Practice and both verbal and written feedback provided. Table 2 (p.13) provides examples of observation, artifact review and collegial conversations that can be identified as formative review.

**Table 2**

Opportunities for Review of Practice		
Observation	Artifact Review	Collegial Conversations
<p><b>Observations of...</b></p> <ul style="list-style-type: none"> <li>● team meetings</li> <li>● case reviews</li> <li>● coaching/mentoring other educators</li> <li>● collaboration with colleagues</li> <li>● crisis response</li> <li>● consultation with parents</li> <li>● other facilitated meetings (504s, PPTs)</li> <li>● professional learning</li> <li>● collaborative curriculum writing sessions</li> <li>● planning meetings</li> <li>● data team meetings</li> </ul>	<p><b>Review of...</b></p> <ul style="list-style-type: none"> <li>● lesson/unit plans</li> <li>● student assessments</li> <li>● student work</li> <li>● student data</li> <li>● teacher reflections</li> <li>● feedback reflections</li> <li>● other logistical records (e.g., attendance, extra curricular, assigned duties, etc.)</li> <li>● parent contact</li> </ul>	<p><b>Discussions during...</b></p> <ul style="list-style-type: none"> <li>● goal setting meetings</li> <li>● planning meetings</li> <li>● data team meetings</li> <li>● teacher collaboration meetings</li> <li>● department meetings</li> </ul>

## 5. Professional Learning

Rocky Hill Public Schools is committed to continuous learning. In order to support educator learning a professional development calendar is created annually to provide time for ongoing professional learning. Resources that are research based are accessible to educators to utilize in action plans to work towards goal attainment. A variety of methods for professional learning (i.e., in person, online, collaborative, individual) will be offered to educators to meet adult learning styles.

“The most powerful single modification that enhances student achievement is feedback” (Hattie 2008). The Rocky Hill Educator evaluation plan provides evaluators with professional learning on the varied types of feedback educators can receive. Review of practice and observation conferences will focus on rich feedback. Educators will be encouraged to receive feedback from peers as well as evaluators during the development of their action plan related to their goal(s). Easy access to teaching and learning resources will be available to educators.

Structures for collegial collaboration and professional learning are also included in the professional development calendar. Data meetings, teacher collaboration meetings, department meetings, and peer to peer observations are a few of the structures in place to support collegial collaboration and professional learning.

## 6. Corrective/Intensive Support Process

In any given year, an educator may require more support than can be provided through the regular cycles of growth and improvement (Cohorts 1 and 2) described in the previous sections, and, given evidence of additional needs, may be placed on a corrective action plan.

### Criteria Must be Met Before Placement on an Assistance Plan

- The teacher must have a summative report from the previous year indicating unsuccessful completion of the regular growth and support process, a need for improved practice, and/or significant gaps in student outcomes.
- There must be a pattern of specific, ongoing concerns previously documented in the feedback to the teacher.
- There must be documented attempts to informally help and support the teacher prior to consideration of a corrective action plan.
- An RHTA representative should already be made aware of concerns before consideration of a formal corrective action plan.
- Before a non-tenured teacher is non-renewed for performance concerns, an evaluator must meet with the teacher to notify them of the concerns and follow up with a written notice by January 15, when feasible. Significant lack of response to feedback must be documented before April 1 to recommend contract non-renewal for performance concerns.

### Supervised Assistance Plan

A corrective action plan will allow for scaffolded support for the teacher. Support plans are designed to address specific needs and provide educators with clear benchmarks of development and support. In most cases, a total of two support plans should be completed prior to moving to shift personnel responsibilities or begin any termination process.

The educator may select a peer coach from among their colleagues. The primary role of the peer coach is

to assist the educator. The peer coach will have no role in the evaluation process.

The evaluator will review the materials and upon review of progress toward correcting the problem(s)/need(s), the evaluator will make one of the following recommendations and forward documentation to the personnel file:

1. Problem(s)/need(s) resolved: The educator is removed from the Structured Assistance and returned to the Continuous Professional Growth Phase.
2. The staff member is making progress but has not yet addressed all concerns/needs: The staff member remains on Structured Assistance for a one-time extension not to exceed 30 school days.
3. Problem(s)/need(s) not resolved: The staff member is moved to Intensive Assistance.

