



# **Administrator Evaluation and Support Plan 2024-2025**

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## TABLE OF CONTENTS

Introduction	Page 4
Overview	Page 5
Evaluation Timeline	Page 8
Performance Indicators	Page 11
Appendix A: Leader Evaluation Rubric	Page 17

## **INTRODUCTION**

### **THE ROLE OF EDUCATIONAL LEADERSHIP**

Educational leadership encompasses a broad spectrum of roles and responsibilities. Effective leadership requires sustaining a long-term vision and demonstrating grace under the unrelenting pressure brought by multiple constituencies. Leadership in education is truly a partnership of many key players. Establishing, nurturing, and maintaining that partnership is an essential part of our calling. It requires intelligence, diplomacy, and patience for a leader to succeed in an ever-changing culture.

The collaborative ethos of our profession needs to be fostered to ensure that all professionals are working together on behalf of students. Educational leaders need to nurture teachers in their belief that they can make a positive difference in the lives of the students who are entrusted to their care every day. This process takes time, trust, and talent. High quality schools need clarity of purpose, focus of responsibilities, consistency of effort, and sustained leadership. Only systemic changes can have the necessary and lasting impact on student learning. Therefore, we embrace our responsibilities with a spirit of collaboration and cooperation, knowing that mentoring and encouraging others to leadership is fundamental.

### **THE PURPOSE OF THE EVALUATION**

The primary purpose of evaluation is to maintain a supportive environment for individual growth and development while ensuring that rational and humane processes exist for administrative decision making. Evaluations are more diagnostic than judgmental, and self-evaluation is an essential component of the plan.

The goals of the Wilton Public Schools Educational Leader Evaluation and Support Plan are to:

- Ensure that school leaders are upholding the mission of the Wilton Public Schools
- Improve student achievement through the continuous improvement process
- Provide instructional leadership to a community of educators and leaders
- Provide continuous professional development specific to and supportive of educational leaders' roles and responsibilities

## **EVALUATION PLAN OVERVIEW**

The Wilton Public Schools Administrator Evaluation and Support Plan focuses on two key indicators of administrator performance and growth:

1. Administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life)
2. Results that come from this leadership (teacher professional growth, growth in student achievement, and school climate)

The plan applies to all administrators holding an 092 certification. All administrators are assigned a primary evaluator who holds a 092 or 093 certificate.

## **SUPPORT AND DEVELOPMENT**

### **PROFESSIONAL LEARNING**

The Wilton Administrators Evaluation and Support Plan is a tool that allows the district to build leadership capacity in the schools through professional learning that is specific to each school leader's role, responsibility, and professional goals. The professional learning needs of all administrators will be assessed in collaboration with the Superintendent, and communicated to the district Professional Evaluation and Learning Committee (PEAL).

Professional learning will be a combination of group and individual experiences for school leaders. In the course of the year-end conferences, the Superintendent will make a determination as to what professional learning all school administrators may need. Professional learning for all school leaders will include evaluation procedures, data collection, and data based decision-making, the use of technology for management and for teaching and learning, and the Administrators Evaluation and Support Plan. Professional learning needs will be communicated to members of the district's PEAL Committee, who will facilitate the planning of those offerings. Other professional learning will be based upon an individual school leader's professional learning goals. A budget for administrator professional development will be allotted for each school. The school administrative team will decide how best to use those funds, which could support attendance at national conferences, individual workshops, or classes.

### **CAREER DEVELOPMENT AND GROWTH**

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself, and in building the capacity of all administrators.

Examples of such opportunities include, but are not limited to:

- Mentoring early-career administrators
- Leading Professional Learning Communities
- Leading District initiatives or instructional committees
- Participation in Tri-State Consortium

## TIERED SUPPORT

All leaders require access to high-quality, targeted professional learning support to improve practice over time (Tier 1). 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 leaders, 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 PEAL 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.

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.

## OBSERVATION PROCESS

The number of observations vary according to the administrator's level of experience and performance. While the following charts outline the differentiated plan for administrator observations and conferences, the evaluators may determine if additional observations are needed.

### Observation Protocol for Leaders

Levels of Administrative Experience in Wilton	Minimum Number of Site Visits	Observation Deadlines	Goal Setting Conference Deadline	Mid-Year Conference Deadline	End of Year Conference Deadline
Year 1 & 2	4	First: Oct. 31 Second: Dec. 15 Third: Mar. 1 Fourth: May 1	October 15 <sup>th</sup>	January 15 <sup>th</sup>	June 15 <sup>th</sup>
Year 3 & beyond	2	First: Feb 15 Second: May 1	October 15 <sup>th</sup>	January 15 <sup>th</sup>	June 15 <sup>th</sup>

### Observation Protocol for Leaders in Need of Support

Levels of Administrative Performance in Wilton	Minimum Number of Site Visits	Observation Deadlines	Goal Setting Conference Deadline	Mid-Year Conference Deadline	End of Year Conference Deadline
Tiered Support or Corrective Support	5	First: Oct. 31 Second: Dec. 15 Third: Feb. 28 Fourth: Apr. 30 Fifth: May 1	October 15 <sup>th</sup>	February 15 <sup>th</sup>	May 31 <sup>st</sup>

## TIMELINE

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of Wilton Public Schools Administrator Evaluation and Support Plan, and is designed to have all administrators play a more active, engaged role in their professional growth and development.

### AUGUST: ORIENTATION, GOAL-SETTING, AND PLAN DEVELOPMENT

Evaluators review the major components of the Wilton Administrator Evaluation and Support Plan with leaders, including the timeline for the evaluation process, roles and responsibilities, differentiated/tiered supports and process, and any school or district priorities that should be reflected in leaders' growth plans.

***\*Administrators who are hired mid-year will be provided with an orientation to the evaluation and support plan, including the timeline for the evaluation process, by their primary evaluator during the initial goal-setting meeting.***

By September, or as soon as possible, all administrators will be provided with the following materials:

- Student learning data: available for review by the administrator
- Stakeholder survey data: available for review by the administrator
- Superintendent's student learning priorities for the year
- Copy of current administrator evaluation plan and rubric

No later than October 15, administrators identify student learning outcomes, survey targets, and an area of focus for their leadership practice. These are determined using available data, the superintendent's priorities, the school improvement plan, and prior evaluation results (where applicable).

Administrators should start with the outcomes they want to achieve. This includes setting student learning objectives and targets related to stakeholder feedback. Then administrators identify the areas of focus for their practice *that will help them accomplish* their student learning outcomes and survey targets, choosing from among the elements of the Professional Standards for Educational Leaders. Leaders and their evaluators may mutually agree on one-, two-, or three year leadership practice goals.

While administrators may receive feedback on all standards, it is not expected that administrators focus on improving their practice in all areas in a given year. Rather, they should identify one specific focus area of growth to facilitate professional conversation about their leadership practice with their evaluator. What is critical is that the administrator can connect improvement in the practice focus area to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to mutually agree on the multiple measures of organizational health, leader and educator growth, and impact on student learning, growth, and achievement. This is an opportunity to discuss the administrator's choices and to explore questions such as:



- Are there any assumptions about specific goals that need to be discussed because of the school context?
- Are there any elements for which performance will depend on factors beyond the control of the administrator? If so, how will those elements be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss and mutually agree upon the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice area and the resources and supports, comprise an individual's evaluation plan.

In the event of any disagreement, the process for resolving disputes will be followed (see page 16).

A goal-setting form is to be completed by the administrator. The focus areas, goals, activities, outcomes, and timeline will be reviewed by the administrator's evaluator prior to the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

### AUGUST - DECEMBER: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include observations (see requirements outlined in the chart on page 7). Periodic, purposeful observations offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. "Observations" may include faculty meetings, PTA meetings, PPT/SRBI meetings, goal setting and pre/post conferences, classroom observations, and special events. They may also include meetings to share and/or review information/data on strategic improvement efforts, school climate, curriculum development, etc.

Unlike visiting a classroom to observe a teacher, observations of administrator practice can vary significantly in length and setting. Evaluators should provide a balance of timely oral and written feedback after each visit.

### JANUARY: MID-YEAR FORMATIVE REVIEW

Midway through the school year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for this meeting:

- The administrator analyzes available student achievement data and considers progress toward outcome goals.
- The evaluator reviews observation and feedback forms to identify key themes for discussion.
- The administrator and evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning outcomes and survey targets, as well the leader's self-appraisal of progress on the agreed upon leadership practice standards and goals. The meeting is also an opportunity to surface any changes in the school context that could impact accomplishment of outcome goals. Revisions to the goals may be made at this point.

## MAY: END-OF-YEAR REFLECTION

In May, the administrator takes an opportunity to reflect on his/her professional practice. This includes a self-appraisal of performance on the Professional Standards for Educational Leaders, and includes evidence on organizational health, and educator and student learning, growth and achievement. The administrator submits his/her self-assessment to his/her evaluator no later than May 30<sup>th</sup>.

## JUNE: EVALUATIVE SUMMARY

At the end of the school year, the evaluator considers the administrator's self-assessment, as well as the consistency, trends, and significance of the evidence (collected through collaborative conversations, observations of practice, and review of artifacts) to generate the evaluative summary. The summary must be based on the standards and goals agreed upon during the goal setting process, and must include feedback consisting of multiple and varied quantitative and qualitative indicators of professional growth. The summary must also include a statement regarding the leader's completion of the evaluative cycle. This is shared and discussed with the administrator during the end-of-year conference.

## **CALIBRATION TRAINING FOR EVALUATORS**

On an annual basis, all evaluators participate in on-going professional learning activities designed to ensure consistency in feedback as well as the implementation of all components of the evaluation process, including differentiated supports and process. This professional learning may include a combination of workshops, visits to schools, the collaborative assessment of evidence, and the sharing and critique of written evaluation summaries. The purpose of these activities is to build on each evaluator's knowledge base about effective practices, and to enhance evaluators' ability to provide useful feedback that will encourage administrator growth and development.

## **PERFORMANCE INDICATORS**

The Wilton Public Schools Administrator Evaluation and Support Plan focuses on two key indicators of administrator performance and growth:

1. Administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life)
2. Results that come from this leadership (teacher professional growth, growth in student achievement, and school climate)

## INDICATOR 1: ADMINISTRATOR PRACTICE

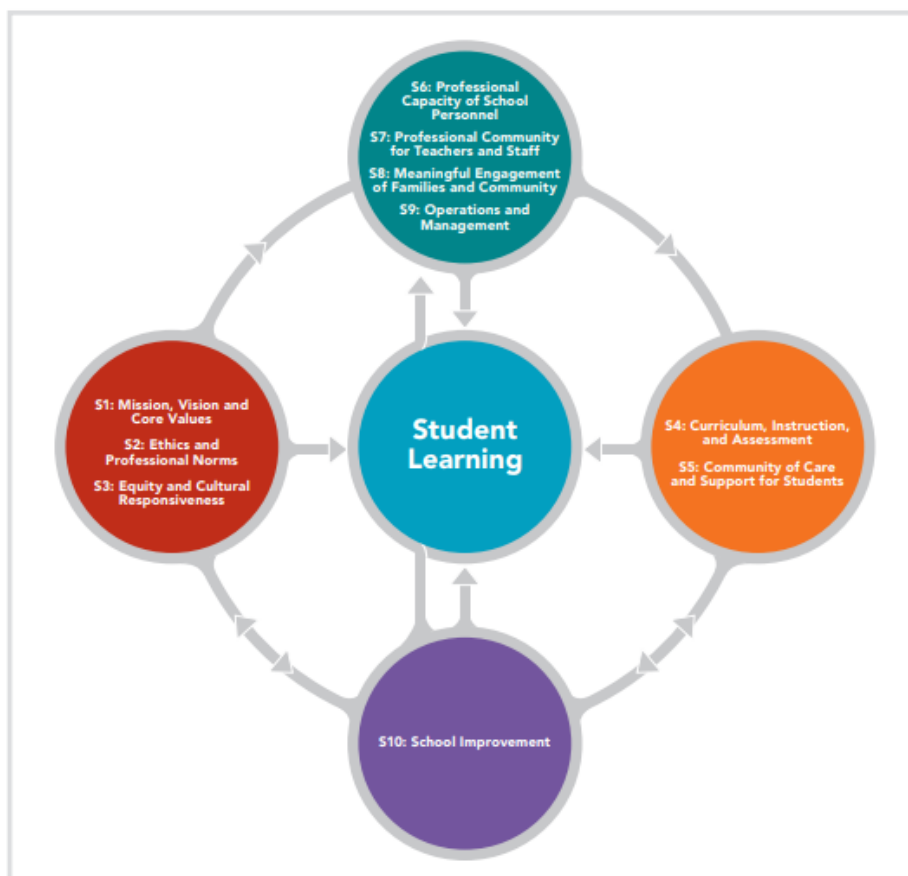
In the Wilton Public Schools, administrator practice is grounded in the [Professional Standards for Educational Leaders](#) (2015) from the National Policy Board for Educational Administration (see the single point competency rubric in Appendix A).

The Standards reflect interrelated domains of leadership that research and professional practice indicate are integral to organizational health and student success:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

These standards are best understood as three related clusters of leadership practice. The first cluster is Curriculum, Instruction and Assessment, and Community of Care and Support for Students. The second cluster is Professional Capacity of School Personnel, Professional Community for Teachers and Staff, Meaningful Engagement of Families and Community, and Operations and Management. The third cluster is Mission, Vision and Core Values, Ethics and Professional Norms, and Equity and Cultural Responsiveness. The domain of School Improvement affects all of the clusters, which together reflect a theory of how educational leader practice influences student achievement.

As shown in the figure below, students learn when educational leaders foster safe, caring and supportive school learning communities and promote rigorous curricula, instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports—the professional capacity of teachers and staff, the professional community in which they learn and work, family and community engagement, and effective, efficient management and operations of the school. In all of their work, educational leaders are driven by the school’s mission, vision, and core values. They are called to act ethically and with professional integrity. And they promote equity and cultural responsiveness. Finally, educationally effective leaders believe their school can always be better. To realize their schools’ visions of student learning and stay true to their schools’ core values, educational leaders subject every realm of the school to improvement, including themselves and their own work. They are tenacious change agents who are creative, inspirational and willing to weather the potential risks, uncertainties and political fall-out to make their schools places where each student thrives. Figure 1 illustrates how the Standards fit into this theory, showing each by its number (e.g. S1, S2).



The Standards establish the qualities and values of effective educational leaders. They are a compass that guides the direction of practice, but they do not prescribe specific actions. Rather, they should be adapted to particular circumstances and contexts, and should be used to guide conversations about professional growth (i.e., the process of goal-setting, professional learning, collaboration, and reflection).

## INDICATOR 2: RESULTS

### TEACHER GROWTH

One of the primary goals of the Wilton Public Schools Administrator Evaluation and Support Plan is to ensure the growth and development of teachers so they meet the needs of all the students they serve. Effective educational leaders develop the professional capacity and practice of teachers by developing their professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by a deep understanding of professional and adult learning and development. Leaders foster continuous improvement of individual and collective instructional capacity by delivering actionable feedback about instruction and other professional practice through effective implementation of the district's system for supervision and evaluation.

For the purpose of assessing teacher professional growth, administrators will collect and share the following information with their evaluators:

- *Building-based and central office administrators who serve as primary evaluators of teachers:* for untenured teachers in Phase 3 and tenured teachers in Phase 4 (of the current school year), all evaluative summaries for the past 3 years (for untenured teachers) or 4 years (for tenured teachers).
- *Central office administrators who do not serve as primary evaluators:* copies of all formal evaluation reports for the current school year.

## GROWTH IN STUDENT ACHIEVEMENT

Effective administrators demonstrate their commitment to student learning by setting measurable learning outcomes and documenting student growth. This is best accomplished through the use of assessments that provide valid and reliable information on student progress toward meeting learning standards. Having these goals and assessments in place ensures that schools and programs are responsive to the needs of each and every student.

There are many different types of assessments. A comprehensive assessment system includes different levels of assessments that meet the individual decision-making needs of various stakeholders (Stiggins, 2017). The Wilton Public Schools Comprehensive Assessment System delineates the various levels of assessment and the decisions and stakeholders they are designed to support (see below).

Level/Type of Assessment	Decision	Stakeholder Group
Statewide Accountability Assessments <ul style="list-style-type: none"> <li>• Smarter Balanced Assessment</li> <li>• CT School Day SAT</li> </ul>	Are enough of our students meeting standards?	State and District Leaders Boards of Education
Interim Benchmark Assessments <ul style="list-style-type: none"> <li>• NWEA MAP</li> <li>• Oral Reading Fluency (DIBELS)</li> <li>• IABs and FIABs</li> <li>• Common Summative Tests</li> <li>• Comprehensive Rubrics</li> </ul>	Which students are meeting which standards?	Principals Curriculum Leaders Teachers
Classroom-Based Formative Assessments <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Exit slips</li> <li>• Response Logs/Systems</li> <li>• DIBELS Subtests by Grade Level</li> </ul>	What is next in the learning for each individual student?	Teachers

To set meaningful goals for student learning, administrators rely on assessments that provide them with information on which of their students are meeting which standards (interim/benchmark assessments).

For the purpose of the Wilton Public Schools Administrator Evaluation and Support Plan, administrators establish long-term student learning goals that assess the degree to which students are meeting a preponderance of the learning standards, using reliable and valid interim/benchmark assessments. Through collaborative conversations, the administrator and evaluator mutually agree on ambitious yet attainable goals that represent meaningful growth for a significant number of students. Administrators then use interim/benchmark assessments to monitor student progress toward the standards and make on-going adjustments to programming, services, and resource allocation.

All administrators develop two 2 student outcome goals: 1 Academic/Content-Area goal, and 1 Core Competency goal. During the mid-year and end-of-year conferences, administrators will provide information to their evaluators on student progress toward achieving the goals.

**Academic/Content-Area Goal:** Administrators set a goal for improved student performance on academic or content-area learning standards, such as the CT Core Standards, the Common Core State Standards, or other applicable State or National content area standards. The goal addresses a central purpose of the administrator's assignment and pertains to a significant proportion of his/her students, including specific subgroups if appropriate. Goals reflect high expectations for student learning (i.e., they represent academic growth across a school year).

The goal includes a broad statement of the expected improvement in student learning (i.e., the core ideas, domains, knowledge and/or skills students are expected to acquire) as well as specific, quantitative growth targets that identify the assessment instrument, timeframe, level of performance expected, and target population.

For use as part of the Wilton Public Schools Administrator Evaluation and Support Plan process, assessment instruments must meet accepted standards of validity and reliability: they must be administered and scored in a consistent manner, be directly aligned to a set of academic or performance standards, and provide accurate information on student achievement.

Administrators follow the process below to demonstrate the impact their leadership has had on student learning:

- Gather and analyze baseline data on student performance
- Set goals for student learning
- Monitor student progress using high quality interim/benchmark assessments
- Report progress on the goals in their end-of-year reflections and conferences

If needed, growth targets may be adjusted at the mid-year conference based on additional information.

**Core Competency Goal:** Administrators set a goal related to improved student outcomes relative to Wilton's Vision of the Learner. These are skills and dispositions that teachers, the Board of Education, and the community have determined are the most important for our students to acquire to be successful in college/post-secondary pursuits, in their careers, and as citizens. They include:

- Contemporary Multi-Literate Scholar
- Balanced, Healthy Human Being
- Self-Navigating Expert Learner
- Courageous Ethical Leader
- Creative Entrepreneurial Designer
- Active Socially-Sensitive Citizen

Core competency goals focus on assessing student growth over time relative to a selected skill or disposition. District rubrics are used to guide the development of grade-level appropriate goals and assessment tasks. Administrators use these rubrics to set a target for student learning that is measurable and represents meaningful growth for a significant number of students.

***Administrators are encouraged to approach both the Academic/Content-Area Goal and Core Competency Goal through a process of collaborative inquiry, if possible. This would allow groups of colleagues who work in the same building or across buildings to set goals and develop professional growth plans collaboratively, providing rich opportunities to engage in dialogue, reflection, professional learning, and consultation/coaching.***

## SCHOOL CLIMATE

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

- Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- 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.
- Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- Cultivate and reinforce student engagement in school and positive student conduct.
- Infuse the school's learning environment with the cultures and languages of the school's community.

For Wilton Public Schools Administrator Evaluation and Support Plan, the results of periodic school climate surveys are used as a means of gauging the degree to which school leaders are fostering an inclusive school environment.

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback must include teachers, students and parents, but may also include other stakeholders (e.g., other staff, community members, etc.). For central office administrators, stakeholders solicited for feedback could include principals, assistant principals, specific subsets of teachers, and/or other specialists within the district.

Administrators should review baseline data from selected measures, and then set one or more growth targets for the school year. An accompanying professional growth plan for achieving the targets should be developed, and end-of-year survey data should then be used to determine achievement of the target(s).

## **DISPUTE-RESOLUTION PROCESS**

Claims that the district has failed to follow the established procedures of the Administrator Evaluation and Support Plan shall be subject to the grievance procedures set forth by the current collective bargaining agreement. In cases where the evaluator and administrator cannot agree on goals/objectives, the evaluation period, feedback, or the professional growth plan, the issue in dispute will be referred for resolution to a subcommittee of the Professional Evaluation and Learning (PEAL) Committee. The superintendent and the Wilton Administrators and Supervisors Association (WASA) will each select one representative from the PEAL Committee to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and WASA. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.



# APPENDIX A: SINGLE POINT COMPETENCY RUBRIC

# Educational Leader Rubric

## Administrators

Areas of Strength	<b><u>Standard 1: Mission, Vision, and Core Values</u></b> 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.	Opportunities for Growth/Next Steps
	<b>Effective leaders:</b> 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.	

# Educational Leader Rubric

## Administrators

Areas of Strength	<b><u>Standard 2: Ethics and Professional Norms</u></b> Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	Opportunities for Growth/Next Steps
	<b>Effective leaders:</b> 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.	

Areas of Strength	<b><u>Standard 3. Equity And Cultural Responsiveness</u></b> Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	Opportunities for Growth/Next Steps
	<b>Effective leaders:</b> 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.	

# Educational Leader Rubric

## Administrators

Areas of Strength	<b><u>Standard 4. Curriculum, Instruction, and Assessment</u></b> 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.	<b>Opportunities for Growth/Next Steps</b>
	<b>Effective leaders:</b> 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.	

# Educational Leader Rubric

## Administrators

Areas of Strength	<b>Standard 5: Community of Care and Support for Students</b> Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	Opportunities for Growth/Next Steps
	<b>Effective leaders:</b> a) Build and maintain a safe, caring, and healthy school environment that meets 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.	

# Educational Leader Rubric

## Administrators

Areas of Strength	<b>Standard 6: Professional Capacity of School Personnel</b> Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	Opportunities for Growth/Next Steps
	<b>Effective leaders:</b> 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.	

# Educational Leader Rubric

## Administrators

Areas of Strength	<b><u>Standard 7: Professional Community For Teachers And Staff</u></b> Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	<b>Opportunities for Growth/Next Steps</b>
	<b>Effective leaders:</b> 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.	

# Educational Leader Rubric

## Administrators

Areas of Strength	<b><u>Standard 8. Meaningful Engagement Of Families And Community</u></b> 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.	Opportunities for Growth/Next Steps
	<b>Effective leaders:</b> 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.	



# Educational Leader Rubric

## Administrators

Areas of Strength	<b>Standard 9: Operations and Management</b> Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	Opportunities for Growth/Next Steps
	<b>Effective leaders:</b> 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 nonmonetary 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.	

# Educational Leader Rubric

## Administrators

Areas of Strength	<b>Standard 10: School Improvement</b> Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	Opportunities for Growth/Next Steps
	<b>Effective leaders:</b> 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.	



## TEACHER EVALUATION AND SUPPORT PLAN



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## Table of Contents

### INTRODUCTION

<b>Mission, Vision, Values, Promises, &amp; Vision of the Learner .....</b>	<b>4</b>
<b>Purpose of the Wilton Teacher Evaluation and Support Plan.....</b>	<b>5</b>
<b>Guiding Principles .....</b>	<b>5-9</b>
<u>Effective Professional Practice .....</u>	<u>5-6</u>
<u>Student Learning .....</u>	<u>6</u>
<u>Professional Learning and Collaboration.....</u>	<u>7-8</u>
<u>Career Development and Growth .....</u>	<u>8-9</u>

### EVALUATION PLAN OVERVIEW

<b>Collaborative Conversations .....</b>	<b>10</b>
<b>Definition of “Mutually Agreed Upon” .....</b>	<b>10-11</b>
<u>Process .....</u>	<u>10-11</u>
<b>Resolution of Differences and the Appeal Process.....</b>	<b>12</b>
<b>Ensuring Fairness and Accuracy in the Evaluation Process.....</b>	<b>13</b>
<u>Multiple Measures to Determine Teacher Growth .....</u>	<u>13</u>
<u>Calibration Training for Evaluators .....</u>	<u>13</u>
<b>Confidentiality.....</b>	<b>13</b>
<b>Roles and Responsibilities .....</b>	<b>13-14</b>
<b>Evaluation Phases, Observation Process, Tasks and Timeline .....</b>	<b>15-19</b>
<u>Phases .....</u>	<u>15</u>
<u>Observation Process.....</u>	<u>16-17</u>
<u>Tasks and Timeline.....</u>	<u>18-19</u>
<b>Components of the WPS Teacher Evaluation and Support Plan.....</b>	<b>19-28</b>
<u>Professional Practice.....</u>	<u>20-21</u>
<u>Student Learning Goals .....</u>	<u>21-24</u>
<u>Professional Growth Plan.....</u>	<u>24-25</u>

<b>End-of-Year Teacher Reflection .....</b>	<b>25</b>
<b>Evaluative Summary .....</b>	<b>26</b>
<b>Tiered Support and Corrective Support Plans.....</b>	<b>26-28</b>
<b>REFERENCES.....</b>	<b>29</b>
 <b>APPENDICES</b>	
<b>A. Sample Student Learning Goals.....</b>	<b>30-32</b>
<b>B. Rubric Crosswalks.....</b>	<b>33-54</b>
<u>K-12 Classroom Teacher</u> .....	<b>34-38</b>
<u>Support Specialist</u> .....	<b>39-42</b>
<u>School Counselor</u> .....	<b>43-44</b>
<u>Library/Media Specialist</u> .....	<b>45-48</b>
<u>Instructional Coach</u> .....	<b>49-52</b>
<u>Curriculum Coordinator</u> .....	<b>53-54</b>
 <b>C. Rubrics .....</b>	 <b>55-86</b>
<u>K-2 Classroom Teacher</u> .....	<b>56-60</b>
<u>3-12 Classroom Teacher</u> .....	<b>61-65</b>
<u>Support Specialist</u> .....	<b>66-71</b>
<u>School Counselor</u> .....	<b>72-74</b>
<u>Library/Media Specialist</u> .....	<b>75-78</b>
<u>Instructional Coach</u> .....	<b>79-83</b>
<u>Curriculum Coordinator</u> .....	<b>84-86</b>

# INTRODUCTION

## Our Mission

Wilton Public Schools inspire and prepare all students to contribute meaningfully to a globally interdependent society.

## Our Vision

Guided by expert instruction and a rigorous, learner-centered curriculum, our students actively pursue their goals and aspirations and grow to be productive and resourceful members of the community.

## Our Values

These shared values form the foundation of our work together:

- Scholarship
- Strengthening community
- Embracing diversity
- Fostering health and wellness
- Stewarding the environment
- Bringing joy to teaching and learning

## Our Promises

Our families entrust valuable years of their children's lives to us and we take this responsibility very seriously. These in turn are our commitments to them:

- The safety and wellness of our students are our top priorities
- Student learning experiences are challenging, authentic, relevant, and meaningful
- Student voice, choice, and feedback inform our instruction
- Instruction is personalized to meet the needs of each learner
- Productive partnerships with students and families are valued and cultivated

## Our Vision of the Learner

- Contemporary Multi-Literate Scholar
- Balanced, Healthy Human Being
- Self-Navigating Expert Learner
- Courageous Ethical Leader
- Creative Entrepreneurial Designer
- Active Socially-Sensitive Citizen

## **Purpose of the Wilton Teacher Evaluation and Support Plan**

To ensure that all students achieve at high levels and possess the skills and dispositions necessary to be successful adults, the Wilton Public Schools (WPS) engage in a process of continuous improvement of the “instructional core”, which is defined as the relationship between teachers, students, and content (City, Elmore, Fiarman, & Teitel, 2009). This process of continuous improvement is an approach to problem-solving intended to support all teachers in enriching the outcomes for all students, and involves ongoing enhancements and refinements to both curriculum and professional practice.

The WPS Teacher Evaluation and Support Plan (TESP) is designed to help teachers and administrators to:

- Develop common expectations for effective practice
- Facilitate evidence-based conversations around student learning and professional growth
- Recognize, reward, and support effective professional practice and growth
- Recruit, select, retain, and develop the most-skilled teachers

## **Guiding Principles**

High-quality teaching is a complex, sophisticated craft that is fundamental to the success of each and every student. Although it can be difficult to thoroughly capture the essence of this craft in words, the WPS TESP reflects the following essential beliefs about teaching and learning and teacher professional growth.

### Effective Professional Practice

Effective teachers have high expectations for their students. They believe every student is capable of achieving success, and they do everything they can to find ways of making each student successful. They also have high expectations for themselves and their own learning.

Effective teachers embrace individual differences and personalize the learning for their students. They understand the developmental differences of their students and accommodate for their different needs. They engage and challenge students to achieve their personal best and take into consideration students’ cultures, backgrounds, and abilities in the way they teach.

Effective teachers use a range of pedagogical techniques that best serve the learning needs of their students. They recognize that some students may need more time and different



methods to reach mastery, and they help all students to learn on their own as well as with and from others, including other students and people outside the school.

Effective teachers help students to develop a sense of agency and responsibility for their own learning. They support students in setting goals for learning, understanding how they will be assessed, knowing whether they are on track to achieve success, and actively evaluating their own progress.

Effective teachers are experts in their subject area and have a thorough knowledge of discipline-specific content and skills. They understand the content standards their students are expected to achieve and use a range of assessment methods to determine the extent to which those standards are being met, and to plan for next steps.

Effective teachers closely monitor each student's progress toward achieving the standards. They regularly provide each and every one of their students with specific, descriptive feedback on their performance.

Effective teachers constantly reflect on how well their students are learning and search for better ways of teaching those in need of support and those in need of enrichment. They use feedback from a wide range of sources, including students and parents, to reflect on teaching and learning.

Effective teachers provide a safe and orderly environment, both physically and emotionally, so students can succeed. They know students learn best if they are in classrooms where they feel safe and confident.

Effective teachers develop positive relationships with their students – they know them and take interest in their development and progress. They make students feel cared for and valued.

### Student Learning

There is ample evidence that achievement improves when teachers set goals for student learning (Newman, 2012; Rader, 2005). Therefore, the WPS believes that a fair and effective teacher evaluation and support plan should guide teachers in setting ambitious goals for their students using valid and reliable assessments. We believe this approach reflects belief in our teachers' professionalism and has the greatest probability of positively impacting student achievement.

## Professional Learning and Collaboration

Collaborative and job-embedded professional learning is the single most effective way to improve student achievement, and can be a source of efficacy and confidence for teachers. Research (Darling-Hammond, Hyler, & Gardner, 2017) indicates that to be effective, professional learning must:

*Be content focused:* Professional learning that focuses on the teaching strategies associated with specific disciplines (e.g., mathematics, science, or literacy) supports teacher learning within the context of teachers' own classrooms.

*Incorporate active learning:* Active learning uses authentic artifacts, interactive activities, and other strategies to provide deeply embedded, highly contextualized professional learning. This approach moves away from more passive learning methods that have little direct connection to teachers' classrooms and students.

*Support collaboration:* Teachers learn best when they are learning alongside their peers. High-quality professional learning creates time for teachers to share ideas and collaborate in their learning, especially in job-embedded contexts. Learning communities can positively change the culture and instructional practices of an entire grade level, department, or school.

*Use models of effective practice:* Exemplars provide teachers with a clear vision of what best practices look like. Teachers need to see models of lesson plans, unit plans, student work, peer teaching - among a multitude of other artifacts of exemplary teaching.

*Provide coaching:* Instructional coaching provides teachers with the expert support they need to learn, integrate, and problem-solve around new evidence-based practices. It focuses directly on teachers' individual needs and allows for a safe, collaborative space to process change.

*Offer feedback and reflection:* Feedback and reflection help teachers to thoughtfully move toward the exemplary vision of professional practice. For professional learning to be effective, teachers need time to think about, receive input on, and make changes to their practice.

*Be of sustained duration:* Learning takes time. Teachers need adequate time to learn, practice, implement, and reflect upon new instructional strategies.

The Wilton Professional Evaluation and Learning (PEAL) committee collaboratively develops, evaluates, and updates the annual professional learning plan for the district. Multiple sources of information are used to determine the content of the plan, including the following:

- Outcomes of the evaluation process as they relate to professional practice
- Results of stakeholder feedback
- Analysis of data relative to student achievement
- District priorities and initiatives

Professional learning activities are designed in such a way that budget allocations provided by the Board of Education are utilized effectively and efficiently. These activities include, but are not limited to, the following:

- The regular dissemination of information, when available, regarding relevant college or university courses or workshops, educational conferences and conventions, and schools where promising practices are in effect
- The provision of late afternoon seminars, mini-courses or courses to meet identified staff needs, sponsored by the building or district either alone or in cooperation with other districts
- The periodic provision of required workshops or seminars scheduled during the school day, for which release time is provided
- The periodic provision throughout the school year of release time for the entire teaching staff to participate in required building and district-wide staff development activities
- The provision of opportunities for staff members to obtain professional assistance on an individual basis from colleagues, including instructional coaches
- Online, web-based mini-courses

### Career Development and Growth

Providing opportunities for career development and professional growth is an important component of the evaluation process. It is a critical step in both building confidence in the evaluation system and in building the capacity of all teachers. Examples of such opportunities include, but are not limited to:

- Observation of peers both within and outside of the district
- Mentoring early-career teachers (TEAM)

- Providing support to peers who require assistance in meeting performance standards
- Leading Instructional Effectiveness Teams (IETs)
- Focused, personalized professional learning based on goals for continuous growth and development
- Participation in activities sponsored by Tri-State Consortium

## EVALUATION PLAN OVERVIEW

### Collaborative Conversations

Experts agree (Danielson & McGreal, 2000; Darling-Hammond 2013; Darling-Hammond, Amrein-Beardsely, & Rothstein 2011; Silverberg & Jungwirth, 2014) that it is not the evaluation instrument, but the evaluation process, *particularly the communication between the evaluator and the teacher*, that will determine whether or not evaluation supports growth and learning. According to Danielson and McGreal (2000) evaluation activities that engage teachers in self-assessment and reflection on practice contribute most to professional growth. This suggests that the teacher, rather than the administrator, should drive the evaluation activities, and the process itself should maximize opportunities for teacher self-directed inquiry.

The evaluator's primary role, then, is to support teachers' thinking. For insights to be useful, they need to be generated from within, not given to teachers as conclusions. Developing rapport, trust, listening, and posing questions that support teacher thinking are far more important than simply telling them what to do.

### Definition of "Mutually Agreed Upon"

The evaluator and teacher affirm that they have a shared commitment to work together on the goals and professional growth plans documented in the teacher's Goal Setting Form, with the understanding that revisions can be proposed at the mid-year conference based on additional information.

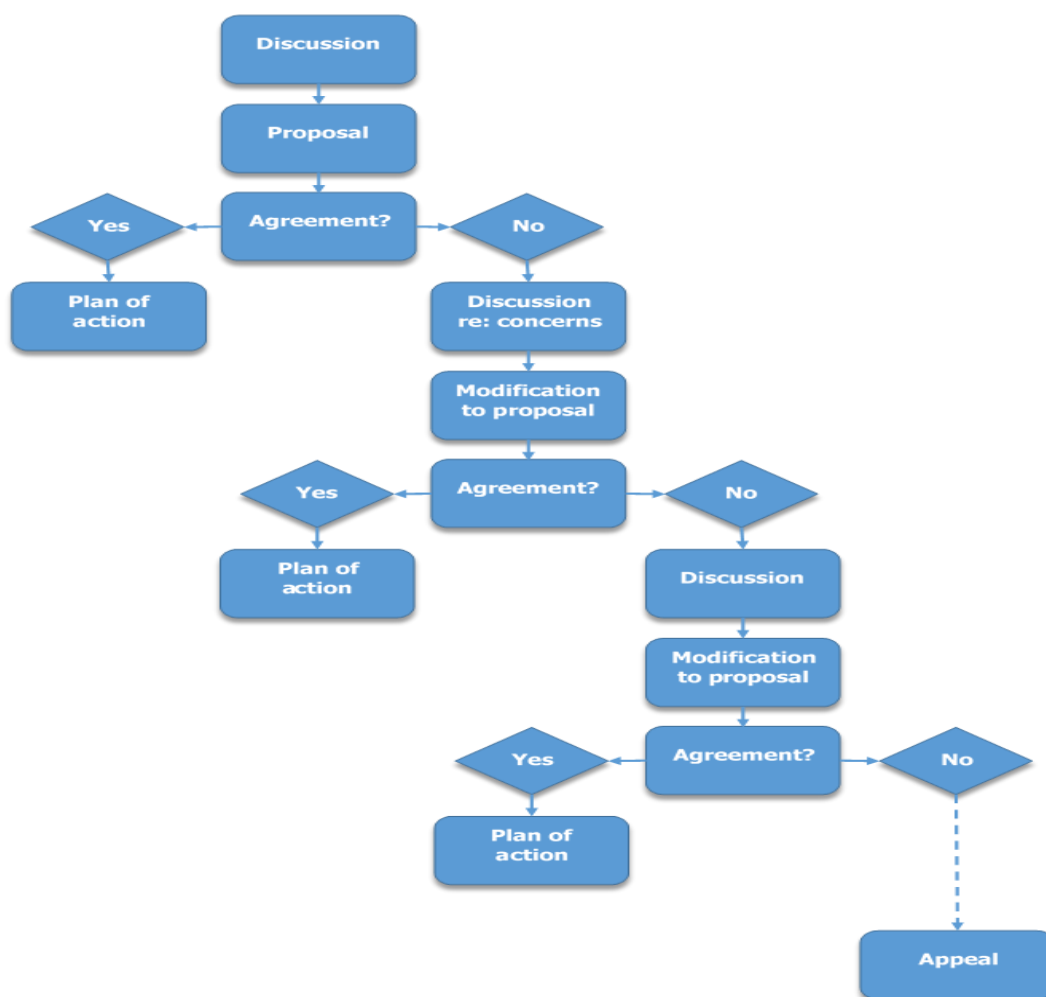
### Process

Making decisions together is a powerful process. In the context of teacher goal setting and professional growth planning, it can result in high-quality outcomes for students. The process of making a decision about teacher goals and growth plans should be a cooperative one in which each participant's input is carefully considered and there is a good faith effort to address all legitimate concerns.

Reaching agreement on teacher goals and growth plans is both a journey and a destination. As a process, it begins with a discussion about the purpose and components of the WPS TESP in order to address questions and create a shared understanding of the plan's requirements. It is important in this phase of the process to honor the perspectives of both teacher and evaluator, and to surface potential issues in meeting the requirements. Either participant may then put forth a proposal that honors the discussion. It is the responsibility

of both the evaluator and the teacher to clearly articulate what they support in the proposal and what concerns or reservations they may have. Either participant may also suggest modifications to the proposal or put forth an alternative proposal. It is important throughout this process to periodically and explicitly inquire whether an agreement has been reached or whether there are continued concerns or reservations.

If agreement is not reached, the process should be repeated several times (i.e., discussion + generation or modification proposals + checking for agreement) before selecting the option of formal appeal (see process chart below). Ultimately, the process of reaching mutual agreement on teacher goals is about finding common ground and synthesizing ideas in order to make a decision that is in the best interests of students. Note that the process must be completed within 10 days of the initial goal-setting conference.



## **Resolution of Differences and the Appeal Process**

If a teacher disagrees with his/her evaluator's written feedback, the parties are encouraged to discuss these differences and seek mutual agreement on the issues. The evaluator may choose to adjust an observation report or evaluative summary, but is not obligated to do so. The teacher has the right to attach a statement to an observation report or evaluative summary identifying the areas of concern and presenting the teacher's perspective. However, observation reports and evaluative summaries are not subject to the grievance procedure.

If the teacher and evaluator disagree on the teacher's goals and/or growth plans, the following steps may be taken within 5 days of failure to reach mutual agreement (see previous section):

- The teacher, and if desired a member of the Professional Evaluation and Learning (PEAL) Committee, may present his or her specific concerns in writing to the Director of Human Resources and General Administration
- The Director shall within fifteen 15 working days, meet with the teacher and evaluator for the purpose of resolving the concern and render a written decision with accompanying rationale to the teacher and evaluator
- If the teacher is dissatisfied with the Director's decision, he or she may within five 5 working days after receipt of said decision, or after the last day the Director of Human Resources and General Administration's decision should have been rendered, present his or her concerns in writing to the Superintendent of Schools
- The Superintendent of Schools shall, within fifteen 15 working days after receipt of the written concern, meet with the teacher and evaluator for the purpose of resolving the concern and render a written decision with accompanying rationale to the teacher and evaluator
- In cases of termination or non-renewal of contract, the procedures outlined in State Statute shall be followed

Any claims that the district has failed to follow the established procedures of the teacher evaluation and support program shall be subject to the grievance procedures set forth in the then-current collective bargaining agreement between the Board of Education and the Wilton Education Association.