## Intensive Assistance

If an educator is on Intensive Assistance for longer than 60 school days, the educator will not have successfully completed the evaluation and development process. Intensive Assistance is a program designed to provide an educator with the help necessary to meet the requirements of his or her position. Only educators who are currently in Structured Assistance and who have not made sufficient progress as delineated in the Structured Assistance Plan will generally be placed in Intensive Assistance; however, in special cases an educator may be placed directly in Intensive Assistance. Intensive Assistance begins with oral and written notice to the educator that a meeting will be held to discuss the staff member's performance.

- The evaluator will contact the Assistant Superintendent for Personnel and Student Services, a meeting will be set to review the identified areas of concern, and plan of action is developed involving:
  - Teacher
  - RHTA President/Vice President
  - Evaluator(s)
  - Assistant Superintendent for Personnel and Student Services
  - Director of Curriculum and Instruction/Superintendent
  - Other parties, as necessary, including a mutually agreed upon peer coach for support.

The purpose of the meeting is to:

- clearly describe the concerns previously expressed by the designated evaluator and to design a plan for intervention (Appendix B),
- clarify the specific steps of the plan, and
- articulate the consequences of the teacher's performance for either continuance or dismissal.
- After consultation with the educator, the designated evaluator(s) will provide in writing to the educator the following information:
  - a statement of the objective(s) to be accomplished with the expected level(s) of performance;
  - a statement defining the amount and kind of assistance and the frequency of observations/conferences, which will be approximately one per school week; and
  - a timeline not to exceed forty-five (45) school days.
- The staff member may select a peer coach from his/her colleagues or a mentor may be assigned to the staff member. The primary role of the peer coach is to assist the teacher. The peer coach will have no role in the evaluation process.

- A meeting to review progress will also be scheduled for (approximately) school day 25 of the plan. When the 45 day timeline has expired, the designated evaluator will complete the Intensive Assistance Evaluation Report, (Appendix B) which includes the job status decision.
- This decision may result in a return to the Educator Evaluation and Development Plan, continuation in Intensive Assistance – generally not to exceed another forty-five (45) school days, or a recommendation to the Superintendent that contract termination proceedings be initiated in accordance with Section 10-151, Connecticut Education Laws.

Teachers assigned to Intensive Assistance are fully protected by the right of due process, as set forth in the Teacher Tenure Act, Connecticut General Statutes Section 10-151, and by the right of appeal in the evaluation program as set forth below.

### Dismissal Process

The intent of the above procedure is to provide a teacher with support and guidance to enable him or her to meet the performance standards of the Rocky Hill Public Schools. This section, however, does not preclude the Board of Education from taking disciplinary action against a teacher (including termination) if he or she is not performing satisfactorily after being placed on Intensive Assistance or otherwise as set forth in the Teacher Tenure Act.

In those cases where a teacher's performance and/or actions do not meet the performance standard of the Rocky Hill Public Schools, the following dismissal procedures will be initiated:

1. The primary evaluator's dismissal recommendation will be forwarded to the Superintendent of Schools.
2. The Assistant Superintendent for Personnel and Student Services will meet with the teacher and his/her union representative to counsel the teacher to resign from employment with the Rocky Hill Board of Education.
3. If the teacher agrees to resign, employment is terminated.
4. If the teacher does not resign, the Administration proceeds with the dismissal process according to the Teacher Tenure Act.

### Dispute Resolution

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#### Educators

From time to time problems or disagreements may arise within the evaluation process. Educators are encouraged to discuss the differences, seek a common understanding of the issues, and resolve the disagreement. It is expected that most issues will be resolved informally between the evaluator and the teacher.

However, if the issue is unresolved after the evaluator and teacher meet to specifically address the concern, a panel, composed of the superintendent, union president, and a neutral third person, resolves disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice. Resolutions must be topic-specific and timely. Should the process established not result in resolution, the issue is determined by the superintendent whose decision is binding.