## **Ensuring Fairness and Accuracy in the Evaluation Process**

### **Multiple Measures to Determine Teacher Growth**

The Wilton Teacher Evaluation and Support plan uses multiple measures, multiple sources of information, and multiple sources of evidence to fairly and accurately assess teacher growth. Evaluators consider observations of instructional practice, observations of teacher practice in other professional settings, artifacts produced by the teacher, data related to student growth and achievement, documentation of teacher collaboration and participation in professional learning, and collaborative conversations with teachers about their practice.

### **Calibration Training for Evaluators**

On an annual basis, all evaluators participate in on-going professional learning activities designed to ensure consistency in educator feedback as well as in the implementation of all components of the evaluation process. This professional learning may include a combination of workshops, Instructional Rounds, the viewing of classroom instruction (either in person or on videos), and the sharing and critique of written observation reports. The purpose of these activities is to build on each evaluator's knowledge base about effective practices, to calibrate feedback on the Standards for Teaching and Learning, and to enhance evaluators' ability to provide useful feedback that will encourage teacher growth and development.

### **Confidentiality**

All evaluative reports are strictly confidential. Electronic copies of evaluative reports with electronic signatures will be retained in the teacher evaluation data management system. An educator's signature on any such report is an acknowledgement of receipt only. Having been presented with a report on performance, an educator is expected to sign to acknowledge receipt.

### **Roles and Responsibilities**

*Evaluator*, as used in this document, refers to all school and district administrators with an Intermediate Administration or Supervision Certificate (092) whose job responsibilities include supervision and evaluation of teachers.



*Teacher*, as used in this document, shall mean all certified instructional and non-instructional persons below the rank of administrator. All teachers are assigned a primary evaluator with an 092 certificate.

In the evaluation process, evaluators and teachers share responsibilities for the following:

- The review and understanding of the Wilton Teacher Evaluation and Support Plan
- The review and understanding of the Wilton Standards for Teaching and Learning
- The review and understanding of all applicable Wilton, Connecticut State, and National curriculum standards
- Adherence to and completion of all required components of the Wilton Teacher Evaluation and Support Plan according to established timelines

The evaluator's role in the evaluation process is to:

- Review and become familiar with the teacher's previous evaluations
- Participate in collaborative conversations with the teacher
- Collaborate in the creation and progress-monitoring of the teacher's goals and growth plans
- Analyze and provide feedback on the teacher's performance and make recommendations for growth as appropriate
- Address questions, identify resources, facilitate peer assistance, and provide other support as needed

The teacher's role in the evaluation process is to:

- Participate in collaborative conversations with the evaluator
- Reflect on feedback from collaborative conversations, observations, and evaluative summaries
- Use multiple sources of information/data to develop, implement, and assess inquiry-based professional growth plans that include specific goals and action steps
- Engage in self-assessment of professional practice
- Seek answers to questions and request assistance in identifying resources for professional growth and/or peer assistance

## Evaluation Phases, Observation Process, Tasks and Timeline

### Phases

The evaluation process is divided into four phases that generally occur over the course of four years (note this may vary somewhat for teachers who are hired mid-year or who are on leave for significant portions of a school year). The charts below define the phases for non-tenured and tenured teachers and the number and type of formal and informal observations required for each phase.

Non-Tenured Teachers			
Phase	Minimum Number of Formal Observations	Minimum Number of Informal Observations/Reviews of Practice*	Formal Observation Deadlines
Year 1	3	1/1	First: Nov 30 <sup>th</sup> Second: Feb 15 <sup>th</sup> Third: April 15 <sup>th</sup>
Year 2	3	1/1	First: Nov 30 <sup>th</sup> Second: Feb 15 <sup>th</sup> Third: April 15 <sup>th</sup>
Year 3	1 (conducted during the Unit of Instruction)	3 (conducted during the Unit of Instruction)/1	April 15 <sup>th</sup>
Year 4	1	2/1	April 15 <sup>th</sup>

Tenured Teachers			
Phase	Minimum Number of Formal Observations	Minimum Number of Informal Observations/Reviews of Practice*	Formal Observation Deadlines
Year 1	-	3/1	-
Year 2	-	3/1	-
Year 3	-	3/1	-
Year 4	1 (conducted during the Unit of Instruction)	3 (conducted during the Unit of Instruction)/1	May 1 <sup>st</sup>

\* All informal observations/reviews of practice must be completed by April 15<sup>th</sup> for non-tenured teachers and by May 1<sup>st</sup> for tenured teachers. If multiple informal observations are required, they should be conducted throughout the course of the school year.

## Observation Process

*Formal observations* must be a minimum of 30 minutes and must include a pre-conference, a post-conference, and timely written and oral feedback. During the observation, the evaluator gathers information on teacher and student performance in relation to the Wilton Teaching and Learning Standards. It is not expected that the teacher and/or students will meet every standard in every lesson, and so the observer will gather information only the applicable and appropriate standards that are observed during the lesson.

*Informal observations* must be a minimum of 15 minutes and do not require a pre-conference. A balance of timely oral and written feedback referencing the Wilton Teaching and Learning Standards must be provided. In order to capture authentic practice and to promote a culture of openness and comfort with frequent observations and feedback, informal observations should be a combination of announced and unannounced. Evaluators should make every effort to conduct unannounced observations at times that provide a representative sample of teacher practice. Teachers are encouraged to invite evaluators to observe lessons that highlight progress on their goals.

*A Unit of Instruction* is a series of lessons that are created around a central theme, topic or content standard and are typically taught over a minimum two-week period. Units of Instruction are designed to provide teachers with the opportunity to receive feedback on all of the Wilton Standards for Teaching and Learning, and it is expected that they will receive feedback on each of the standards. \* Units of instruction occur every four years for tenured teachers. For non-tenured teachers, a unit of instruction will occur during their third year of employment (or in their first year of employment if they obtained tenure in another Connecticut school district). The timeframe and process for the unit, the timing of the formal observation within the unit, and the dates when meetings take place and written documents are produced, are intended to be flexible and responsive to diverse teaching environments. A pre-unit conference is held to discuss the unit focus, curriculum standards, timing, class make-up, and instructional plans. Dates and times for the informal and formal observations and post-observation conference are discussed, as well as possible mid-unit check-ins. At least one formal and three informal observations are conducted during the unit of instruction. A post-unit conference is held within 10 school days of completion of the unit (or the part of the unit designated for the evaluation) to discuss the teacher's end of unit reflection, examine student work, and provide feedback on the teacher's performance in relation to the Wilton Standards for Teaching and Learning. The post-unit conference is followed by a timely written report. Groups of teachers may plan to do units of instruction concurrently, but feedback must be provided individually.

***\*For tenured teachers only, it is strongly recommended that the teacher and evaluator focus the goals and growth plans in phases 1, 2, & 3 on one indicator that is in need of refinement, as identified in phase 4 of the Unit of Instruction.***

*Reviews of Practice* may include, but are not limited to, observations in Instructional Effectiveness Team meetings, coaching/mentoring sessions, PPT meetings, grade level or department meetings, professional development meetings, parent meetings, district committee meetings, or other appropriate venues. They may also include a review of lesson plans or other teaching artifacts.

*Pre-conferences* are used to give context for a lesson, information about the students to be observed, and for setting expectations for the observation process. Pre-conferences are not required for informal observations or reviews of practice. A pre-conference can be held with a group of teachers when appropriate.

*Post-conferences* provide a forum for reflecting on observations in relation to the Wilton Standards for Teaching and Learning, and for generating action steps that will lead to the teacher's growth. An effective post-conference:

- Begins with an opportunity for the teacher to share his/her self-assessment of the lesson or unit
- Cites objective evidence about the teacher's successes, what improvements need to be made, and where future observations may focus
- Involves verbal feedback from the evaluator that occurs within ten (10) school days of the observation, and is followed by a written report no later than 8 weeks from the date of the observation

*Feedback* is always provided to teachers following an observation to reinforce effective practices and to provide guidance for areas in need of refinement. With this in mind, evaluators should be clear and direct in presenting their comments in a way that is supportive and constructive. In general, effective feedback may include:

- Specific descriptive evidence on observed components of the Wilton Standards for Teaching and Learning
- An area of reinforcement and an area for refinement with a supporting rationale
- Next steps and supports the teacher can pursue to grow their practice
- A timeframe for follow up

## Tasks and Timeline

### *Orientation/Review of WPS Teacher Evaluation and Support Plan (August/September)\**

Evaluators review the major components of the Wilton Teacher Evaluation and Support Plan with teachers, including the timeline for the evaluation process, roles and responsibilities, differentiated/tiered supports and process, and any school or district priorities that should be reflected in teachers' growth plans.

***\*Teachers and administrators who are hired mid-year will be provided with an orientation to the evaluation and support plan, including the timeline for the evaluation process, by their primary evaluator during the initial goal-setting meeting.***

### *Goal-Setting Conference (by October 31<sup>st</sup>)*

Teachers and evaluators meet to mutually agree on the teacher's goals and growth plan, which includes multiple measures of student learning, student and educator growth, and achievement:

- One Instructional Practice Goal, based on agreed upon professional practice standards
- Two Student Learning Goals:
  - One Academic/Content-Area Goal
  - One Core Competency Goal
- A Professional Growth Plan that includes:
  - Personalized Professional Learning
  - Peer Collaboration

The goals and growth plan are based on evidence regarding student and teacher performance that has been collected and reviewed by the teacher and the evaluator.

### *Mid-Year Conference (by March 1<sup>st</sup>)*

The teacher and evaluator meet to review progress on the teacher's goals and growth plan. Based on any changes since the goal-setting conference, teachers and evaluators may mutually agree to revisions to the goals and/or growth plan. They may also discuss actions that the teacher can take, and support the evaluator can provide, to promote teacher growth.

### *Teacher Performance Review (by April 15<sup>th</sup>)*

The Superintendent or designee meets with evaluators to review the performance of all tenured and non-tenured teachers. All evaluations of non-tenured teachers must be completed by April 15<sup>th</sup>, and any non-tenured teacher whose contract will not be renewed will be notified prior to May 1<sup>st</sup>.

### *End of Year Evaluative Summary and Conference (to be held no later than 2 weeks before the end of the school year)*

The teacher and evaluator meet to discuss overall progress on the teacher's goals and growth plan. Prior to the conference, the teacher and evaluator review all evidence and data collected during the year, and the teacher completes a self-assessment based on agreed upon standards and goals for review by the evaluator. Following the conference, the evaluator generates an evaluative summary report based on agreed upon standards and goals by June 30<sup>th</sup>.

## **Components of the WPS Teacher Evaluation and Support Plan**

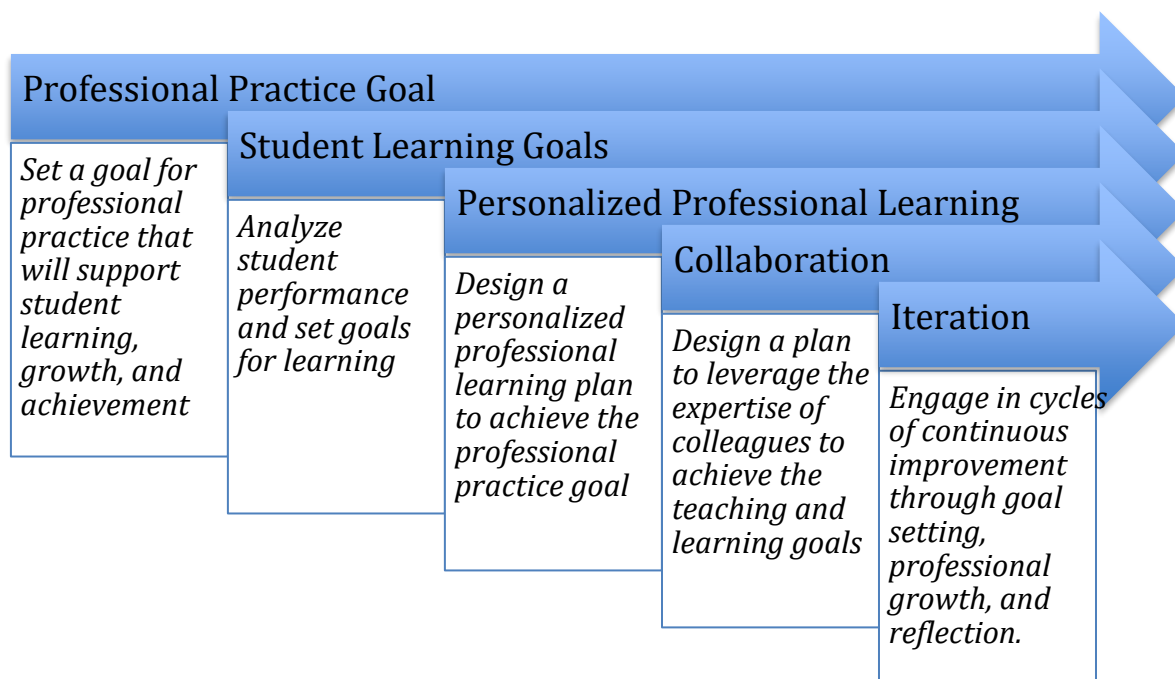
A teacher evaluation plan that uses multiple measures and multiple sources of information and evidence seeks to achieve a fair, accurate, and comprehensive picture of a teacher's performance. The Wilton Teacher Evaluation and Support Plan includes three components:

- An Instructional Practice Goal
- Student Learning Goals
- A Professional Growth Plan that focuses on personalized professional learning and peer collaboration.

These components reflect the vision and strategic goals of the district and provide teachers with a performance evaluation that is based on the values of the school community: evidence-based instructional practices, student learning outcomes, and professional growth. The plan is purposefully designed to support the professional culture of the district by focusing on professional learning and collaborative work that supports high-quality instructional practices. We believe this will provide teachers with more authentic and effective opportunities for professional growth.

The components of the plan should not be regarded as separate, distinct parts of a process, but rather as a series of interconnected activities with an overarching purpose. For each

teacher, the quality of the connections between the components will determine the success of the plan (see illustration below).



### Professional Practice

The Instructional Practice category of the plan is derived from Wilton Standards for Teaching and Learning. Teachers are observed on multiple occasions across the school year and evaluators provide specific feedback to identify areas for growth and professional learning needs.

The Wilton Standards for Teaching and Learning represent the most important skills and knowledge that teachers need to successfully educate each and every student. The indicators are aligned to the CT Common Core of Teaching (see crosswalk in Appendix B). There are seven standards that include twenty-seven indicators (see below and in Appendix C).



Each teacher, in consultation with his/her evaluator, develops a one-, two-, or three-year instructional practice goal that is aligned to the indicators in the Standards for Teaching (i.e., Content, Assessment, or Instruction). This goal provides an area of focus for the observations and feedback conversations, and should enable teachers to promote growth in student achievement over time.

Progress towards the instructional practice goal is referenced in feedback conversations following observations throughout the school year, and formally discussed during the mid-year conference and the end-of-year conference. Achievement of the professional practice goal is reflected in the teacher's evaluative summary.

For formal observations and units of instruction, evaluators are required to provide feedback in relation to each indicator. Evidence may be in the form of observation notes and/or lesson/unit artifacts. For informal observations and reviews of practice, areas identified for reinforcement and refinement should align with the indicators and should be based on evidence (i.e., observation notes and/or artifacts).

### Student Learning Goals

Effective teachers demonstrate their commitment to student learning by setting multiple, measurable learning outcomes and documenting student growth. This is best accomplished through the use of assessments that provide valid and reliable information on student progress toward meeting learning standards. Having these goals and



assessments in place ensures that instruction is responsive to the needs of each and every student.

There are many different types of assessments. A comprehensive assessment system includes different levels of assessments that meet the individual decision-making needs of various stakeholders (Stiggins, 2017). The Wilton Public Schools Comprehensive Assessment System delineates the various levels of assessment and the decisions and stakeholders they are designed to support (see below).

Level/Type of Assessment	Decision	Stakeholder Group
<i>Statewide Accountability Assessments</i> <ul style="list-style-type: none"> <li>• Smarter Balanced Assessment</li> <li>• CT School Day SAT</li> </ul>	Are enough of our students meeting standards?	State and District Leaders Boards of Education
<i>Interim Benchmark Assessments</i> <ul style="list-style-type: none"> <li>• NWEA MAP</li> <li>• Oral Reading Fluency (DIBELS)</li> <li>• IABs and FIABs</li> <li>• Common Summative Tests</li> <li>• Comprehensive Rubrics</li> </ul>	Which students are meeting which standards?	Principals Curriculum Leaders Teachers
<i>Classroom-Based Formative Assessments</i> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Exit slips</li> <li>• Response Logs/Systems</li> <li>• DIBELS Subtests by Grade Level</li> </ul>	What is next in the learning for each individual student?	Teachers

To set meaningful goals for student learning, teachers use assessments that provide them with information on which of their students are meeting which standards (interim/benchmark assessments) and what's next in the learning for each and every student (classroom-based formative assessments).

For the purpose of the Wilton Teacher Evaluation and Support Plan, teachers establish long-term student learning goals that assess the degree to which students are meeting a preponderance of the learning standards, using reliable and valid interim/benchmark assessments. Through collaborative conversations, the teacher and evaluator mutually agree on ambitious yet attainable goals that represent meaningful growth for a significant number of students. Teachers then use classroom-based formative assessments to monitor student progress toward the standards and to set short-term student learning goals.

All teachers develop two student outcome goals: 1 Academic/Content-Area goal, and 1 Core Competency goal. During the mid-year and end-of-year conferences, teachers will provide information to their evaluators on student progress toward achieving the goals.

***Teachers are encouraged to approach both the Academic/Content-Area Goal and Core Competency Goal through a process of collaborative inquiry, if possible. This would allow groups of colleagues who teach the same grade level or content area to set goals and develop growth plans collaboratively, providing rich opportunities to engage in dialogue, reflection, professional learning, and consultation/coaching.***

*Academic/Content-Area Goal:* Teachers set a goal for improved student performance on academic or content-area learning standards, such as the CT Core Standards, the Common Core State Standards, or other applicable State or National content area standards. The goal addresses a central purpose of the teacher's assignment and pertains to a significant proportion of his/her students, including specific subgroups if appropriate. Goals reflect high expectations for student learning (i.e., they represent academic growth across a school year, or a semester for shorter courses).

The goal includes a broad statement of the expected improvement in student learning (i.e., the core ideas, domains, knowledge and/or skills students are expected to acquire) as well as specific, quantitative growth targets that identify the assessment instrument, timeframe, level of performance expected, and target population (sample goals can be found in Appendix A).

For use as part of the Wilton Teacher Evaluation and Support Plan process, assessment instruments must meet accepted standards of validity and reliability: they must be administered and scored in a consistent manner, be directly aligned to a set of academic or performance standards, and provide accurate information on student achievement.

Teachers follow the process below to demonstrate the impact their teaching has had on student learning:

- Gather and analyze baseline data on student performance
- Set goals for student learning
- Monitor student progress using high quality classroom-based formative assessments
- Report progress on the goals in their end-of-year reflections and conferences

If needed, growth targets may be adjusted at the mid-year conference based on additional information.

*Core Competency Goal:* Teachers set a goal related to improved student outcomes relative to Wilton's Vision of the Learner. These are skills and dispositions that teachers, the Board of Education, and the community have determined are the most important for our students to acquire to be successful in college/post-secondary pursuits, in their careers, and as citizens. They include:

- Contemporary Multi-Literate Scholar
- Balanced, Healthy Human Being
- Self-Navigating Expert Learner
- Courageous Ethical Leader
- Creative Entrepreneurial Designer
- Active Socially-Sensitive Citizen

Core competency goals focus on developing and assessing student growth over time relative to a selected skill or disposition. District rubrics are used to guide the development of grade-level appropriate goals and assessment tasks. Teachers then set a target for student learning that is measurable, plan and implement learning experiences designed to enable students to acquire and master the skills/dispositions, collect student work and learning data over time related to the target, and make subsequent adjustments to instruction to improve student learning.