## Appendix A: Vision of the Graduate (VOG)

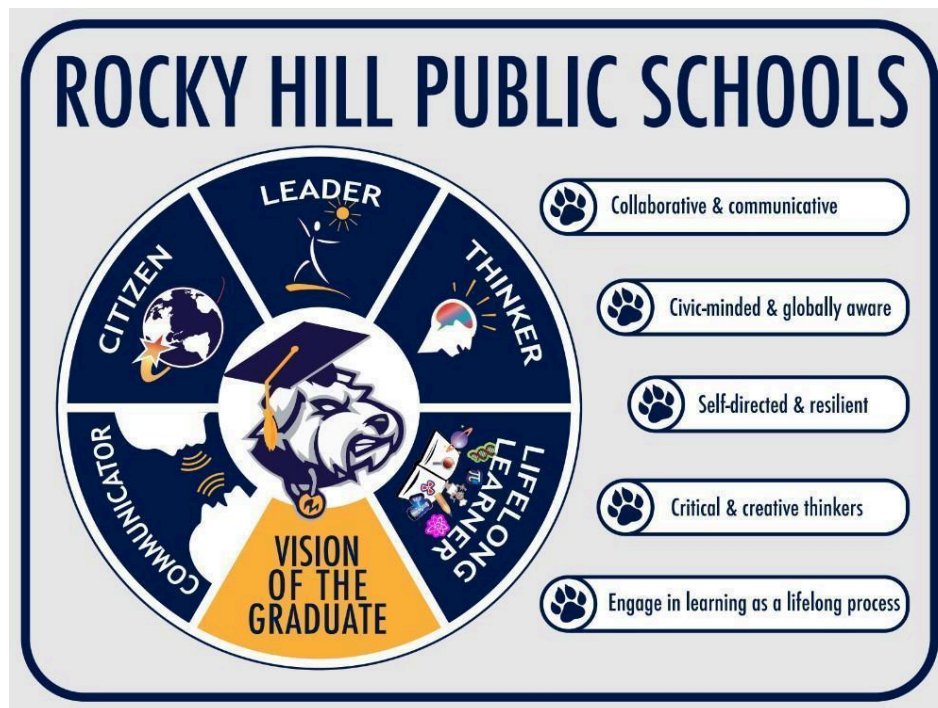
# Rocky Hill Public Schools

## Vision of the Graduate

A Rocky Hill High School graduate is a thinker, communicator, citizen, leader, and lifelong learner.

We believe...

- Our students are critical and creative thinkers
- Our students are collaborative and communicative
- Our students are civic-minded and globally aware
- Our students engage in learning as a lifelong process
- Our students are self-directed and resilient



## Appendix B: Forms for Educator -Observation & Feedback



### Rocky Hill Public Schools

Observation of Practice Reflection and Feedback Form  
*(This document is in RH online platform for completion)*

**Name:**

**Evaluator:**

**Date:**

To be completed by the educator prior to observation of practice:

Educator Practice Focus Area #1	
Educator Practice Focus Area #2 (if applicable)	
Educator Plan: link document in box	
Educator Notes to Evaluator (new learning, impact on students, impact on practice):	

To be completed by the evaluator:

Pre- Observation Notes(optional):	
Script of the Observation (evidence of new learning, impact on students, impact on practice)	
Standards Addressed	<a href="#">Option 1</a>
	<a href="#">Option 2</a>
	<a href="#">Option 3</a>
	<a href="#">Option 4</a>

To be completed by the evaluator and the educator at or before the post conference:

Feedback/Discussion of Evaluator:	
Feedback/Discussion/Reflection of Educator:	

Educator Signature: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_



**Rocky Hill Public Schools**

Goal Setting Form

*(This document is in RH online platform for completion)*

<b>Goal</b> <i>ALIGNED WITH <a href="#">CCT</a>, <a href="#">CCT at a Glance</a></i>	
<b>NAME</b>	
<b>ROLE</b>	
<b>EVALUATOR</b>	
<b>CCT Domain Focus</b>	
<b>Rationale (reference these documents to support your rationale: <a href="#">Goal Rationale</a>, <a href="#">Vision of the Graduate</a>, District/School Goals)</b>	
<b>Goal Statement (including multiple measures of achievement) samples</b>	