### Professional Growth Plan

#### *Personalized Professional Learning*

Every learner is different. This is as true for teachers as it is for students. Every teacher comes to the classroom with a different background, different set of skills, and differences in how they learn best. Adding to this complexity is the fact that every teacher has a different set of students each year, all with their own distinct needs. For professional growth to take place under these circumstances, professional learning must be student-centered and personalized to the needs of the individual teacher. In its most effective form, personalized professional learning provides teachers with choices and flexibility in how, what, when, and where their learning takes place.

Each teacher designs and participates in an array of professional learning activities directly linked to his/her Instructional Practice goal. To the extent appropriate, professional learning should also support the priorities of the school and/or district and involve job-embedded, collaborative learning. For example, professional learning activities may include instructional coaching cycles, participation in workshops/webinars either individually and/or during Instructional Effectiveness Team (IET) meetings, observations

of colleagues, and/or participation in a lesson study. The specific activities should be tailored to the teacher's unique needs and preferences for learning.

Teachers are responsible for planning, implementing, documenting, and reflecting on their plan for professional learning. Evaluators are responsible for reviewing and approving the plan, and providing support and feedback to the teacher during implementation.

The growth plan should include information on the content and methods of professional learning, as well as the expected impact on student learning. Any support and/or resources the teacher may need should also be included.

### *Peer Collaboration*

Research has clearly demonstrated that teacher collaboration is one of the most effective strategies for enhancing instructional practice and student achievement (Ervin, 2011). Productive collaboration promotes collective responsibility and helps to build individual capacity in a supportive environment to better meet school, district, and professional goals. Instructional coaching is an integral part of collaboration and greatly enhances and extends the quality of teacher professional growth.

The purpose of this component is to promote and acknowledge focused, sustained, and purposeful collaborative work. Teachers may choose to work in pairs or small groups (e.g., in an IET, or in teams composed of grade-level teachers, teachers within or across departments, or teachers who have common problems of practice). The growth plan should include a clear purpose for the collaboration, action steps, and indicators of success. These may include common planning of curriculum/instruction/assessments, peer observations, instructional rounds, lesson study, research/book study, professional learning, etc.

### **End-of-Year Teacher Reflection**

For the end-of-year conference, teachers will prepare a report for the evaluator's review that contains the following information:

- A summary of the assessment results (i.e., evidence) that documents progress on both the Academic/Content-Area and Core Competency goals, as mutually agreed upon during the goal setting process
- A self-assessment of Professional Practice using the Wilton Standards for Teaching and Learning, as mutually agreed upon during the goal setting process

- Artifacts and data documenting the teacher’s fulfillment of the Growth Plan (i.e., Personalized Professional Learning and Peer Collaboration).

## Evaluative Summary

At the end of the school year, evaluators consider the teacher’s self-assessment, as well as the consistency, trends, and significance of the evidence (collected through collaborative conversations, observations of practice, and review of artifacts) to generate the evaluative summary. The summary must be based on the standards and goals agreed upon during the goal setting process, and must include feedback consisting of multiple and varied quantitative and qualitative indicators of professional growth. The summary must also include a statement regarding the teacher’s completion of the evaluative cycle. This is shared and discussed with the teacher during the end-of-year conference.

## Tiered Support and Corrective Support Plans

A tenured or non-tenured teacher who demonstrates a pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback may be placed on advancing (i.e., tiered) levels of support to improve performance. Should the pattern continue despite the advancing levels of support, then the teacher may be placed on a corrective support plan. **It is required that all three tiers of support be implemented and documented prior to the development of a corrective plan.** The corrective support plan will be deemed separate from the normal teacher growth plan, including tiered support, and shall be developed in consultation with the teacher and his/her exclusive bargaining representative for certified teachers. On-going training will be provided to ensure all stakeholders understand the process for providing tiered support and placing teachers on Corrective Support Plans.

### Tiered Support

*Tier 1:* It is the expectation that all educators consistently access opportunities for professional growth offered by the district. Tier 1 supports are broadly accessible professional learning opportunities for all educators, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities, and other general support for all educators (e.g., instructional coaching). These resources should be identified through the 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, 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 support has clearly articulated areas of focus, measurable goals, start date, duration of time (minimum of 3 months), and criteria for success. Tier 3 supports shall be developed in consultation with the evaluator and educator, and may include a Wilton Education Association representative, chosen pursuant to C.G.S. §10-153b.

### Corrective Support Plans

A Corrective Support Plan is put into place for a tenured or non-tenured teacher whose performance does not meet district expectations or when he/she has failed to perform key professional responsibilities. Teachers may be assigned to a Corrective Support Plan at any time during the school year, but only after tiered supports and their impact on teacher performance have been implemented and documented. The plan is designed to be collaborative, intensive and corrective, and to provide support in resolving identified areas in need of improvement.

The purpose of the Corrective Support Plan is to:

- Ensure the teacher is meeting district expectations for job performance in relation to the Wilton Standards for Teaching and Learning, the achievement of annual goals, and the fulfillment of professional responsibilities
- Correct specific performance deficiencies within a specified timeframe
- Provide information for decisions regarding continued employment

A written Corrective Support Plan will be developed by the Assistant Superintendent for Curriculum and Instruction and/or the Director of Human Resources, in collaboration with the teacher, a Wilton Education Association representative, and the administrator who directly supervises the teacher. It will include all of the following components:

- Clearly delineated goals for the teacher that specify exactly what the teacher must demonstrate at the conclusion of the Corrective Support Plan in order to meet expectations
- Clearly identified, targeted supports for the teacher which may include individualized professional learning, collegial and administrative assistance,

increased supervisory observations and meetings, and/or special resources and strategies aligned to the improvement outcomes

- A reasonable timeline for implementing the supports, strategies, resources, and improvements
- Supportive actions from the evaluator

During the timeframe of the Corrective Support Plan a minimum of three formal observations and two informal observations with written feedback must be completed. The observations and written feedback must be completed three weeks prior to the end of the plan's timeframe. Meetings between the teacher and his/her evaluator will be held at least monthly to discuss the teacher's progress in meeting the goals of the plan and the provision of support to the teacher, all of which will be documented in writing.

The teacher's overall progress in meeting the goals of the plan will be discussed in a conference and documented in a summative report by April 1<sup>st</sup> and/or by the end of the time period specified in the Corrective Support Plan. If performance does not meet district expectations, despite the implementation of the Corrective Support Plan, the teacher may be subject to dismissal.

### **Local and State Reporting**

The superintendent shall report:

- The status of teacher evaluations to the local or regional board of education on or before June first of each year
- 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

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## APPENDIX A – SAMPLE ACADEMIC/CONTENT-AREA GOALS

Grade/Subject	Goal	Targets
<b>K-3 ELA</b>	<p>Students will read with grade level accuracy and comprehension.</p> <p>Students will produce effective and well grounded writing for a range of purposes and audiences.</p>	<p><b>By May 15:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 85% of students will demonstrate <a href="#">End of Year expectations</a> on ORF (DIBELS) for words correct and accuracy and MAZE (for Grades 2+)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The median CGP for the class for reading as measured by NWEA MAP will be 65 or greater.</li> <li><input type="checkbox"/> For on-demand writing pieces, 85% of students will demonstrate a minimum scaled score of 3 on the Writing Pathways rubrics.</li> </ul>
<b>Grades 4-8 ELA</b>	<p>Students will read with grade level accuracy and comprehension.</p> <p>Students will produce effective and well grounded writing for a range of purposes and audiences.</p>	<p><b>By May 15:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 85% of students will meet benchmark expectations for the end of the year, by earning a RIT score of: <ul style="list-style-type: none"> <li><input type="checkbox"/> Gr 4: 209+</li> <li><input type="checkbox"/> Gr 5: 215+</li> <li><input type="checkbox"/> Gr 6: 220+</li> <li><input type="checkbox"/> Gr 7: 223+</li> <li><input type="checkbox"/> Gr 8: 226+</li> </ul> </li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The median class CGP for reading will be 65 or greater.</li> <li><input type="checkbox"/> For on-demand writing pieces, 85% students will demonstrate a minimum scaled score of 3 on the Writing Pathways rubrics.</li> </ul>
<b>Grade 6 Social Studies</b>	<p>Students will read informational and argument texts with grade level comprehension.</p> <p>Students will produce effective and well grounded writing for a range of purposes and audiences.</p>	<p><b>By May 15:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 85% of students will demonstrate grade level proficiency on MAP by earning a RIT of 220+</li> <li><input type="checkbox"/> 85% of students will meet or exceed expectations on end of unit performance tasks.</li> </ul>
<b>Reading Intervention</b>	<p>Students will improve their reading accuracy and comprehension.</p>	<p><b>By June 1:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 85% of students will achieve a CGP of 75 or greater.</li> </ul>

<b>K-5 Math</b>	Students will demonstrate mastery of grade level math standards.	<p><b>By May 15:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 85% of students will demonstrate grade level proficiency on the NWEA Spring MAP assessment with a RIT score of: <ul style="list-style-type: none"> <li><input type="checkbox"/> K-160</li> <li><input type="checkbox"/> 1st-180</li> <li><input type="checkbox"/> 2nd-193</li> <li><input type="checkbox"/> 3rd-205</li> <li><input type="checkbox"/> 4th-215</li> <li><input type="checkbox"/> 5th-223</li> </ul> </li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The median class CGP for math will be 65 or greater.</li> </ul>
<b>6-8 Math</b>	Students will demonstrate mastery of grade level math standards.	<p><b>By May 15:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 85% of students will demonstrate grade level proficiency on the NWEA Spring MAP assessment with a RIT score of: <ul style="list-style-type: none"> <li><input type="checkbox"/> 6th-228</li> <li><input type="checkbox"/> 7th-232</li> <li><input type="checkbox"/> 8th-236</li> </ul> </li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The median class CGP for math will be 65 or greater.</li> </ul>
<b>Math Intervention</b>	Students will improve their problem-solving and number operations skills.	<p><b>By June 1:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 85% of students will achieve a CGP of 75 or greater.</li> </ul>
<b>Science</b>	Students will demonstrate mastery of grade level science standards.	

## APPENDIX A (Continued) – SAMPLE CORE COMPETENCY GOALS

Competency	Goal	Targets
<b>A Balanced, Healthy Human Being Grades 3-5</b>	Students develop an understanding of a healthy, balanced lifestyle.	<p>85% of students will demonstrate mastery of the “I can” statements for “Students develop an understanding of a healthy, balanced lifestyle. by the end of the year.”</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can understand what a balanced lifestyle is.</li> <li><input type="checkbox"/> I can identify the areas that contribute to a balanced lifestyle.</li> <li><input type="checkbox"/> I can list healthy behaviors/choices.</li> <li><input type="checkbox"/> I can list unhealthy behaviors/choices.</li> </ul>
<b>Creative, Entrepreneurial Designer Grades 9-12</b>	Students take risks and know how to develop, organize, and manage new initiatives and/or ventures.	<p>85% of students will demonstrate mastery of the “I can” statements for “Students take risks and know how to develop, organize, and manage new initiatives and/or ventures.”</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can brainstorm multiple approaches and create or innovate solutions to current or future problems.</li> <li><input type="checkbox"/> I can evaluate and revise my performance throughout my work.</li> <li><input type="checkbox"/> I can implement an idea that challenges the norm.</li> <li><input type="checkbox"/> I can apply strategies to persist when faced with obstacles or challenges.</li> </ul>
<b>Self-Navigating Expert Learner Grades K-2</b>	Students take an active role in setting learning goals, use strategies to achieve them, and reflect on the outcomes.	<p>85% of students will demonstrate mastery of the “I can” statements for “Autonomous Goal Setting”.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can create a goal for myself.</li> <li><input type="checkbox"/> I can pick a strategy to help me meet my goal.</li> <li><input type="checkbox"/> I can work with an adult to help me understand what I need to do differently.</li> </ul>
<b>Active, Socially-Sensitive Citizen Grades 6-8</b>	Students value and embrace diverse perspectives and cultures through open dialogue and mutual respect.	<p>85% of students will demonstrate mastery of the “I can” statements for Students value and embrace diverse perspectives and cultures through open dialogue and mutual respect.”</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can recognize and explain how diverse audiences may infer different meanings from the same information.</li> <li><input type="checkbox"/> I can explain how verbal and nonverbal cues may help or hinder my communication with diverse audiences.</li> <li><input type="checkbox"/> I can brainstorm and express ways in which people could be treated more fairly based on their identity and culture.</li> <li><input type="checkbox"/> I can use my communication tools to identify my feelings and to modify my response to others.</li> </ul>

# APPENDIX B – RUBRIC CROSSWALKS

Grades K-12 Classroom Teacher Rubric Crosswalk	
CCT Rubric for Effective Teaching (2017)	Wilton Standards for Teaching and Learning Rubric (2024)
<p><b>DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning</b>  <i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.  1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.  1c. Maximizing instructional time by effectively managing routines and transitions.</p>	<p><b>Learning Standard A: Cognitive Engagement</b>  <i>Students are deeply engaged in learning. They value their work and the power of ideas by:</i></p> <ul style="list-style-type: none"> <li>• <i>Making Connections:</i> Students demonstrate an understanding of the relationship of current learning to other learning, to 'big ideas', and to real life experiences.</li> <li>• <i>Reflecting on Performance:</i> Students engage in self-assessment of their performance, set performance goals, and adjust their approach to learning.</li> <li>• <i>Using Creativity and Imagination:</i> Students generate original or unexpected ideas, especially in the context of problem-solving.</li> </ul> <p><b>Learning Standard C: Student Work</b>  <i>Student work involves construction of knowledge through disciplined inquiry. Products and performances demonstrate a:</i></p> <ul style="list-style-type: none"> <li>• <i>Progression in Competence:</i> Products and performances indicate a movement toward independence and proficiency, and reflect persistence and pride.</li> </ul> <p><b>Teaching Standard C1: Instruction</b>  <i>The teacher designs, initiates and supports effective learning experiences. The classroom is:</i></p> <ul style="list-style-type: none"> <li>• <i>Organized and Well-Managed:</i> There is evidence of orderly, efficient and well- coordinated use of time, space, human and material resources, and classroom procedures/routines. There is infrequent disruptive behavior on the part of students that impacts the amount of time devoted to learning.</li> </ul> <p><b>Teaching Standard C2: Instruction</b>  <i>The teacher designs, initiates and supports effective learning experiences. The teacher uses methods that are:</i></p> <ul style="list-style-type: none"> <li>• <i>Affirming:</i> The teacher's methods create and sustain a learning environment that is safe, respectful, and encouraging. Students independently assume a significant role in promoting a respectful learning environment.</li> </ul>
<p><b>DOMAIN 2: Planning for Active Learning</b>  <i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for an appropriate level of challenge for all students.  2b. Planning instruction to cognitively engage students in the content.  2c. Selecting appropriate assessment strategies to monitor student progress.</p>	<p><b>Learning Standard C: Student Work</b>  <i>Student work involves construction of knowledge through disciplined inquiry. Products and performances are:</i></p> <ul style="list-style-type: none"> <li>• <i>Authentic:</i> Products and performances involve issues, problems, or questions that have significance beyond the school and classroom.</li> <li>• <i>Reflect Higher Order Thinking:</i> Products and performances involve analysis, interpretation, synthesis, and evaluation, and rarely involve reproduction of knowledge in previously stated forms.</li> </ul>

	<p><b>Teaching Standard A: Content</b>  <i>The teacher has sufficient command of content knowledge and discipline-specific pedagogy to guide student learning. The content is:</i></p> <ul style="list-style-type: none"> <li>• <i>Well-Articulated:</i> Content is fully aligned with the CCSS, reflects accurate and current disciplinary concepts, structure, and methods of inquiry, and is organized around big ideas and/or essential questions.</li> <li>• <i>Challenging:</i> Content demands substantial cognitive effort, and is designed to promote fluent and flexible transfer so that knowledge can be used on novel or authentic tasks.</li> </ul> <p><b>Teaching Standard B: Assessment</b>  <i>The teacher uses valid assessment practices to measure and report progress and to promote learning. Formative and summative assessments are:</i></p> <ul style="list-style-type: none"> <li>• <i>Clear:</i> Formative and summative assessments involve criteria/rubrics and models/exemplars, and they are provided in advance of instruction. Students are involved in the creation of assessment criteria.</li> <li>• <i>Relevant:</i> Formative and summative assessments are used to frame meaningful, authentic performance goals.</li> <li>• <i>Designed for Success:</i> The teacher assesses before teaching, offers differentiated assessment choices, provides feedback early and often, encourages students to self-assess and set goals, and allows new evidence of learning to replace old evidence.</li> </ul> <p><b>Teaching Standard D1: Professional Responsibilities</b>  <i>The teacher demonstrates professionalism through effective:</i></p> <ul style="list-style-type: none"> <li>• <i>Planning:</i> Unit and lesson plans meet district expectations in terms of content, assessment, and instruction by consistently anticipating student misconceptions and errors, and by personalizing instruction for all students.</li> </ul>
<p><b>DOMAIN 3: Instruction for Active Learning</b>  <i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>3a. Implementing instructional content for learning.  3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.  3c. Assessing student learning, providing feedback to students and adjusting instruction.</p>	<p><b>Learning Standard A: Cognitive Engagement</b>  <i>Students are deeply engaged in learning. They value their work and the power of ideas by:</i></p> <ul style="list-style-type: none"> <li>• <i>Making Connections:</i> Students demonstrate an understanding of the relationship of current learning to other learning, to 'big ideas', and to real life experiences.</li> <li>• <i>Reflecting on Performance:</i> Students engage in self-assessment of their performance, set performance goals, and adjust their approach to learning.</li> <li>• <i>Using Creativity and Imagination:</i> Students generate original or unexpected ideas, especially in the context of problem-solving.</li> </ul> <p><b>Learning Standard B: Discourse</b>  <i>Classroom discussion promotes deep understanding and higher order thinking. Student dialogue is:</i></p> <ul style="list-style-type: none"> <li>• <i>Accountable:</i> Discussion involves responding to and further developing what others have said, putting forth and</li> </ul>

requiring knowledge that is accurate and relevant, and using evidence appropriate to the discipline.

- *Broad in Scope:* Discussion involves looking beyond the details toward the more general aspects of the issue, and connecting facts and skills to generalizations, concepts, and strategies.
- *Balanced:* There is frequent student- to-student dialogue, and students share responsibility with the teacher for directing and facilitating non-biased discussions.

#### **Learning Standard C: Student Work**

*Student work involves construction of knowledge through disciplined inquiry. Products and performances are:*

- *Authentic:* Products and performances involve issues, problems, or questions that have significance beyond the school and classroom.
- *Reflect Higher Order Thinking:* Products and performances involve analysis, interpretation, synthesis, and evaluation, and rarely involve reproduction of knowledge in previously stated forms.
- *Progression in Competence:* Products and performances indicate a movement toward independence and proficiency, and reflect persistence and pride.

#### **Teaching Standard A: Content**

*The teacher has sufficient command of content knowledge and discipline-specific pedagogy to guide student learning. The content is:*

- *Well-Articulated:* Content is fully aligned with the CCSS, reflects accurate and current disciplinary concepts, structure, and methods of inquiry, and is organized around big ideas and/or essential questions.
- *Challenging:* Content demands substantial cognitive effort, and is designed to promote fluent and flexible transfer so that knowledge can be used on novel or authentic tasks.
- *Differentiated:* Content provides multiple means for representation, expression, and engagement for students with diverse learning styles, and for those who need differing levels of complexity.

#### **Teaching Standard B: Assessment**

*The teacher uses valid assessment practices to measure and report progress and to promote learning. Formative and summative assessments are:*

- *Clear:* Formative and summative assessments involve criteria/rubrics and models/exemplars, and they are provided in advance of instruction. Students are involved in the creation of assessment criteria.
- *Relevant:* Formative and summative assessments are used to frame meaningful, authentic performance goals.
- *Designed for Success:* The teacher assesses before teaching, offers differentiated assessment choices, provides feedback early and often, encourages students to self-assess and set goals, and allows new evidence of learning to replace old evidence.