<b>ACTION PLAN FOR GROWTH &amp; LEARNING</b>			
Describe the actions you will take and professional learning you plan to engage in to develop the new knowledge and skills necessary to impact student achievement. Include how and when you will measure the impact of your actions on your overall goal. Reference the <a href="#">End of the Year Review document</a> when developing your Action Plan.			
Date	Action Steps/ <a href="#">Formative Review Examples</a>	Next Steps	Ongoing Evaluator Support/Feedback (if applicable)

<b>GOAL SETTING MEETING: SUBMISSION OF GOALS AND COMPLETED REVIEW</b>		
Date of Submission	Signed (Employee/Educator)	Date of Final Review
Date of Submission	Signed (Primary Evaluator)	Date of Final Review



**Rocky Hill Public Schools**

Goal Setting Form

*(This document is in RH online platform for completion)*

**MID-YEAR REVIEW**

**MID-YEAR:**

Using your ***ACTION PLANNING FOR GROWTH AND LEARNING***, consider any necessary adjustments to your plan for the second half of the year. Reflect on progress on growth goal, utilizing feedback and progress towards professional responsibilities. This should include any ideas for modifications to the support/feedback provided during the first half of the year to be reviewed by the supervisor.

**MID-YEAR REVIEW: SUBMISSION OF GOALS AND COMPLETED REVIEW**

Date of Submission	Signed (Employee/Educator)	Date of Final Review
Date of Submission	Signed (Primary Evaluator)	Date of Final Review



**Rocky Hill Public Schools**

End-of-Year Summative Form

*(This document is in RH online platform for completion)*

**END-OF-YEAR**

Using your ***ACTION PLANNING FOR GROWTH AND ACHIEVEMENT***, reflect on how you have met your stated goal.

[Supervisor End-of-Year Review](#)

**END-OF-YEAR: SUBMISSION OF GOALS AND COMPLETED REVIEW**

Date of Submission	Signed (Employee/Educator)	Date of Final Review
Date of Submission	Signed (Primary Evaluator)	Date of Final Review



**Rocky Hill Public Schools**  
 Evaluator’s End-of-Year Review

*(This document is in RH online platform for completion)*

The following single point rubric is to be completed by the evaluator.

<b>Reflection on Growth Goal</b> Growth goals written at the beginning of the year and reviewed at Mid-Year		
<b>Areas of Strengths</b>	<b>Effective Practices</b>	<b>Opportunities for Growth and Next Steps</b>
	Educator articulates how participation in professional learning has impacted their practice	
	Educator articulates recognition of how practice shifted and/or improved	
	Educator articulates any challenges they are facing and suggest strategies for overcoming challenges	
<b>Achievement of Growth Goal</b>		
Met	Partially Met	Did Not Meet



**Rocky Hill Public Schools**

Evaluator’s End-of-Year Review

*(This document is in RH online platform for completion)*

<b>Reflection on Feedback (formative and evaluative feedback provided throughout the year)</b>		
<b>Areas of Strength</b>	<b>Effective Practices</b>	<b>Opportunities for Growth and Next Steps</b>
	Educator makes connections between feedback provided and shifts in their practice.	
	Educator makes connections between feedback provided and outcomes for students	
	Educator acknowledges the potential of feedback on their continued growth and next steps for professional learning	
<b>Achievement of Growth Goal</b>		
Met	Partially Met	Did Not Meet





**Rocky Hill Public Schools**  
 Evaluator’s End-of-Year Review

*(This document is in RH online platform for completion)*

<b>Reflection on the Professional Responsibilities</b> Commitment to professional responsibilities as articulated by the school/district		
<b>Areas of Strength</b>	<b>Effective Practices</b>	<b>Opportunities for Growth and Next Steps</b>
	Educator reflects on collaboration with colleagues and families and develops positive relationships to promote student success	
	Educator represents a commitment to ethical practice and professionalism	
	Educator shares potential future/continuous professional growth	
<b>Achievement of Growth Goal</b>		
Met	Partially Met	Did Not Meet

Additional comments if applicable:



**Rocky Hill Public Schools**  
Supervised Assistance Track

**Staff Member:**

**School Year:**

**Evaluator:**

**Grade or Subject:**

**Date of Evaluation Conference:**

**School:**

**Timeframe of Plan: (circle one 30 60 90 days )**

1. Identification of problem or area(s) in need of improvement:
  
2. Remediation Plan: (strategies for resolution of the problems/needs, including teacher responsibilities, evidence of action item completion, and assistance provided by administration and other identified resources or supports)
  
3. Date to review Remediation Plan:
  
4. Staff Member Comments:

The signature of the teacher below indicates that the Supervised Assistance plan was discussed and reviewed with the teacher by the evaluator or appropriate designee. The teacher acknowledges that he/she has been advised of his/her performance status.