#### **Teaching Standard C1: Instruction**

	<p><i>The teacher designs, initiates and supports effective learning experiences. The classroom is:</i></p> <ul style="list-style-type: none"> <li>• <i>Organized and Well-Managed:</i> There is evidence of orderly, efficient and well- coordinated use of time, space, human and material resources, and classroom procedures/routines. There is infrequent disruptive behavior on the part of students that impacts the amount of time devoted to learning.</li> <li>• <i>Coherent and Structured:</i> The instructional activities are directly related to the learning objectives, are grounded in a logical, sequential framework that progresses from easier/simpler to harder/more complex, and connect the parts to the whole.</li> </ul> <p><b>Teaching Standard C2: Instruction</b>  <i>The teacher designs, initiates and supports effective learning experiences. The teacher uses methods that are:</i></p> <ul style="list-style-type: none"> <li>• <i>Clear, Conspicuous and Effective:</i> The teacher's communication is free from ambiguity or uncertainty, and the strategies/techniques used are research-based, explicit, and bring about the desired result.</li> <li>• <i>Affirming:</i> The teacher's methods create and sustain a learning environment that is safe, respectful, and encouraging. Students independently assume a significant role in promoting a respectful learning environment.</li> <li>• <i>Flexible and Responsive:</i> The teacher's methods are consistently differentiated. They anticipate and address student misconceptions/errors, and are constantly monitored and adjusted based on student performance.</li> </ul>
<p><b>DOMAIN 4: Professional Responsibilities and Teacher Leadership</b>  <i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <p>4a. Engaging in continuous professional learning to impact instruction and student learning.  4b. Collaborating to develop and sustain a professional learning environment to support student learning.  4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</p>	<p><b>Teaching Standard D1: Professional Responsibilities</b>  <i>The teacher demonstrates professionalism through effective:</i></p> <ul style="list-style-type: none"> <li>• <i>Planning:</i> Unit and lesson plans meet district expectations in terms of content, assessment, and instruction by consistently anticipating student misconceptions and errors, and by personalizing instruction for all students.</li> <li>• <i>Reflection:</i> Reflections on personal and collective practice identify strengths and concerns, reasons for and alternatives to unsuccessful teaching, and professional learning needs.</li> <li>• <i>Collaboration:</i> Actively participates with colleagues in collaborative inquiry and problem-solving to improve student and teacher performance.</li> <li>• <i>Professional Growth:</i> Participates in required professional learning opportunities, and identifies and pursues individual professional growth goals and opportunities.</li> </ul> <p><b>Teaching Standard D2: Professional Responsibilities</b>  <i>The teacher also:</i></p> <ul style="list-style-type: none"> <li>• <i>Contributes to School Community:</i> Takes an active role in the school community through participation in school/district events and/or initiatives, as outlined in the current negotiated agreement.</li> <li>• <i>Performance of Duties:</i> Has good attendance. Maintains accurate records. Complies with school and district policies</li> </ul>



	<p>and procedures, including those related to creating a safe and accessible learning environment.</p> <ul style="list-style-type: none"> <li>• <i>Code of Professional Responsibilities:</i> Actions are consistent with the commitment to students, the profession, the community, and families that are set forth in the CT Code of Professional Responsibilities.</li> </ul>
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Support Specialists Rubric Crosswalk	
CCT Rubric for Effective Service Delivery (2017)	Wilton Support Specialist Rubric (2024)
<p><b>DOMAIN 1: Learning Environment, Engagement and Commitment to Learning</b></p> <p><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>1a. Promoting a positive learning environment that is respectful and equitable.</p> <p>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.</p> <p>1c. Maximizing service delivery by effectively managing routines and transition.</p>	<p><b>Domain 4a: Professional Responsibilities</b> The teacher demonstrates professionalism through effective planning, reflection, collaboration, and professional growth.</p> <ul style="list-style-type: none"> <li>• <i>Planning:</i> Manages caseload by careful planning and effective time management to meet all requirements; shares knowledge and expertise with others. Unit and lesson plans exceed district expectations in terms of content, assessment, and instruction by consistently anticipating student misconceptions and errors, and by personalizing instruction for all students.</li> <li>• <i>Reflection:</i> Reflects on personal and collective practice; identifies strengths and concerns; reasons for, and alternatives to, unsuccessful teaching; and identifies professional learning needs.</li> <li>• <i>Collaboration:</i> Assumes a leadership role in collaborative inquiry and problem-solving to improve student and teacher performance, and actively shares expertise by assisting and supporting colleagues.</li> <li>• <i>Professional Growth:</i> Assumes a leadership role in designing and delivering required professional learning, and proactively identifies and pursues individual and team professional growth goals and opportunities.</li> </ul> <p><b>Domain 4b: Professional Responsibilities</b> The teacher contributes to the school community, is reliable in the performance of duties, and adheres to the CT Code of Professional Responsibilities.</p> <ul style="list-style-type: none"> <li>• <i>Contributes to School Community:</i> Takes an active role in the school community through participation in school/district events and/or initiatives, as outlined in current negotiated agreement. Actively engages in building-based school climate improvement process by supporting all aspects of creating a positive school climate.</li> <li>• <i>Performance of Duties:</i> Has good attendance. Complies with school and district policies and procedures, including those related to creating a safe and accessible learning environment. Maintains compliance with Local, State, and Federal Regulations, timely and accurate maintenance of education records, prepared for PPT's and staffing with the needed materials and presents information professionally.</li> <li>• <i>Code of Professional Responsibilities:</i> Actions are consistent with the commitment to students, the profession, the community, and families that are set forth in the CT Code of Professional Responsibilities.</li> </ul>
<p><b>DOMAIN 2: Planning for Active Learning</b></p> <p><i>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:</i></p> <p>2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.</p> <p>2b. Developing plans to actively engage learners in service delivery.</p>	<p><b>Domain: Assessment/Evaluation</b> The teacher/specialist uses valid assessment practices to measure and report progress and to promote learning. Teacher/specialist completes triennial and initial testing to determine eligibility.</p> <ul style="list-style-type: none"> <li>• <i>Effectively interprets assessment/evaluation data to drive</i></li> </ul>

<p>2c. Selecting appropriate assessment strategies to identify and plan learning targets.</p>	<p><i>instruction/intervention</i>: Intentionally and skillfully interprets and uses assessment information to design instruction to effectively meet or exceed student growth targets.</p> <ul style="list-style-type: none"> <li>• <i>Effectively communicates assessment/evaluation results (in writing and verbally) with students, parents, teachers, administration</i>: Intentionally, skillfully, and timely communicates assessment and evaluation results both in writing and verbally to students, parents, teachers, and administrators.</li> <li>• <i>Effectively uses assessment/evaluation and data to create measurable goals and objectives</i>: Intentionally, skillfully and timely writes measurable goals and objectives that align with a student's areas of weakness.</li> </ul> <p><b>Domain: Collaboration and Consultation</b> The teacher demonstrates professionalism through effective planning reflection, collaboration, and professional growth.</p> <ul style="list-style-type: none"> <li>• <i>Collaborates with colleagues and teachers to remove barriers for students and insure appropriate accommodations and/or modifications are implemented</i>: Intentionally, skillfully, and timely translates student needs to teachers and other service providers in easily understood and implemented formats and successfully transitions all students to the point of self-advocacy.</li> <li>• <i>Partners with parents to ensure collaboration and student Success</i>: Builds trusting relationships with families and parents to support student growth and independence.</li> <li>• <i>Advocates for students and families with Local, State, Federal and private agencies to provide services, as needed</i>: Communicates with all families to share information and assist families in accessing Local, State, Federal, and private agencies providing services to students.</li> <li>• <i>[MH] Research, identify, connect, and involve outside community agencies and providers to ensure collaboration in support of student success</i>: Intentionally and skillfully develop connections with community agencies and providers to ensure student success.</li> </ul>
<p><b>DOMAIN 3: Service Delivery</b></p> <p><i>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:</i></p> <p>3a. Implementing service delivery for learning. 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. 3c. Assessing learning, providing feedback and adjusting service delivery.</p>	<p><b>Domain: Instruction, Intervention and Direct Service (Special Education Teacher/Interventionist)</b> Teacher designs, initiates, and supports effective learning experiences. The teacher uses methods that are clear, conspicuous, effective, affirming, flexible, and responsive.</p> <ul style="list-style-type: none"> <li>• <i>Selects and uses appropriate and effective instructional resources, including digital resources and assistive technologies and adapts curriculum, instruction, and accommodations as necessary to address student strengths, needs, and preferences</i>: Intentionally and skillfully uses a range of appropriate intervention materials, including digital resources and assistive technologies to meet the needs of all learners. Effectively selects materials that align with individual student's achievement levels, interests, and diverse needs.</li> <li>• <i>Engages in differentiated instructional practices that positively impact student engagement, empowerment, and</i></li> </ul>

	<p><i>independence: Intentionally and skillfully differentiates instruction to actively engage and empower all students and can show evidence of growth toward independence.</i></p> <ul style="list-style-type: none"> <li>• <i>Designs, implements, and communicates effective, appropriate, and transparent progress monitoring of all goals and objectives, and adjusts in a timely way in response to a lack of meaningful progress: Intentionally and skillfully monitors student progress to ensure meaningful growth and regularly communicates that progress to all stakeholders effectively both verbally and in writing.</i></li> <li>• <i>Actively engages in district, school, department, and individual continuous improvement efforts as well as collaborative inquiry, and problem-solving processes: Assumes a leadership role in collaborative inquiry and problem-solving to improve student performance and actively shares expertise by mentoring and supporting colleagues.</i></li> </ul>
<p><b>DOMAIN 4: Professional Responsibilities and Leadership</b></p> <p><i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <p>4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.</p> <p>4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.</p> <p>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.</p>	<p><b>Domain 4b: Professional Responsibilities</b></p> <p>The teacher contributes to the school community, is reliable in the performance of duties, and adheres to the CT Code of Professional Responsibilities.</p> <ul style="list-style-type: none"> <li>• <i>Contributes to School Community: Takes an active role in the school community through participation in school/district events and/or initiatives, as outlined in current negotiated agreement. Actively engages in building-based school climate improvement process by supporting all aspects of creating a positive school climate.</i></li> <li>• <i>Performance of Duties: Has good attendance. Complies with school and district policies and procedures, including those related to creating a safe and accessible learning environment. Maintains compliance with Local, State, and Federal Regulations, timely and accurate maintenance of education records, prepared for PPT's and staffing with the needed materials and presents information professionally.</i></li> <li>• <i>Code of Professional Responsibilities: Actions are consistent with the commitment to students, the profession, the community, and families that are set forth in the CT Code of Professional Responsibilities.</i></li> </ul> <p><b>Domain: Collaboration and Consultation</b></p> <p><b>The teacher demonstrates professionalism through effective planning reflection, collaboration, and professional growth.</b></p> <ul style="list-style-type: none"> <li>• <i>Collaborates with colleagues and teachers to remove barriers for students and insure appropriate accommodations and/or modifications are implemented: Intentionally, skillfully, and timely translates student needs to teachers and other service providers in easily understood and implemented formats and successfully transitions all students to the point of self-advocacy.</i></li> <li>• <i>Partners with parents to ensure collaboration and student Success: Builds trusting relationships with families and parents to support student growth and independence.</i></li> <li>• <i>Advocates for students and families with Local, State, Federal and private agencies to provide services, as needed: Communicates with all families to share information and</i></li> </ul>

	<p>assist families in accessing Local, State, Federal, and private agencies providing services to students.</p> <ul style="list-style-type: none"> <li>• <i>[MH] Research, identify, connect, and involve outside community agencies and providers to ensure collaboration in support of student success:</i> Intentionally and skillfully develop connections with community agencies and providers to ensure student success.</li> </ul>
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School Counselor Rubric Crosswalk	
Connecticut School Counselor Professionals Standards aligned with ASCA Professional Standards 11/2020	Wilton School Counselor Rubric (2024)
<p><b>Professional Foundation</b></p> <p><b>Standard 7</b> Collaborate with school advisory committees, families, school staff, community members, and other stakeholders.</p> <p><b>Standard 8</b> Fulfill responsibilities for his/her professional group and the growth of the school counseling profession.</p>	<p><b>Domain 3: Service Delivery</b> Actively engages in district, school, department, and individual continuous improvement efforts, collaborative inquiry, and problem-solving processes.</p> <ul style="list-style-type: none"> <li>• <i>Professional Foundation:</i> Implements a comprehensive counseling program that promotes and enhances student academic, career, and social/emotional outcomes.</li> <li>• <i>Stakeholder Engagement:</i> Proactively communicates and cultivates relationships with stakeholders in a culturally responsible manner to promote student success.</li> </ul> <p><b>Domain 4: Professional Responsibilities and Leadership</b> School Counselors maximize support for learning by developing and demonstrating professionalism, collaboration, and leadership.</p> <ul style="list-style-type: none"> <li>• <i>Collaboration:</i> Works in collaboration with students, families, staff, and community to develop and sustain a positive school climate and professional learning environment that supports student learning.</li> <li>• <i>Professional Growth:</i> Engages in continuous professional learning to enhance service delivery and improve student learning. Actively seeks out resources and opportunities for professional development related to expertise to remain current and up-to-date with counseling approaches.</li> <li>• <i>Self Reflection &amp; Evaluation:</i> Uses ongoing self-evaluation and reflection to inform and improve individual practice to positively impact student growth.</li> </ul> <p><b>Domain 4b: Professional Responsibilities</b> The School Counselor contributes to the school community, is reliable in the performance of duties, and adheres to the CT Code of Professional Responsibilities.</p> <ul style="list-style-type: none"> <li>• <i>Contributes to the School Community:</i> Takes an active role in the school community through participation and partnerships in school and district initiatives.</li> </ul>

<p><b>Service Delivery</b></p> <p><b>Standard 1</b> Articulate and demonstrate an understanding of individual counseling theories, group counseling, and classroom lessons ensuring equitable student access to resources.</p> <p><b>Standard 6</b> Manage and use time effectively.</p>	<p><b>Domain 3: Service Delivery</b> Actively engages in district, school, department, and individual continuous improvement efforts, collaborative inquiry, and problem-solving processes.</p> <ul style="list-style-type: none"> <li>• <i>Classroom Guidance:</i> Designs and implements classroom guidance lessons/workshops aligned with CT Comprehensive School Counseling Framework for student success in the classroom, large group, small group, and individual settings.</li> <li>• <i>Advocacy &amp; Leadership:</i> Demonstrates advocacy and leadership through the implementation of the school counseling program.</li> <li>• <i>Counseling Services:</i> Provides short-term counseling in individual or small group settings.</li> <li>• <i>Appropriate Counseling Techniques:</i> Uses extensive counseling techniques to help students acquire decision-making and problem-solving skills to optimize learning and growth.</li> </ul>
<p><b>Planning, Preparation &amp; Assessment</b></p> <p><b>Standard 3</b> Plan, design and deliver a comprehensive developmental school counseling program.</p> <p><b>Standard 4</b> Implement the individual Student Planning and Responsive Services Components in collaboration with all stakeholders.</p> <p><b>Standard 5</b> Collect, examine and communicate school, student, and program data.</p>	<p><b>Domain 2: Planning &amp; Preparation</b> School Counselors design and implement plans, aligned with standards, to engage students in challenging and purposeful learning.</p> <ul style="list-style-type: none"> <li>• <i>Knowledge of School Counseling:</i> Demonstrates a working knowledge and thorough understanding of school programming, counseling techniques, and strategies. Effectively uses a variety of approaches when working with students.</li> <li>• <i>Use of Data:</i> Proactively obtains, analyzes, and utilizes data to inform their practice and guide individual and/or collaborative planning.</li> </ul>
<p><b>Learning Environment</b></p> <p><b>Standard 2</b> Act as a student advocate, leader, collaborator and systems change agent to create an environment promoting and supporting student success.</p>	<p><b>Domain 1: Learning Environment</b> School Counselors promote student engagement, independence, and interdependence in learning and facilitate a positive learning community for all students.</p> <ul style="list-style-type: none"> <li>• <i>Climate:</i> Promotes a positive learning environment that is respectful, culturally inclusive, and equitable.</li> <li>• <i>Independent Student Growth:</i> Creates opportunities for student learners to take responsibility for their own growth and development.</li> <li>• <i>Positive Social Interactions:</i> Fosters an environment where student learners can proactively demonstrate positive social interactions, conflict resolution skills, and/or engage in productive decision-making.</li> <li>• <i>Routines &amp; Procedures:</i> Establishes an environment where learners independently facilitate routines and transitions within the school building.</li> </ul>

**Library Media Specialist Rubric Crosswalk**

AASL Standards Framework for School Librarians and Libraries (Appendices B &C) <u>Adopted by CT 12/21</u>	Wilton Library Media Specialist Rubric (2024)
<ul style="list-style-type: none"> <li>● School librarians teach learners to display curiosity and initiative when seeking information by:               <ul style="list-style-type: none"> <li>○ 1. Encouraging learners to formulate questions about a personal interest or a curricular topic.</li> <li>○ 2. Activating learners' prior and background knowledge as context for constructing new meaning.</li> </ul> </li> <li>● The school library facilitates the contribution and exchange of information within and among learning communities by:               <ul style="list-style-type: none"> <li>○ 1. Providing an environment in which resources that support the school's curriculum and learning goals can be collaboratively selected and developed.</li> <li>○ 2. Including and tracking collection materials in a system that uses standardized approaches to description and location.</li> <li>○ 3. Establishing policies that promote effective acquisition, description, circulation, sharing, and access to resources within and beyond the school day.</li> <li>○ 4. Maintaining procedures that ensure user confidentiality and promote unimpeded access to materials by staff members and learners.</li> </ul> </li> <li>● School librarians implement and model an inquiry-based process by:               <ul style="list-style-type: none"> <li>○ 1. Leading learners and staff through the research process.</li> <li>○ 2. Constructing tasks focused on learners' individual areas of interest.</li> <li>○ 3. Enabling learners to seek knowledge, create new knowledge, and make real-world connections for lifelong learning.</li> </ul> </li> </ul>	<p><b>Domain 1a: Planning and Instructional Delivery for Active Learning</b></p> <p>The Library Media Specialist designs well-articulated, coherent, connected and integrated lessons that support the Vision of a Learner and Wilton Public Schools Mission Statement. Content is integrated, engaging, and supports students in critical thinking, innovation, collaboration, communication and creative design and, when possible, is taught in collaboration with the learning community to strategically plan, deliver, and assess instruction.</p> <ul style="list-style-type: none"> <li>● <i>Planning and Preparation:</i> The LMS engages learners' interests to think, create, share and grow as they design and implement instruction integrating the AASL Standards and ISTE Standards into the district curricula in support of the Vision of the Learner. The LMS adheres to the WPS selection policy to identify literature, content materials, media resources, and technology tools that align with and enhance the Wilton Public Schools curricula.</li> <li>● <i>Instructional Strategies:</i> The LMS uses instructional strategies that promote student engagement, collaboration, discourse and problem solving and align to the district's Vision of a Learner.</li> <li>● <i>Instructional Design:</i> The LMS designs instructional plans integrating skills and competencies that leverage established processes including inquiry/ research, and design thinking and other innovative approaches to provide relevant, meaningful and authentic experiences for the contemporary learner.</li> </ul>
<ul style="list-style-type: none"> <li>● School librarians direct learners to contribute a balanced perspective when participating in a learning community by:               <ul style="list-style-type: none"> <li>○ 1. Engaging learners to articulate an awareness of the contributions of a range of learners.</li> <li>○ 2. Guiding learners as they adopt a discerning stance toward points of view and opinions expressed in information resources and learning products.</li> <li>○ 3. Differentiating instruction to support learners' understanding of cultural relevancy and placement within the global learning community.</li> </ul> </li> <li>● The school library prepares learners to engage with a larger learning community by:               <ul style="list-style-type: none"> <li>○ 1. Modeling and promoting the use of personal and professional learning networks.</li> <li>○ 2. Encouraging families and other members of the community to participate in school library activities.</li> <li>○ 3. Building and advocating for strong relationships with stakeholders who recognize and support an effective school library.</li> </ul> </li> <li>● School librarians foster learners' personal curiosity by:</li> </ul>	<p><b>Domain 1b: Planning and Instructional Delivery for Active Learning</b></p> <ul style="list-style-type: none"> <li>● <i>Differentiation of Methods and Resources:</i> The LMS designs instruction which provides multiple means for representation, expression, and engagement for students with diverse learning styles, and for those who need differing levels of complexity. In accordance with district policy, the LMS curates and maintains a diverse collection of resources (collections, materials, digital tools) appropriate to the curriculum, the learners, and the teaching styles and instructional strategies used within the school community.</li> <li>● <i>Collaboration:</i> The LMS seeks to establish or maintain collaborative partnerships in support of the design and delivery of instruction and/or assessment, and curriculum, as school schedules allow.</li> <li>● <i>Reading Engagement:</i> The LMS promotes reading as a foundational skill for learning, personal growth, and enjoyment.</li> </ul>