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**Rocky Hill Public Schools**

Supervised Assistance Track - Recommendation Status

To be completed by the evaluator at the conclusion of the Supervised Plan.

1. Problem(s) and/or need(s) resolved, staff member removed from plan.
2. Progress is evident but the problem is not resolved. Teacher maintains status in the Supervised Assistance Track for up to an additional 30 school days.
3. Problem/need is not resolved. The staff member moved to the Intensive Assistance Phase.

Signature: \_\_\_\_\_

Designated Evaluator: \_\_\_\_\_

Employee Acknowledgement:

I acknowledge that the information contained in this plan was discussed and reviewed with me by my evaluator or appropriate designee. By signing, I indicate that I have been advised of my performance status. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my evaluator to put my comment(s), if any, in writing.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Comments:

- Copy:
- Evaluator
  - Staff Member
  - Administrator
  - Personnel File



**Rocky Hill Public Schools**  
Intensive Assistance Plan

**Staff Member:**

**School Year:**

**Date:**

**School:**

**Grade or Subject:**

**Designated Evaluator:**

**Second Evaluator:**

**Identification of problem or area(s) in need of improvement:**

**Goal:**

**Process Objective:**

**Remediation plan:** (strategies for resolution of the problem(s)/need(s), including teacher responsibilities and assistance provided by administration and other identified resources, evidence of action item completion)

**Timeline for achieving specific expected outcome(s):**

**Identification of problem or area(s) in need of improvement:**

**Goal:**

**Process Objective:**

**Remediation plan:**

(strategies for resolution of the problem(s)/need(s), including teacher responsibilities and assistance provided by administration and other identified resources, evidence of action item completion)

**Timeline for achieving specific expected outcome(s):**

**Identification of problem or area(s) in need of improvement:**

**Goal:**

**Process Objective:**

**Remediation plan:**

(strategies for resolution of the problem(s)/need(s), including teacher responsibilities and assistance provided by administration and other identified resources, evidence of action item completion)

**Timeline for achieving specific expected outcome(s):**

Signature of staff member and administrator documenting that a discussion of a problem has occurred, a plan of action for remediation has been developed, and a date to review the effectiveness of the plan of action has been established.

Staff Member Signature \_\_\_\_\_

Designated Evaluator Signature \_\_\_\_\_

**To be completed by the evaluator at the conclusion of the above plan.**

1. Problem(s) and/or need(s) resolved, staff member removed from Intensive Assistance.
2. Problem(s) and/or need(s) requires additional attention. Staff member is assigned a 45 school day extension on Intensive Assistance.
3. Problem/need not resolved. Staff member is recommended for dismissal in accordance with the provisions of Connecticut General Statute, Section 10-151.

Signature Order:

Designated Evaluator: \_\_\_\_\_

Second Evaluator: \_\_\_\_\_

Superintendent/Assistant Superintendent: \_\_\_\_\_

**EMPLOYEE ACKNOWLEDGEMENT:**

I acknowledge that the information contained in this Intensive Assistance plan was discussed and reviewed with me by my evaluator or appropriate designee. By signing, I indicate that I have been advised of my performance status. My signature does not, however, necessarily imply that I agree with the evaluation. I have been encouraged by my evaluator to put my comment(s), if any, in writing.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Comments:

Copy:

- Evaluator
- Staff Member
- RHTA President
- Administrator
- Personnel File

## Appendix C: Common Core of Teaching Rubric

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

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

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

ATTRIBUTES:	SUCCESSFUL:
<b>Rapport and positive social interactions</b>	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.
<b>Respect for student diversity</b>	Establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences.
<b>Environment supportive of intellectual risk-taking</b>	Creates a learning environment in which most students are willing to take risks and respond to questions and challenges, and feel safe to make and learn from mistakes.
<b>High expectations for student learning</b>	Establishes and consistently reinforces appropriate expectations for learning for all students.

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

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

ATTRIBUTES:	SUCCESSFUL:
<b>Communicating, reinforcing, and maintaining appropriate standards of behavior</b>	Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning
<b>Promoting social competence and responsible behavior</b>	Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions

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

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

ATTRIBUTES:	SUCCESSFUL:
<b>Routines and transitions appropriate to the needs of students.</b>	Establishes and manages routines and transitions resulting in maximized instructional time

**Domain 2: Planning for Active Learning**

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

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

<b>ATTRIBUTES:</b>	<b>SUCCESSFUL:</b>
<b>Content of the lesson plan is aligned with standards.</b>	Plans content that directly addresses Connecticut Core Standards and/or other appropriate content standards.
<b>Logical sequence of lessons at an appropriate level of challenge.</b>	Plans lessons that are logically sequenced and support an appropriate level of challenge.
<b>Use of data to determine students' prior knowledge and skills and differentiation based on students' learning needs.</b>	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.
<b>Literacy Strategies</b>	Plans instruction that integrates literacy strategies and academic vocabulary.

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

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

<b>ATTRIBUTES:</b>	<b>SUCCESSFUL:</b>
<b>Strategies, tasks, and questions cognitively engage students.</b>	Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement.
<b>Instructional resources and flexible groupings support cognitive engagement and new learning.</b>	Selects or designs resources and/or flexible groupings that cognitively engage students and support connections between concepts.

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

**INDICATOR 2c: Selecting appropriate assessment strategies to monitor student progress.**

<b>ATTRIBUTES:</b>	<b>SUCCESSFUL:</b>
<b>Criteria for student success</b>	Identifies observable and measurable criteria for student success.
<b>Ongoing assessment of student learning</b>	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.

**Domain 3: Instruction for Active Learning**

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

**INDICATOR 3a: Implementing instructional content for learning.**

<b>ATTRIBUTES:</b>	<b>SUCCESSFUL:</b>
<b>Instructional Purpose</b>	Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction
<b>Content Accuracy</b>	Presents content accurately using content-specific language that leads to student understanding
<b>Content progression and level of challenge</b>	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students
<b>Literacy Strategies</b>	Presents instruction that integrates literacy strategies and academic vocabulary within the lesson content

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

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

<b>ATTRIBUTES:</b>	<b>SUCCESSFUL:</b>
<b>Strategies, tasks, and questions cognitively engage students.</b>	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.
<b>Instructional resources and flexible groupings support cognitive engagement and new learning.</b>	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make connections between concepts.
<b>Student responsibility and independence</b>	Implements instruction that provides multiple opportunities for students to develop independence as learners.

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

**INDICATOR 3c: Assessing and monitoring student learning, providing feedback to students, and adjusting instruction.**

<b>ATTRIBUTES:</b>	<b>SUCCESSFUL:</b>
<b>Criteria for student success</b>	Communicates specific observable and measurable criteria for student success
<b>Ongoing monitoring of student learning</b>	Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes



<b>Feedback to students</b>	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.
<b>Instructional Adjustment</b>	Adjusts instruction as necessary in response to individual and group performance

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

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

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

<b>ATTRIBUTES:</b>	<b>SUCCESSFUL:</b>
<b>Teacher self-evaluation and reflection and impact on student learning</b>	Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice
<b>Response to feedback</b>	Responds to supervisor or peer feedback and makes changes in practice based on feedback.
<b>Professional Learning</b>	Engages in relevant professional learning and applies new learning to practice

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

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

<b>ATTRIBUTES:</b>	<b>SUCCESSFUL:</b>
<b>Collaboration with colleagues</b>	Collaborates with colleagues to improve teaching and learning.
<b>Professional responsibility and ethics</b>	Consistently exhibits professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> .

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

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

<b>ATTRIBUTES:</b>	<b>SUCCESSFUL:</b>
<b>Positive school climate</b>	Actively engages with colleagues, students and families to develop and/or sustain a positive school climate
<b>Family and community engagement</b>	Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success.
<b>Culturally responsive communications</b>	Interacts with students, families and the community in a culturally respectful manner.