<ul style="list-style-type: none"> <li>○ 1. Encouraging learners to read widely and deeply in multiple formats and write and create for a variety of purposes.</li> <li>○ 2. Challenging learners to reflect and question assumptions and possible misconceptions.</li> <li>○ 3. Enabling learners by helping them develop inquiry-based processes for personal growth.</li> </ul>	
<ul style="list-style-type: none"> <li>● The school library provides learners opportunities to maintain focus throughout the inquiry process by: <ul style="list-style-type: none"> <li>○ 1. Creating and maintaining a teaching and learning environment that is inviting, safe, adaptable, and conducive to learning.</li> <li>○ 2. Enabling equitable physical and intellectual access by providing barrier-free, universally designed environments.</li> <li>○ 3. Engaging with measurable learner outcomes and with data sources to improve resources, instruction, and services.</li> </ul> </li> <li>● School librarians support learners' engagement with information to extend personal learning by: <ul style="list-style-type: none"> <li>○ 1. Structuring a learning environment for innovative use of information and information technologies.</li> <li>○ 2. Designing experiences that help learners communicate the value of the ethical creation of new knowledge and reflect on their process.</li> <li>○ 3. Championing and modeling safe, responsible, ethical, and legal information behaviors.</li> </ul> </li> <li>● The school library encourages participation in a diverse learning community to create and share information by: <ul style="list-style-type: none"> <li>○ 1. Providing both online and physical spaces for the sharing and dissemination of ideas and information.</li> <li>○ 2. Providing a context in which the school librarian can model for learners, other educators, and administrators multiple strategies to locate, evaluate, and ethically use information for specific purposes.</li> </ul> </li> <li>● The school library engages the learning community in exploring resources by: <ul style="list-style-type: none"> <li>○ 1. Describing, organizing, and promoting the collection for maximum and effective uses for multiple learning applications.</li> <li>○ 2. Maintaining a collection of sufficient breadth and currency to be pertinent to the school's program of studies.</li> <li>○ 3. Supporting access through a schedule that allows use by learners and staff at time of need.</li> <li>○ 4. Using local and external data to inform ongoing adjustments to the scope of the resource collection, and its audiences, formats, and applications.</li> </ul> </li> </ul>	<p><b>Domain 2: Library Learning Commons Environment</b></p> <p>The Library Learning Commons is a ready-access environment, hub of school and community learning. The LMS actively creates, evolves and maintains 21st century, student-centered environments (both physically and virtually) that are responsive to all learners, flexible, well-organized, welcoming and future-ready.</p> <ul style="list-style-type: none"> <li>● <i>Physical and Virtual Spaces:</i> The LMS organizes the LLC physical and digital learning spaces and resources so that they are: flexible, responsive, and conducive to varied teaching methods, learning tasks, and outcomes while supportive of school programs and culture. The LMS supports an accessible environment by maintaining a well-organized online catalog, and user-friendly navigation for the virtual and physical LLC and promotion and programming school-wide. The LMS fosters an engaging and flexible learning environment through implementation of policies, programming and promotions which provide a balanced use of resources and space. The LMS designs physical and digital learning spaces that adapt to diverse and evolving learning structures and accommodate a range of teaching methods, learning tasks, and outcomes. The LMS Implements policies and programs that foster an engaging and flexible learning environment and provide equitable use of space and resources allowing for anytime, anywhere learning opportunities.</li> <li>● <i>Operations of a Ready-Access Environment:</i> The LMS develops and administers a thoughtful, well-aligned school LLC budget per the district digital learning needs, school improvement, curricular needs and student interests. The LMS oversees the day-to-day operations of the LLC and digital learning programs including the inventory, circulation, reports, maintenance and user-support of devices and resources as well as the training of library assistants and library volunteers. Collections and equipment are circulated and accessed according to procedures that ensure confidentiality of records and promote access.</li> <li>● <i>Collection Development:</i> The LMS adheres to the district selection policy when selecting materials that support student, school and/or curriculum needs and interests. The LMS ensures a well curated collection by using data analysis to systematically inspect, inventory, and weed in order to</li> </ul>

	maintain the collection in accordance with professional guidelines.
<ul style="list-style-type: none"> <li>● The school library supports ethical processes for information seeking and use by: <ul style="list-style-type: none"> <li>○ 1. Providing an environment in which all members of the school community can work together to develop, approve, and engage in clearly stated use policies to guide acceptable and ethical use of information, technology, and media.</li> <li>○ 2. Promoting the responsible use of ideas, information, media, and technology through compliance with copyright and intellectual property policies developed by the school librarian in collaboration with all members of the school community.</li> </ul> </li> <li>● The school library assists in the growth and development of learners by: <ul style="list-style-type: none"> <li>○ 1. Leading other educators and learners to embrace a growth mindset through lifelong learning.</li> <li>○ 2. Anticipating learners' needs and adapting the learning environment in accordance with evidence-based best practices.</li> <li>○ 3. Embracing new skills, knowledge, and standards in the profession as they relate to teaching, learning, technology, and innovation.</li> </ul> </li> <li>● The school library represents all members and their place in a global learning community by: <ul style="list-style-type: none"> <li>○ 1. Establishing and maintaining a collection of reading and information materials in formats that support the diverse developmental, cultural, social, and linguistic needs of the range of learners and their communities.</li> <li>○ 2. Organizing facilities to enhance the use of and ensure equitable access to information resources and services for all learners.</li> <li>○ 3. Featuring learning opportunities that include diverse viewpoints.</li> </ul> </li> <li>● The school library ensures an inquiry based process for learners by: <ul style="list-style-type: none"> <li>○ 1. Establishing and supporting a learning environment that builds critical-thinking and inquiry dispositions for all learners.</li> <li>○ 2. Reinforcing the role of the school library, information, and technology resources in maximizing learning and institutional effectiveness</li> </ul> </li> <li>● The school library builds empathy and equity within the global learning community by: <ul style="list-style-type: none"> <li>○ 1. Ensuring that all learning needs are met through access to information and ideas located in a diverse collection of sufficient size for the learner population and supported by reliable hardware and software.</li> <li>○ 2. Enabling equitable access to learning opportunities, academic and social support, and other resources necessary for learners' success.</li> </ul> </li> </ul>	<p><b>Domain 3: Program Administration and Delivery of Services</b></p> <p>The Library Media Specialist designs and creates culturally responsive learning experiences and environments that are safe, inclusive and nurturing for all students' pursuit of passions. The Library Media Specialist uses strategies and data to create optimal programs that guide learners to reflect on their personal and academic growth as well as their ethical use of information.</p> <ul style="list-style-type: none"> <li>• <i>Ethical, Responsible, Legal and Safe use of Information and Technology:</i> LMS respects, models, and teaches ethical use of information, digital media and digital tools. LMS models respect for intellectual property. LMS teaches toward the importance of data privacy and digital citizenship.</li> <li>• <i>Professional Learning:</i> LMS participates in the planning and delivery of effective professional development as needed and/or when directed by administration. LMS contributes to a culture of instructional improvement through informal and formal professional development.</li> <li>• <i>Meeting the Needs of all Learners:</i> LMS advocates for access and diversity of the physical and virtual collection thereby promoting equity. Literacies: Support inquiry, independent reading, information literacy, media literacy, digital citizenship and innovative thinking</li> <li>• <i>Literacies:</i> LMS implements differentiated strategies to support independent reading and the development of lifelong readers. LMS encourages design thinking, critical thinking, and a growth mindset for learners of all needs. LMS integrates information literacy and media literacy into inquiry based learning fostering innovative problem solving for all learners. LMS promotes digital citizenship and safe online practices in support of learners' needs. LMS evaluates, curates, and shares digital media, print and other formats at a variety of levels and accesses resources across the district when needed.</li> <li>• <i>Community Partnerships:</i> LMS seeks to build partnerships with stakeholders, district librarians K-12, staff and community.</li> </ul> <p><b>Domain 4: Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li>• <i>Contributes to School Community:</i> Takes an active role in the school community through participation in school/district events and/or initiatives, as outlined in current negotiated agreement.</li> <li>• <i>Performance of Duties:</i> Has good attendance. Uses district provided tools for maintaining records, reporting statistical data, and tracking student progress in learning. Complies with school and district policies and procedures, including</li> </ul>

<ul style="list-style-type: none"> <li>○ 3. Clearly and frequently articulating the school library's impact when communicating with administration, faculty, staff, learners, parents, and the community.</li> </ul>	<p>those related to creating a safe and accessible learning environment.</p> <ul style="list-style-type: none"> <li>• <i>Code of Professional Responsibilities:</i> Actions are consistent with the commitment to students, the profession, the community, and families that are set forth in the CT Code of Professional Responsibilities. The Library Media Specialist conducts themselves as a professional following the ALA (American Library Association) Bill of Rights and the ALA code of ethics and professional standards.</li> </ul>
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Instructional Coach Rubric Crosswalk	
Rubric for Student-Centered Coaching. Diane Sweeney, 2018 and CCT Rubric for Effective Teaching (2017)	Wilton Public Schools Instructional Coach Rubric (2024)
Rubric for Student-Centered Coaching. Diane Sweeney, 2018	
<p><b>Understand and implement the core practices for Student-Centered Coaching</b></p> <ol style="list-style-type: none"> <li>1. Organize coaching through Cycles</li> <li>2. Set a standards based goal for coaching cycles</li> <li>3. Use student friendly learning targets throughout the coaching cycle</li> <li>4. Use student evidence to co-plan instruction</li> <li>5. Co-teach with a focus on effective instructional practices</li> <li>6. Measure the impact of coaching on student and teacher learning</li> <li>7. Partner with the school leader</li> </ol> <p>Consistently implements the core practices for Student-Centered Coaching. Thus, coaching leads to a measurable impact on instructional practice and student learning. The core practices are being implemented throughout the school community.</p>	<p><b>Domain 1: Planning and Preparation</b></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates understanding of the underlying research, theories, knowledge, and skills of the discipline:</i> Coach demonstrates extensive understanding of the critical concepts and content of the discipline and of an extensive range of research-based practices and strategies to provide instructional support services.</li> <li>• <i>Develops a plan and process for the ongoing assessment and improvement of the instructional support program:</i> The coach has developed a sophisticated plan for assessing the implementation and impact of the instructional support program, relative to the stated goals. Multiple forms of evidence of success, that may include assessments by the teachers, are clearly defined.</li> <li>• <i>Plans a coherent program of instructional support fully integrated with the school program:</i> The planned instructional support program is fully integrated with the school program and designed to drive its goals. The planned instructional support program is coherent and helps bring additional coherence to the school program.</li> </ul>
<p><b>Design systems and structures to engage teachers in coaching cycles.</b></p> <p>The coach creates a well-organized system for managing coaching cycles that provides choice for how teachers can engage.</p>	<p><b>Domain 3: Delivery of Services</b></p> <ul style="list-style-type: none"> <li>• <i>Collaborates with teachers to design rigorous, standards based classroom instruction:</i> The coach promotes and engages in collaborative efforts to work with teachers to design rigorous, engaging standards-based classroom instruction.</li> <li>• <i>Addresses the instructional improvement needs of the teachers served:</i> In order to ensure a tight alignment with their instructional improvement needs, the coach helps move the teachers forward in their learning while maintaining the teacher's ownership of the process.</li> <li>• <i>Engages teachers in learning new instructional strategies and practices:</i> The coach and teachers collaborate on identifying topics for professional learning about instructional strategies and practices.</li> <li>• <i>Provides responsive professional support:</i> The coach solicits input from key stakeholders to ensure the professional support is appropriate and responsive to the existing and emerging interests and needs of teachers. Services are adapted as needed to ensure responsiveness.</li> </ul> <p><b>Domain 2: Environment</b></p> <ul style="list-style-type: none"> <li>• <i>Organizes physical space for professional learning:</i> Coach collaborates with teachers to ensure the physical space is well organized and flexibly designed to support multiple approaches to professional learning.</li> </ul>

<p><b>Understand effective instruction and help teachers implement it.</b></p> <p>The coach has an extensive understanding of effective instructional practices across grades and subjects. The coach successfully supports others to implement these practices in their own classrooms.</p>	<p><b>Domain 1: Planning and Preparation</b></p> <ul style="list-style-type: none"> <li>• <i>Identifies the instructional improvement needs of the teachers served:</i> Coach proactively seeks additional knowledge about each teacher's instructional improvement needs to understand how to best support teachers in implementing the school's programs.</li> <li>• <i>Identifies clear, specific, and appropriate goals for the instructional support program:</i> Coach's goals have been designed in collaboration with teachers and school leaders, and are tightly aligned with both teachers' instructional needs and the school program.</li> <li>• <i>Identifies resources for the instructional support programs that are available within and outside the school/district:</i> Coach proactively seeks a wide range of resources from multiple sources to build the instructional capacity of the teachers. Coach honors external resources that teachers share.</li> </ul>
<p><b>Build trusting and respectful relationships with teachers</b></p> <p>The coach works effectively with all teachers due to specific measures he or she has taken to build trusting and professional relationships.</p>	<p><b>Domain 2: Environment</b></p> <ul style="list-style-type: none"> <li>• <i>Creates a respectful and emotionally safe culture that promotes collaboration:</i> Coach takes specific measures to build collegial relationships with teachers and promote a culture of collaboration. The coach builds on teachers' strengths; uses a respectful tone, asks open ended questions; and co-constructs learning with the teacher.</li> <li>• <i>Develops processes and procedures for teachers to participate in support activities:</i> Clear processes and procedures to access the range of services provided are in place and well communicated. The essential stakeholders participated in developing the procedures and promotes their use among the teachers.</li> <li>• <i>Establishes clearly defined norms for professional conduct:</i> Coach establishes norms with teachers and promotes systems for mutual accountability.</li> </ul>
<p><b>Provide skilled facilitation during collaboration.</b></p> <p>The coach understands which facilitation processes to employ at any given time. The coach is a skilled facilitator and, as a result, both small and large groups function in a highly productive manner on a consistent basis.</p>	<p><b>Domain 3: Delivery of Services</b></p> <ul style="list-style-type: none"> <li>• <i>Engages in reflective dialogue with teachers:</i> Student work is used as a means of encouraging reflection and professional growth. The coach encourages reflective dialogue by asking open-ended questions, probing, and paraphrasing techniques rather than simply giving answers. The coach works with the teachers to use reflective dialogue to update professional learning goals and/or to develop new goals to support continuous improvement.</li> </ul> <p><b>Domain 4a Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li>• <i>Coordinates improvement efforts with other coaches:</i> The coach seeks opportunities to coordinate improvement efforts with other coaches at the school and with other stakeholders, including external stakeholders, who can provide support for the improvement work.</li> </ul>

<p><b>Maintain a learning stance.</b> The coach consistently seeks new experiences and opportunities for learning rather than taking the stance of an “expert.”</p>	<p><b>Domain 2: Environment</b></p> <ul style="list-style-type: none"> <li>• <i>Promote a culture of continuous instructional improvement:</i> Coach maintains a learning stance by consistently seeking new experiences and opportunities for learning rather than taking the stance of expert, co-constructing learning with the teacher(s). The coach works collaboratively with teachers, coordinators, and administrators to define processes and methods to measure implementation and impact of initiatives.</li> </ul> <p><b>Domain 4a: Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li>• <i>Reviews and reflects on practice to inform improvement.</i> The coach's reflections are both specific and perceptive, framed by clear evidence for the recommendations provided. The coach's professional judgment and expertise help shape specific recommendations for alternative approaches to meeting the instructional improvement goals.</li> <li>• <i>Follows established procedures for developing and submitting accurate and timely records, budgets, and reports.</i> The coach follows and informs the improvement of established procedures for developing and submitting required reports. Budgets are designed to support improvement by reflecting diagnosed needs. Required documents are accurate, submitted on time, and generally viewed as exemplars to guide the work of others.</li> <li>• <i>Engages with the larger school community.</i> The coach seeks opportunities to engage in school events, projects, and/or committees and makes significant contributions to these, often taking a leadership role.</li> <li>• <i>Enhances professional capacity through ongoing professional learning.</i> The coach seeks out formal and informal professional learning, including feedback from colleagues and attendance at professional conferences. The coach applies this learning to improve the counseling services and to increase the professional knowledge and skills of colleagues.</li> <li>• <i>Demonstrates professionalism by adhering to the highest standards of integrity and confidentiality.</i> The coach is well regarded as someone who consistently displays the highest standards of honesty, integrity, and confidentiality, challenging negativity and promoting high standards of professionalism throughout the school.</li> </ul>
<p><b>Engage in reflective dialogue with teachers.</b> The coach encourages reflective dialogue by asking open-ended questions, probing, and using paraphrasing techniques rather than simply giving the teacher answers.</p>	<p><b>Domain 3: Delivery of Services</b></p> <ul style="list-style-type: none"> <li>• <i>Engages in reflective dialogue with teachers:</i> Student work is used as a means of encouraging reflection and professional growth. The coach encourages reflective dialogue by asking open-ended questions, probing, and paraphrasing techniques rather than simply giving answers. The coach works with the teachers to use reflective dialogue to update professional learning goals and/or to develop new goals to support continuous improvement.</li> </ul>

	<p><b>Domain 4a Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li>• <i>Coordinates improvement efforts with other coaches:</i> The coach seeks opportunities to coordinate improvement efforts with other coaches at the school and with other stakeholders, including external stakeholders, who can provide support for the improvement work.</li> </ul>
<p>Retrieved from the companion website for <i>The Essential Guide for Student-Centered Coaching: What Every K-12 Coach and School Leader Needs to Know</i> by Diane Sweeny and Leanna S. Harris. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2020 by Corwin Press, Inc. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.</p>	
<p><b>From CCT Rubric for Effective Teaching (2017)</b>  <b>DOMAIN 4: Professional Responsibilities and Teacher Leadership</b>  <i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <p>4a. Engaging in continuous professional learning to impact instruction and student learning.  4b. Collaborating to develop and sustain a professional learning environment to support student learning.  4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</p>	<p><b>Domain 4a: Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li>• <i>Coordinates improvement efforts with other coaches:</i> The coach seeks opportunities to coordinate improvement efforts with other coaches at the school and with other stakeholders, including external stakeholders, who can provide support for the improvement work.</li> <li>• <i>Engages with the larger school community:</i> The coach seeks opportunities to engage in school events, projects, and/or committees and makes significant contributions to these, often taking a leadership role.</li> </ul> <p><b>Domain 4b: Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li>• <i>Contributes to School Community.</i> Takes an active role in the school community through participation in school/district events and/or initiatives, as outlined in current negotiated agreement.</li> <li>• <i>Performance of Duties.</i> Has good attendance. Maintains accurate records. Complies with school and district policies and procedures, including those related to creating a safe and accessible learning environment.</li> <li>• <i>Code of Professional Responsibilities.</i> Actions are consistent with the commitment to students, the profession, the community, and families that are set forth in the CT Code of Professional Responsibilities.</li> </ul>

Curriculum Coordinator Rubric Crosswalk	
These standards were developed by the Leadership Exploratory Consortium, a diverse group of organizations (including the National Education Association), institutions of higher education, practitioners, and state education agencies. The Consortium examined research, conducted surveys, debated, and shared experiences to produce a comprehensive set of standards.	<b>Wilton Curriculum Coordinator Rubric (2024)</b>
<b>Domain I:</b> Fostering a collaborative culture to support educator development and student learning	<p><b>Domain 3b: Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li>• <i>Contributes to School Community:</i> Takes an active role in the school community through participation in school/district events and/or initiatives, as outlined in current negotiated agreement.</li> <li>• <i>Performance of Duties:</i> Has good attendance. Maintains accurate records. Complies with school and district policies and procedures, including those related to creating a safe and accessible learning environment.</li> <li>• <i>Code of Professional Responsibilities:</i> Actions are consistent with the commitment to students, the profession, the community, and families that are set forth in the CT Code of Professional Responsibilities.</li> </ul> <p><b>Domain 2: Professional Learning</b></p> <ul style="list-style-type: none"> <li>• <i>Collaborative Learning:</i> Provides leadership in collaborative learning, including the instructional effectiveness team process. Provides extensive direction and support to the instructional coaching program.</li> </ul>
<b>Domain II:</b> Accessing and using research to improve practice and student learning	<p><b>Domain 1: Curriculum, Assessment, and Instruction</b></p> <ul style="list-style-type: none"> <li>• <i>Program Vision:</i> Establishes a visionary program philosophy, set of overarching goals, and learning progressions that assure a coherent, well-articulated, and innovative instructional program.</li> <li>• <i>Curriculum Design:</i> Guides the systematic design of curricula to be accessible to all learners and supports extensive interdisciplinary connections when appropriate. Provides leadership to ongoing revision and improvement efforts.</li> <li>• <i>Technology:</i> In collaboration with the Director of Digital Learning, identifies and supports creative opportunities and leading-edge resources to integrate the use of technology into curricula.</li> </ul>
<b>Domain III:</b> Promoting professional learning for continuous improvement	<p><b>Domain 2: Professional Learning</b></p> <ul style="list-style-type: none"> <li>• <i>District Professional Learning Plan:</i> Provides leadership in the development and implementation of an effective professional learning plan aligned with the Professional Evaluation and Learning (PEAL) program.</li> <li>• <i>Program Meetings:</i> Provides leadership, support and guidance to professional staff by planning and conducting highly effective program meetings.</li> </ul>