## Appendix D: Common Core of Teaching Service Rubric

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

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

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

ATTRIBUTES:	SUCCESSFUL:
<b>Rapport and positive social interactions</b>	Interactions between the service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions.
<b>Respect for student diversity</b>	Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences.
<b>Environment supportive of intellectual risk-taking</b>	Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes
<b>High expectations for student learning</b>	Establishes and consistently reinforces high and realistic expectations for learning/growth and development.

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

***INDICATOR 1b: Maximizing service delivery by effectively managing routines and transition.***

ATTRIBUTES:	SUCCESSFUL:
<b>Communicating, reinforcing, and maintaining appropriate standards of behavior</b>	Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment.
<b>Promoting social competence and responsible behavior</b>	Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.

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

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

ATTRIBUTES:	SUCCESSFUL:
<b>Routines and transitions appropriate to the needs of students.</b>	Implements and manages effective routines and transitions that maximize service delivery time.

**Domain 2: Planning for Active Learning**

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

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

<b>ATTRIBUTES:</b>	<b>SUCCESSFUL:</b>
<b>Standards Alignment</b>	Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.
<b>Evidence-based practice</b>	Designs plans using evidence based practice.
<b>Use of data to determine learner needs and level of challenge.</b>	Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge.
<b>Targeted and specific objectives for learners</b>	Develops objectives that are targeted and specific to the needs of learners.

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

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

<b>ATTRIBUTES:</b>	<b>SUCCESSFUL:</b>
<b>Strategies, tasks, and questions</b>	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.
<b>Resources and/or flexible groupings and new learning.</b>	Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning

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

**INDICATOR 2c: Selecting appropriate assessment strategies<sup>13</sup> to identify and plan learning targets.**

<b>ATTRIBUTES:</b>	<b>SUCCESSFUL:</b>
<b>Selection of assessments and interpretation of results</b>	Uses knowledge of learners’ abilities, developmental level, cultural, linguistic and/ or experiential background to select and interpret assessment information.
<b>Criteria for student success</b>	Identifies objective and measurable criteria for assessing learner success.
<b>Ongoing assessment of student learning</b>	Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery.

**Domain 3: Service Delivery**

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

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

<b>ATTRIBUTES:</b>	<b>SUCCESSFUL:</b>
<b>Purpose of service delivery</b>	Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards.
<b>Precision of service delivery</b>	Delivers services accurately, resulting in learning.
<b>Progression of service delivery</b>	Delivers services in a logical and purposeful progression that meet the needs of learners.
<b>Level of challenge</b>	Consistently delivers services at a level of challenge that aligns to learners' needs.

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

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

<b>ATTRIBUTES:</b>	<b>SUCCESSFUL:</b>
<b>Strategies, tasks, and questions</b>	Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical and creative thinking, purposeful discourse or inquiry.
<b>Resources and flexible groupings and new learning</b>	Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings.
<b>Learner responsibility and independence</b>	Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.

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

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

<b>ATTRIBUTES:</b>	<b>SUCCESSFUL:</b>
<b>Criteria for learner success</b>	Communicates specific observable and measurable criteria for learner success
<b>Ongoing assessment of learning</b>	Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended instructional outcomes
<b>Feedback to learner</b>	Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes.

Adjustments to service delivery	Adjusts to service delivery in response to learners' performance or engagement in tasks.
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**Domain 4: Professional Responsibilities and Leadership**

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

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

ATTRIBUTES:	SUCCESSFUL:
Self-evaluation and reflection	Self-evaluates and reflects on practice and its impact on learners; identifies areas for improvement, and takes effective action to improve professional practice
Response to feedback	Willingly accepts supervisor or peer feedback and makes effective changes in practice.
Professional Learning	Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.

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

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

ATTRIBUTES:	SUCCESSFUL:
Collaboration with colleagues	Collaborates with colleagues to improve service delivery and learning.
Professional responsibility and ethics	Consistently exhibits professional responsibility and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> .
Maintenance of records	Records/data are complete, organized, and accurate. Confidential information is stored in a secure location.

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

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

ATTRIBUTES:	SUCCESSFUL:
Positive school climate	Actively engages with colleagues, learners and families to develop and/or sustain a positive school climate
Stakeholder engagement	Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success.
Culturally responsive communications with stakeholders	Interacts with students, families and the community in a culturally responsive manner.