	<p><b>Domain 3a: Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li>• <i>Professional Growth:</i> Assumes a leadership role in designing and delivering required professional learning for the district leadership team, and proactively identifies and pursues individual and team professional growth goals and opportunities.</li> </ul>
<p><b>Domain IV:</b> Facilitating improvements in instruction and student learning</p>	<p><b>Domain 1: Curriculum, Assessment, and Instruction</b></p> <ul style="list-style-type: none"> <li>• <i>Resources:</i> Advocates for the human, material, and fiscal resources needed to implement the program. Proactively researches, orders, and allocates program resources and materials.</li> </ul> <p><b>Domain 3a: Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li>• <i>Collaboration:</i> Assumes a leadership role in collaborative inquiry and problem-solving to improve student and teacher performance, and actively shares expertise by assisting and supporting colleagues.</li> </ul>
<p><b>Domain V:</b> Promoting the use of assessments and data for school and district improvement</p>	<p><b>Domain 1: Curriculum, Assessment, and Instruction</b></p> <ul style="list-style-type: none"> <li>• <i>Assessment:</i> Provides leadership in the coordination and implementation of the district's comprehensive assessment system. Proactively identifies innovative methods of assessing the achievement of the program's goals and objectives, including performance assessments.</li> <li>• <i>Scientific Research-Based Interventions (SRBI):</i> In collaboration with the Intervention Coordinator, identifies a comprehensive and effective set of materials, resources, programs, and processes to support the implementation of Scientific Research-Based Interventions (SRBI).</li> </ul>
<p><b>Domain VI:</b> Improving outreach and collaboration with families and community</p>	<p><b>Domain 3a: Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li>• <i>Communication:</i> Actively maintains effective lines of communication with all stakeholders and proactively interprets the academic curriculum to all constituencies. Provides exceptional oral and written reports in a timely manner.</li> </ul>
<p><b>Domain VII:</b> Advocating for student learning and the profession</p>	<p><b>Domain 3a: Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li>• <i>Reflection:</i> Reflections on personal and collective practice accurately identify strengths and concerns, and professional learning needs.</li> <li>• <i>Collaboration:</i> Assumes a leadership role in collaborative inquiry and problem-solving to improve student and teacher performance, and actively shares expertise by assisting and supporting colleagues.</li> </ul>

# APPENDIX C – SINGLE POINT COMPETENCY RUBRICS

## Grades K-2 Classroom Teacher Rubric

### LEARNING STANDARDS:

Areas of Strength	<b><u>Learning Standard A: Cognitive Engagement</u></b> Students are deeply engaged in learning. They value their work and the power of ideas by making connections, reflecting on their performance, and using creativity and imagination.	<b>Opportunities for Growth/Next Steps</b>
	<p><b>Making Connections</b> Students are able to explain the purpose for the intended learning and to explain how the intended learning connects to personal experiences and to prior learning.</p> <p><b>Reflecting on Performance</b> Students engage in self-assessment of their performance, set realistic and relevant goals, and with teacher assistance adjust their approach to learning.</p> <p><b>Using Creativity and Imagination</b> Students generate original or unexpected ideas, especially in the context of problem-solving.</p>	

Areas of Strength	<b><u>Learning Standard B: Discourse</u></b> Classroom discussion promotes deep understanding and higher order thinking. Student dialogue is accountable, broad in scope, and balanced.	<b>Opportunities for Growth/Next Steps</b>
	<p><b>Accountable</b> Discussion involves student talk that is accurate and relevant. Students provide evidence to support their arguments and ideas.</p> <p><b>Broad in Scope</b> Discussion involves looking beyond the details toward the more general aspects of the issue, and connecting facts and skills to generalizations, concepts, and strategies.</p> <p><b>Balanced</b> There is frequent student-to-student dialogue, and students sometimes share responsibility with the teacher for directing and facilitating non-biased discussions.</p>	

## Grades K-2 Classroom Teacher Rubric

Areas of Strength	<b><u>Learning Standard C: Student Work</u></b> Student work involves construction of knowledge through disciplined inquiry. Products and performances are authentic, reflect high order thinking, and demonstrate progression in competence.	<b>Opportunities for Growth/Next Steps</b>
	<p><b>Authentic</b> Products and performances involve issues, problems, or questions that have significance beyond the school and classroom.</p> <p><b>Reflect Higher Order Thinking</b> Products and performances involve analysis, interpretation, synthesis, and evaluation, and rarely involve reproduction of knowledge in previously stated forms.</p> <p><b>Progression in Competence</b> Products and performances indicate a movement toward independence and proficiency, and reflect persistence and pride.</p>	

### TEACHING STANDARDS:

Areas of Strength	<b><u>Teaching Standard A: Content</u></b> The teacher has sufficient command of content knowledge and discipline-specific pedagogy to guide student learning. The content is well-articulated, challenging, and differentiated.	<b>Opportunities for Growth/Next Steps</b>
	<p><b>Well-Articulated</b> Content is fully aligned with the CCSS, reflects accurate and current disciplinary concepts, structure, and methods of inquiry, and is organized around big ideas and/or essential questions.</p> <p><b>Challenging</b> Content demands substantial cognitive effort, and is designed to promote fluent and flexible transfer so that knowledge can be used on novel or authentic tasks.</p> <p><b>Differentiated</b> Content provides multiple means for representation, expression, and engagement for students with diverse learning styles, and for those who need differing levels of complexity.</p>	

## Grades K-2 Classroom Teacher Rubric

Areas of Strength	<b><u>Teaching Standard B: Assessment</u></b> The teacher uses valid assessment practices to measure and report progress and to promote learning. Formative and summative assessments are clear, relevant, and designed for success.	Opportunities for Growth/Next Steps
	<p><b>Clear</b> Formative and summative assessments involve criteria/rubrics and models/exemplars, and they are provided in advance of instruction. Students are involved in the creation of assessment criteria.</p> <p><b>Relevant</b> Formative and summative assessments are used to frame meaningful, authentic performance goals.</p> <p><b>Designed for Success</b> The teacher assesses before teaching, offers differentiated assessment choices, provides feedback early and often, encourages students to self-assess and set goals, and allows new evidence of learning to replace old evidence.</p>	

Areas of Strength	<b><u>Teaching Standard C1: Instruction</u></b> The teacher designs, initiates and supports effective learning experiences. The classroom is organized and well-managed, and the instructional activities are coherent and structured.	Opportunities for Growth/Next Steps
	<p><b>Organized and Well-Managed</b> There is evidence of orderly, efficient and well- coordinated use of time, space, human and material resources, and classroom procedures/routines. There is infrequent disruptive behavior on the part of students that impacts the amount of time devoted to learning.</p> <p><b>Coherent and Structured</b> The instructional activities are directly related to the learning objectives, are grounded in a logical, sequential framework that progresses from easier/simpler to harder/more complex, and connect the parts to the whole.</p>	

## Grades K-2 Classroom Teacher Rubric

Areas of Strength	<b><u>Teaching Standard C2: Instruction</u></b> The teacher designs, initiates and supports effective learning experiences. The teacher uses methods that are clear, conspicuous, effective, affirming, flexible and responsive.	Opportunities for Growth/Next Steps
	<p><b>Clear, Conspicuous and Effective</b>                      The teacher's communication is free from ambiguity or uncertainty, and the strategies/techniques used are research-based, explicit, and bring about the desired result.</p> <p><b>Affirming</b>                      The teacher's methods create and sustain a learning environment that is safe, respectful, and encouraging. Students independently assume a significant role in promoting a respectful learning environment.</p> <p><b>Flexible and Responsive</b>                      The teacher's methods are consistently differentiated. They anticipate and address student misconceptions/errors, and are monitored and adjusted based on student performance.</p>	

Areas of Strength	<b><u>Teaching Standard D1: Professional Responsibilities</u></b> The teacher demonstrates professionalism through effective planning, reflection, collaboration, and professional growth.	Opportunities for Growth/Next Steps
	<p><b>Planning</b>                      Unit and lesson plans meet district expectations in terms of content, assessment, and instruction by consistently anticipating student misconceptions and errors, and by personalizing instruction for all students.</p> <p><b>Reflection</b>                      Reflections on personal and collective practice identify strengths and concerns, reasons for and alternatives to unsuccessful teaching, and professional learning needs.</p> <p><b>Collaboration</b>                      Actively participates with colleagues in collaborative inquiry and problem-solving to improve student and teacher performance.</p> <p><b>Professional Growth</b>                      Participates in required professional learning opportunities, and identifies and pursues individual professional growth goals and opportunities.</p>	

## Grades K-2 Classroom Teacher Rubric

Areas of Strength	<u><b>Teaching Standard D2: Professional Responsibilities</b></u> The teacher contributes to the school community, is reliable in the performance of duties, and adheres to the CT Code of Professional Responsibilities.	<b>Opportunities for Growth/Next Steps</b>
	<p><b>Contributes to School Community</b>                      Takes an active role in the school community through participation in school/district events and/or initiatives, as outlined in current negotiated agreement.</p> <p><b>Performance of Duties</b>                      Has good attendance.                      Maintains accurate records.                      Complies with school and district policies and procedures, including those related to creating a safe and accessible learning environment.</p> <p><b>Code of Professional Responsibilities</b>                      Actions are consistent with the commitment to students, the profession, the community, and families that are set forth in the CT Code of Professional Responsibilities.</p>	

## Grades 3-12 Classroom Teacher Rubric

### LEARNING STANDARDS:

Areas of Strength	<b><u>Learning Standard A: Cognitive Engagement</u></b> Students are deeply engaged in learning. They value their work and the power of ideas by making connections, reflecting on their performance, and using creativity and imagination.	Opportunities for Growth/Next Steps
	<p><b>Making Connections</b> Students demonstrate an understanding of the relationship of current learning to other learning, to 'big ideas', and to real life experiences.</p> <p><b>Reflecting On Performance</b> Students engage in self- assessment of their performance, set performance goals, and adjust their approach to learning.</p> <p><b>Using Creativity And Imagination</b> Students generate original or unexpected ideas, especially in the context of problem-solving.</p>	

Areas of Strength	<b><u>Learning Standard B: Discourse</u></b> Classroom discussion promotes deep understanding and higher order thinking. Student dialogue is accountable, broad in scope, and balanced.	Opportunities for Growth/Next Steps
	<p><b>Accountable</b> Discussion involves responding to and further developing what others have said, putting forth and requiring knowledge that is accurate and relevant, and using evidence appropriate to the discipline.</p> <p><b>Broad In Scope</b> Discussion involves looking beyond the details toward the more general aspects of the issue, and connecting facts and skills to generalizations, concepts, and strategies.</p> <p><b>Balanced</b> There is frequent student- to-student dialogue, and students share responsibility with the teacher for directing and facilitating non-biased discussions.</p>	



## Grades 3-12 Classroom Teacher Rubric

Areas of Strength	<b><u>Learning Standard C: Student Work</u></b> Student work involves construction of knowledge through disciplined inquiry. Products and performances are authentic, reflect high order thinking, and demonstrate progression in competence.	<b>Opportunities for Growth/Next Steps</b>
	<p><b>Authentic</b> Products and performances involve issues, problems, or questions that have significance beyond the school and classroom.</p> <p><b>Reflect Higher Order Thinking</b> Products and performances involve analysis, interpretation, synthesis, and evaluation, and rarely involve reproduction of knowledge in previously stated forms.</p> <p><b>Progression in Competence</b> Products and performances indicate a movement toward independence and proficiency, and reflect persistence and pride.</p>	

### TEACHING STANDARDS:

Areas of Strength	<b><u>Teaching Standard A: Content</u></b> The teacher has sufficient command of content knowledge and discipline-specific pedagogy to guide student learning. The content is well-articulated, challenging, and differentiated.	<b>Opportunities for Growth/Next Steps</b>
	<p><b>Well-Articulated</b> Content is fully aligned with the CCSS, reflects accurate and current disciplinary concepts, structure, and methods of inquiry, and is organized around big ideas and/or essential questions.</p> <p><b>Challenging</b> Content demands substantial cognitive effort, and is designed to promote fluent and flexible transfer so that knowledge can be used on novel or authentic tasks.</p> <p><b>Differentiated</b> Content provides multiple means for representation, expression, and engagement for students with diverse learning styles, and for those who need differing levels of complexity.</p>	

## Grades 3-12 Classroom Teacher Rubric

Areas of Strength	<b><u>Teaching Standard B: Assessment</u></b> The teacher uses valid assessment practices to measure and report progress and to promote learning. Formative and summative assessments are clear, relevant, and designed for success.	Opportunities for Growth/Next Steps
	<p><b>Clear</b> Formative and summative assessments involve criteria/rubrics and models/exemplars, and they are provided in advance of instruction. Students are involved in the creation of assessment criteria.</p> <p><b>Relevant</b> Formative and summative assessments are used to frame meaningful, authentic performance goals.</p> <p><b>Designed for Success</b> The teacher assesses before teaching, offers differentiated assessment choices, provides feedback early and often, encourages students to self-assess and set goals, and allows new evidence of learning to replace old evidence.</p>	

Areas of Strength	<b><u>Teaching Standard C1: Instruction</u></b> The teacher designs, initiates and supports effective learning experiences. The classroom is organized and well-managed, and the instructional activities are coherent and structured.	Opportunities for Growth/Next Steps
	<p><b>Organized and Well-Managed</b> There is evidence of orderly, efficient and well- coordinated use of time, space, human and material resources, and classroom procedures/routines. There is infrequent disruptive behavior on the part of students that impacts the amount of time devoted to learning.</p> <p><b>Coherent and Structured</b> The instructional activities are directly related to the learning objectives, are grounded in a logical, sequential framework that progresses from easier/simpler to harder/more complex, and connect the parts to the whole.</p>	

## Grades 3-12 Classroom Teacher Rubric

Areas of Strength	<b><u>Teaching Standard C2: Instruction</u></b> The teacher designs, initiates and supports effective learning experiences. The teacher uses methods that are clear, conspicuous, effective, affirming, flexible and responsive.	<b>Opportunities for Growth/Next Steps</b>
	<p><b>Clear, Conspicuous, and Effective</b> The teacher's communication is free from ambiguity or uncertainty, and the strategies/techniques used are research-based, explicit, and bring about the desired result.</p> <p><b>Affirming</b> The teacher's methods create and sustain a learning environment that is safe, respectful, and encouraging. Students independently assume a significant role in promoting a respectful learning environment.</p> <p><b>Flexible and Responsive</b> The teacher's methods are consistently differentiated. They anticipate and address student misconceptions/errors, and are constantly monitored and adjusted based on student performance.</p>	

Areas of Strength	<b><u>Teaching Standard D1: Professional Responsibilities</u></b> The teacher demonstrates professionalism through effective planning, reflection, collaboration, and professional growth.	<b>Opportunities for Growth/Next Steps</b>
	<p><b>Planning</b> Unit and lesson plans meet district expectations in terms of content, assessment, and instruction by consistently anticipating student misconceptions and errors, and by personalizing instruction for all students.</p> <p><b>Reflection</b> Reflections on personal and collective practice identify strengths and concerns, reasons for and alternatives to unsuccessful teaching, and professional learning needs.</p> <p><b>Collaboration</b> Actively participates with colleagues in collaborative inquiry and problem-solving to improve student and teacher performance.</p> <p><b>Professional Growth</b> Participates in required professional learning opportunities, and identifies and pursues individual professional growth goals and opportunities.</p>	

## Grades 3-12 Classroom Teacher Rubric

Areas of Strength	<p><b><u>Teaching Standard D2: Professional Responsibilities</u></b></p> <p>The teacher contributes to the school community, is reliable in the performance of duties, and adheres to the CT Code of Professional Responsibilities.</p>	Opportunities for Growth/Next Steps
	<p><b>Contributes to School Community</b> Takes an active role in the school community through participation in school/district events and/or initiatives, as outlined in current negotiated agreement.</p> <p><b>Performance of Duties</b> Has good attendance. Maintains accurate records. Complies with school and district policies and procedures, including those related to creating a safe and accessible learning environment.</p> <p><b>Code of Professional Responsibilities</b> Actions are consistent with the commitment to students, the profession, the community, and families that are set forth in the CT Code of Professional Responsibilities.</p>	

Support Specialist Rubric  
**Academic Interventionist**  
**Occupational Therapist, Psychologist,**  
**Social Worker, Speech Pathologist,**  
**Special Education Teacher**

Areas of Strength	<b><u>Domain: Assessment/Evaluation</u></b> The teacher/specialist uses valid assessment practices to measure and report progress and to promote learning. Teacher/specialist completes triennial and initial testing to determine eligibility.	Opportunities for Growth/Next Steps
	<p><b>Effectively interprets assessment/evaluation data to drive instruction/intervention</b>          Intentionally and skillfully interprets and uses assessment information to design instruction to effectively meet or exceed student growth targets.</p> <p><b>Effectively communicates assessment/evaluation results (in writing and verbally) with students, parents, teachers, administration</b>          Intentionally, skillfully, and timely communicates assessment and evaluation results both in writing and verbally to students, parents, teachers, and administrators.</p> <p><b>Effectively uses assessment/evaluation and data to create measurable goals and objectives</b>          Intentionally, skillfully and timely writes measurable goals and objectives that align with a student's areas of weakness.</p>	

**Support Specialist Rubric  
Academic Interventionist  
Occupational Therapist, Psychologist,  
Social Worker, Speech Pathologist,  
Special Education Teacher**

Areas of Strength	<b><u>Domain: Instruction, Intervention and Direct Service (Special Education Teacher/Interventionist)</u></b> Teacher designs, initiates, and supports effective learning experiences. The teacher uses methods that are clear, conspicuous, effective, affirming, flexible, and responsive.	Opportunities for Growth/Next Steps
	<p><b>Selects and uses appropriate and effective instructional resources, including digital resources and assistive technologies and adapts curriculum, instruction, and accommodations as necessary to address student strengths, needs, and preferences</b>            Intentionally and skillfully uses a range of appropriate intervention materials, including digital resources and assistive technologies to meet the needs of all learners. Effectively selects materials that align with individual student's achievement levels, interests, and diverse needs.</p> <p><b>Engages in differentiated instructional practices that positively impact student engagement, empowerment, and independence</b>            Intentionally and skillfully differentiates instruction to actively engage and empower all students and can show evidence of growth toward independence.</p> <p><b>Designs, implements, and communicates effective, appropriate, and transparent progress monitoring of all goals and objectives, and adjusts in a timely way in response to a lack of meaningful progress</b>            Intentionally and skillfully monitors student progress to ensure meaningful growth and regularly communicates that progress to all stakeholders effectively both verbally and in writing.</p> <p><b>Actively engages in district, school, department, and individual continuous improvement efforts as well as collaborative inquiry, and problem-solving processes</b>            Assumes a leadership role in collaborative inquiry and problem-solving to improve student performance and actively shares expertise by mentoring and supporting colleagues.</p>	

**Support Specialist Rubric**  
**Academic Interventionist**  
**Occupational Therapist, Psychologist,**  
**Social Worker, Speech Pathologist,**  
**Special Education Teacher**

Areas of Strength	<u><b>Domain: Instruction, Intervention and Direct Service (Speech Pathologist, Psychologist, Social Worker, OT/PT)</b></u> Specialist designs, initiates, and scaffolds supports in a timely manner to meet the needs of students.	Opportunities for Growth/Next Steps
	<p><b>Designs (selects) and implements appropriate accommodations as necessary to address students' needs and provide appropriate support</b>  Intentionally and skillfully selects and implements appropriate accommodations that enable the student to make measurable growth.</p> <p><b>Selects/teaches/models appropriate and effective skills and strategies for interpersonal development</b>  Intentionally and skillfully selects, teaches, and effectively models appropriate skills and strategies for targeted skill development.</p> <p><b>Engages in differentiated support strategies that positively impact student engagement, empowerment, and independence</b>  Intentionally and skillfully differentiates support strategies to actively engage and empower all students and can show evidence of growth toward independence.</p> <p><b>Designs, implements, monitors, and communicates effective, appropriate, and transparent progress monitoring of all goals and objectives, and adjusts in a timely way in response to a lack of meaningful progress</b>  Intentionally and skillfully designs and implements progress monitoring of all goals and objectives and effectively adjusts when progress is limited. Clearly and effectively communicates progress monitoring of all goals and objectives.</p>	

Support Specialist Rubric  
Academic Interventionist  
Occupational Therapist, Psychologist,  
Social Worker, Speech Pathologist,  
Special Education Teacher

Areas of Strength	<b><u>Domain: Collaboration and Consultation</u></b> The teacher demonstrates professionalism through effective planning reflection, collaboration, and professional growth.	Opportunities for Growth/Next Steps
	<p><b>Collaborates with colleagues and teachers to remove barriers for students and insure appropriate accommodations and/or modifications are implemented</b>            Intentionally, skillfully, and timely translates student needs to teachers and other service providers in easily understood and implemented formats and successfully transitions all students to the point of self-advocacy.</p> <p><b>Partners with parents to ensure collaboration and student success</b>            Builds trusting relationships with families and parents to support student growth and independence.</p> <p><b>Advocates for students and families with Local, State, Federal and private agencies to provide services, as needed</b>            Communicates with all families to share information and assist families in accessing Local, State, Federal, and private agencies providing services to students.</p> <p><b>[MH] Research, identify, connect, and involve outside community agencies and providers to ensure collaboration in support of student success</b>            Intentionally and skillfully develop connections with community agencies and providers to ensure student success.</p>	



## Support Specialist Rubric

### Academic Interventionist Occupational Therapist, Psychologist, Social Worker, Speech Pathologist, Special Education Teacher

Areas of Strength	<b><u>Domain 4a: Professional Responsibilities</u></b> The teacher demonstrates professionalism through effective planning, reflection, collaboration, and professional growth.	Opportunities for Growth/Next Steps
	<p><b>Planning</b> Manages caseload by careful planning and effective time management to meet all requirements; shares knowledge and expertise with others. Unit and lesson plans exceed district expectations in terms of content, assessment, and instruction by consistently anticipating student misconceptions and errors, and by personalizing instruction for all students.</p> <p><b>Reflection</b> Reflects on personal and collective practice; identifies strengths and concerns; reasons for, and alternatives to, unsuccessful teaching; and identifies professional learning needs.</p> <p><b>Collaboration</b> Assumes a leadership role in collaborative inquiry and problem-solving to improve student and teacher performance, and actively shares expertise by assisting and supporting colleagues.</p> <p><b>Professional Growth</b> Assumes a leadership role in designing and delivering required professional learning, and proactively identifies and pursues individual and team professional growth goals and opportunities.</p>	

**Support Specialist Rubric**  
**Academic Interventionist**  
**Occupational Therapist, Psychologist,**  
**Social Worker, Speech Pathologist,**  
**Special Education Teacher**

<b>Areas of Strength</b>	<b><u>Domain 4b: Professional Responsibilities</u></b> The teacher contributes to the school community, is reliable in the performance of duties, and adheres to the CT Code of Professional Responsibilities.	<b>Opportunities for Growth/Next Steps</b>
	<p><b>Contributes to School Community</b>  Takes an active role in the school community through participation in school/district events and/or initiatives, as outlined in current negotiated agreement.  Actively engages in building-based school climate improvement process by supporting all aspects of creating a positive school climate.</p> <p><b>Performance of Duties</b>  Has good attendance.  Complies with school and district policies and procedures, including those related to creating a safe and accessible learning environment.  Maintains compliance with Local, State, and Federal Regulations.  Timely and accurate maintenance of education records.  Prepared for PPT's and staffing with the needed materials and presents information professionally.</p> <p><b>Code of Professional Responsibilities</b>  Actions are consistent with the commitment to students, the profession, the community, and families that are set forth in the CT Code of Professional Responsibilities.</p>	

## School Counselor Rubric

Areas of Strength	<b><u>Domain 1: Learning Environment</u></b> School Counselors promote student engagement, independence, and interdependence in learning and facilitate a positive learning community for all students.	Opportunities for Growth/Next Steps
	<p><b>Climate</b> Promotes a positive learning environment that is respectful, culturally inclusive, and equitable.</p> <p><b>Independent Student Growth</b> Creates opportunities for student learners to take responsibility for their own growth and development.</p> <p><b>Positive Social Interactions</b> Fosters an environment where student learners can proactively demonstrate positive social interactions, conflict resolution skills, and/or engage in productive decision-making.</p> <p><b>Routines &amp; Procedures</b> Establishes an environment where learners independently facilitate routines and transitions within the school building.</p>	

Areas of Strength	<b><u>Domain 2: Planning &amp; Preparation</u></b> School Counselors design and implement plans, aligned with standards, to engage students in challenging and purposeful learning.	Opportunities for Growth/Next Steps
	<p><b>Knowledge of School Counseling</b> Demonstrates a working knowledge and thorough understanding of school programming, counseling techniques, and strategies. Effectively uses a variety of approaches when working with students.</p> <p><b>Use of Data</b> Proactively obtains, analyzes, and utilizes data to inform their practice and guide individual and/or collaborative planning.</p>	

## School Counselor Rubric

Areas of Strength	<b><u>Domain 3: Service Delivery</u></b> Actively engages in district, school, department, and individual continuous improvement efforts, collaborative inquiry, and problem-solving processes.	Opportunities for Growth/Next Steps
	<p><b>Professional Foundation</b> Implements a comprehensive counseling program that promotes and enhances student academic, career, and social/emotional outcomes.</p> <p><b>Classroom Guidance</b> Designs and implements classroom guidance lessons/workshops aligned with CT Comprehensive School Counseling Framework for student success in the classroom, large group, small group, and individual settings.</p> <p><b>Advocacy &amp; Leadership</b> Demonstrates advocacy and leadership through the implementation of the school counseling program.</p> <p><b>Counseling Services</b> Provides short-term counseling in individual or small group settings.</p> <p><b>Appropriate Counseling Techniques</b> Uses extensive counseling techniques to help students acquire decision-making and problem-solving skills to optimize learning and growth.</p> <p><b>Responsive Services</b> Assesses learning, gathers feedback, and adjusts service delivery of the school counseling program.</p> <p><b>Goal Exploration</b> Supports students in formulating purposeful and personalized academic, social-emotional, and/or career goals.</p> <p><b>Stakeholder Engagement</b> Proactively communicates and cultivates relationships with stakeholders in a culturally responsible manner to promote student success.</p> <p><b>Time Management</b> Effectively manages counselor time to maximize service delivery for students.</p>	

## School Counselor Rubric

Areas of Strength	<b><u>Domain 4: Professional Responsibilities and Leadership</u></b> School Counselors maximize support for learning by developing and demonstrating professionalism, collaboration, and leadership.	Opportunities for Growth/Next Steps
	<p><b>Collaboration</b> Works in collaboration with students, families, staff, and community to develop and sustain a positive school climate and professional learning environment that supports student learning.</p> <p><b>Professional Growth</b> Engages in continuous professional learning to enhance service delivery and improve student learning. Actively seeks out resources and opportunities for professional development related to expertise to remain current and up-to-date with counseling approaches.</p> <p><b>Self-Reflection &amp; Evaluation</b> Uses ongoing self-evaluation and reflection to inform and improve individual practice to positively impact student growth.</p>	

Areas of Strength	<b><u>Domain 4b: Professional Responsibilities</u></b> The School Counselor contributes to the school community, is reliable in the performance of duties, and adheres to the CT Code of Professional Responsibilities.	Opportunities for Growth/Next Steps
	<p><b>Contributes to School Community</b> Takes an active role in the school community through participation in school/district events and/or initiatives, as outlined in current negotiated agreement. Actively engages in building-based school climate improvement process by supporting all aspects of creating a positive school climate.</p> <p><b>Performance of Duties</b> Has good attendance. Complies with school and district policies and procedures, including those related to creating a safe and accessible learning environment. Maintains compliance with Local, State, and Federal Regulations. Timely and accurate maintenance of education records. Prepared for PPT's and staffing with the needed materials and presents information professionally.</p> <p><b>Code of Professional Responsibilities</b> Actions are consistent with the commitment to students, the profession, the community, and families that are set forth in the CT Code of Professional Responsibilities.</p>	

## Library Media Specialist Rubric

Areas of Strength	<b><u>Domain 1a: Planning and Instructional Delivery for Active Learning</u></b> The Library Media Specialist designs well-articulated, coherent, connected and integrated lessons that support the Vision of a Learner and Wilton Public Schools Mission Statement. Content is integrated, engaging, and supports students in critical thinking, innovation, collaboration, communication and creative design and, when possible, is taught in collaboration with the learning community to strategically plan, deliver, and assess instruction.	Opportunities for Growth/Next Steps
	<p><b>Planning and Preparation</b> The LMS engages learners' interests to think, create, share and grow as they design and implement instruction integrating the AASL Standards and ISTE Standards into the district curricula in support of the Vision of the Learner. The LMS adheres to the WPS selection policy to identify literature, content materials, media resources, and technology tools that align with and enhance the Wilton Public Schools curricula.</p> <p><b>Instructional Strategies</b> The LMS uses instructional strategies that promote student engagement, collaboration, discourse and problem solving and align to the district's Vision of a Learner.</p> <p><b>Instructional Design</b> The LMS designs instructional plans integrating skills and competencies that leverage established processes including inquiry/ research, and design thinking and other innovative approaches to provide relevant, meaningful and authentic experiences for the contemporary learner.</p>	

Areas of Strength	<b><u>Domain 1b: Planning and Instructional Delivery for Active Learning</u></b>	Opportunities for Growth/Next Steps
	<p><b>Differentiation of Methods and Resources</b> The LMS designs instruction which provides multiple means for representation, expression, and engagement for students with diverse learning styles, and for those who need differing levels of complexity. In accordance with district policy, the LMS curates and maintains a diverse collection of resources (collections, materials, digital tools) appropriate to the curriculum, the learners, and the teaching styles and instructional strategies used within the school community.</p> <p><b>Collaboration</b> The LMS seeks to establish or maintain collaborative partnerships in support of the design and delivery of instruction and/or assessment, and curriculum, as school schedules allow.</p> <p><b>Reading Engagement</b> The LMS promotes reading as a foundational skill for learning, personal growth, and enjoyment.</p>	

## Library Media Specialist Rubric

Areas of Strength	<b><u>Domain 2: Library Learning Commons Environment</u></b> The Library Learning Commons is a ready-access environment, hub of school and community learning. The LMS actively creates, evolves and maintains 21st century, student-centered environments (both physically and virtually) that are responsive to all learners, flexible, well-organized, welcoming and future-ready.	Opportunities for Growth/Next Steps
	<p><b>Physical and Virtual Spaces</b>            The LMS organizes the LLC physical and digital learning spaces and resources so that they are: flexible, responsive, and conducive to varied teaching methods, learning tasks, and outcomes while supportive of school programs and culture. The LMS supports an accessible environment by maintaining a well-organized online catalog, and user-friendly navigation for the virtual and physical LLC and promotion and programming school-wide.            The LMS fosters an engaging and flexible learning environment through implementation of policies, programming and promotions which provide a balanced use of resources and space. The LMS designs physical and digital learning spaces that adapt to diverse and evolving learning structures and accommodate a range of teaching methods, learning tasks, and outcomes. The LMS Implements policies and programs that foster an engaging and flexible learning environment and provide equitable use of space and resources allowing for anytime, anywhere learning opportunities.</p> <p><b>Operations of a Ready-Access Environment</b>            The LMS develops and administers a thoughtful, well-aligned school LLC budget per the district digital learning needs, school improvement, curricular needs and student interests. The LMS oversees the day-to-day operations of the LLC and digital learning programs including the inventory, circulation, reports, maintenance and user-support of devices and resources as well as the training of library assistants and library volunteers. Collections and equipment are circulated and accessed according to procedures that ensure confidentiality of records and promote access.</p> <p><b>Collection Development</b>            The LMS adheres to the district selection policy when selecting materials that support student, school and/or curriculum needs and interests.            The LMS ensures a well curated collection by using data analysis to systematically inspect, inventory, and weed in order to maintain the collection in accordance with professional guidelines.</p>	

## Library Media Specialist Rubric

Areas of Strength	<b><u>Domain 3: Program Administration and Delivery of Services</u></b> The Library Media Specialist designs and creates culturally responsive learning experiences and environments that are safe, inclusive and nurturing for all students' pursuit of passions. The Library Media Specialist uses strategies and data to create optimal programs that guide learners to reflect on their personal and academic growth as well as their ethical use of information.	Opportunities for Growth/Next Steps
	<p><b>Ethical, Responsible, Legal and Safe use of Information and Technology</b>            LMS respects, models, and teaches ethical use of information, digital media and digital tools.            LMS models respect for intellectual property.            LMS teaches toward the importance of data privacy and digital citizenship.</p> <p><b>Professional Learning</b>            LMS participates in the planning and delivery of effective professional development as needed and/or when directed by administration.            LMS contributes to a culture of instructional improvement through informal and formal professional development.</p> <p><b>Meeting the Needs of all Learners</b>            LMS advocates for access and diversity of the physical and virtual collection thereby promoting equity.            Literacies: Support inquiry, independent reading, information literacy, media literacy, digital citizenship and innovative thinking</p> <p><b>Literacies</b>            LMS implements differentiated strategies to support independent reading and the development of lifelong readers.            LMS encourages design thinking, critical thinking, and a growth mindset for learners of all needs.            LMS integrates information literacy and media literacy into inquiry based learning fostering innovative problem solving for all learners.            LMS promotes digital citizenship and safe online practices in support of learners' needs.            LMS evaluates, curates, and shares digital media, print and other formats at a variety of levels and accesses resources across the district when needed.</p> <p><b>Community Partnerships</b>            LMS seeks to build partnerships with stakeholders, district librarians K-12, staff and community.</p>	



## Library Media Specialist Rubric

Areas of Strength	<u>Domain 4: Professional Responsibilities</u>	Opportunities for Growth/Next Steps
	<p><b>Contributes to School Community</b> Takes an active role in the school community through participation in school/district events and/or initiatives, as outlined in current negotiated agreement.</p> <p><b>Performance of Duties</b> Has good attendance. Uses district provided tools for maintaining records, reporting statistical data, and tracking student progress in learning. Complies with school and district policies and procedures, including those related to creating a safe and accessible learning environment.</p> <p><b>Code of Professional Responsibilities</b> Actions are consistent with the commitment to students, the profession, the community, and families that are set forth in the CT Code of Professional Responsibilities. The Library Media Specialist conducts themselves as a professional following the ALA (American Library Association) Bill of Rights and the ALA code of ethics and professional standards.</p>	

# Instructional Coach Rubric

Areas of Strength	<u><b>Domain 1: Planning and Preparation</b></u>	<b>Opportunities for Growth/Next Steps</b>
	<p><b>Demonstrates understanding of the underlying research, theories, knowledge, and skills of the discipline</b> Coach demonstrates extensive understanding of the critical concepts and content of the discipline and of an extensive range of research-based practices and strategies to provide instructional support services.</p> <p><b>Identifies the instructional improvement needs of the teachers served</b> Coach proactively seeks additional knowledge about each teacher's instructional improvement needs to understand how to best support teachers in implementing the school's programs.</p> <p><b>Identifies clear, specific, and appropriate goals for the instructional support program</b> Coach's goals have been designed in collaboration with teachers and school leaders, and are tightly aligned with both teachers' instructional needs and the school program.</p> <p><b>Identifies resources for the instructional support programs that are available within and outside the school/district</b> Coach proactively seeks a wide range of resources from multiple sources to build the instructional capacity of the teachers. Coach honors external resources that teachers share.</p> <p><b>Plans a coherent program of instructional support fully integrated with the school program</b> The planned instructional support program is fully integrated with the school program and designed to drive its goals. The planned instructional support program is coherent and helps bring additional coherence to the school program.</p> <p><b>Develops a plan and process for the ongoing assessment and improvement of the instructional support program</b> The coach has developed a sophisticated plan for assessing the implementation and impact of the instructional support program, relative to the stated goals. Multiple forms of evidence of success, that may include assessments by the teachers, are clearly defined. Assessment data is used to guide practice-focused discussions among stakeholders that will inform program improvement.</p>	

## Instructional Coach Rubric

Areas of Strength	<u>Domain 2: Environment</u>	Opportunities for Growth/Next Steps
	<p><b>Creates a respectful and emotionally safe culture that promotes collaboration</b> Coach takes specific measures to build collegial relationships with teachers and promote a culture of collaboration. The coach builds on teachers' strengths; uses a respectful tone, asks open-ended questions; and co-constructs learning with the teacher.</p> <p><b>Promotes a culture of continuous instructional improvement</b> Coach maintains a learning stance by consistently seeking new experiences and opportunities for learning rather than taking the stance of expert, co-constructing learning with the teacher(s). The coach works collaboratively with teachers, coordinators, and administrators to define processes and methods to measure implementation and impact of initiatives.</p> <p><b>Develops processes and procedures for teachers to participate in support activities</b> Clear processes and procedures to access the range of services provided are in place and well communicated. The essential stakeholders participated in developing the procedures and promote their use among the teachers.</p> <p><b>Establishes clearly defined norms for professional conduct</b> Coach establishes norms with teachers and promotes systems for mutual accountability.</p> <p><b>Organizes physical space for professional learning</b> Coach collaborates with teachers to ensure the physical space is well organized and flexibly designed to support multiple approaches to professional learning.</p>	

# Instructional Coach Rubric

Areas of Strength	<u>Domain 3: Delivery of Services</u>	Opportunities for Growth/Next Steps
	<p><b>Collaborates with teachers to design rigorous, standards-based classroom instruction</b> The coach promotes and engages in collaborative efforts to work with teachers to design rigorous, engaging standards-based classroom instruction.</p> <p><b>Addresses the instructional improvement needs of the teachers served</b> In order to ensure a tight alignment with their instructional improvement needs, the coach helps move the teachers forward in their learning while maintaining the teacher's ownership of the process.</p> <p><b>Engages teachers in learning new instructional strategies and practices</b> The coach and teachers collaborate on identifying topics for professional learning about instructional strategies and practices.</p> <p><b>Engages in reflective dialogue with teachers</b> Student work is used as a means of encouraging reflection and professional growth. The coach encourages reflective dialogue by asking open-ended questions, probing, and paraphrasing techniques rather than simply giving answers. The coach works with the teachers to use reflective dialogue to update professional learning goals and/or to develop new goals to support continuous improvement.</p> <p><b>Provides responsive professional support</b> The coach solicits input from key stakeholders to ensure the professional support is appropriate and responsive to the existing and emerging interests and needs of teachers. Services are adapted as needed to ensure responsiveness.</p>	

## Instructional Coach Rubric

Areas of Strength	<b><u>Domain 4a: Professional Responsibilities</u></b>	<b>Opportunities for Growth/Next Steps</b>
	<p><b>Reviews and reflects on practice to inform improvement</b> The coach's reflections are both specific and perceptive, framed by clear evidence for the recommendations provided. The coach's professional judgment and expertise help shape specific recommendations for alternative approaches to meeting the instructional improvement goals.</p> <p><b>Follows established procedures for developing and submitting accurate and timely records, budgets, and reports</b> The coach follows and informs the improvement of established procedures for developing and submitting required reports. Budgets are designed to support improvement by reflecting diagnosed needs. Required documents are accurate, submitted on time, and generally viewed as exemplars to guide the work of others.</p> <p><b>Coordinates improvement efforts with other coaches</b> The coach seeks opportunities to coordinate improvement efforts with other coaches at the school and with other stakeholders, including external stakeholders, who can provide support for the improvement work.</p> <p><b>Engages with the larger school community</b> The coach seeks opportunities to engage in school events, projects, and/or committees and makes significant contributions to these, often taking a leadership role.</p> <p><b>Enhances professional capacity through ongoing professional learning</b> The coach seeks out formal and informal professional learning, including feedback from colleagues and attendance at professional conferences. The coach applies this learning to improve the counseling services and to increase the professional knowledge and skills of colleagues.</p> <p><b>Demonstrates professionalism by adhering to the highest standards of integrity and confidentiality</b> The coach is well regarded as someone who consistently displays the highest standards of honesty, integrity, and confidentiality, challenging negativity and promoting high standards of professionalism throughout the school.</p>	

## Instructional Coach Rubric

Areas of Strength	<b><u>Domain 4b: Professional Responsibilities</u></b>	<b>Opportunities for Growth/Next Steps</b>
	<p><b>Contributes to School Community</b> Takes an active role in the school community through participation in school/district events and/or initiatives, as outlined in current negotiated agreement.</p> <p><b>Performance of Duties</b> Has good attendance. Maintains accurate records. Complies with school and district policies and procedures, including those related to creating a safe and accessible learning environment.</p> <p><b>Code of Professional Responsibilities</b> Actions are consistent with the commitment to students, the profession, the community, and families that are set forth in the CT Code of Professional Responsibilities.</p>	

# Curriculum Coordinator Rubric

Areas of Strength	<u>Domain 1: Curriculum, Assessment, and Instruction</u>	Opportunities for Growth/Next Steps
	<p><b>Program Vision</b> Establishes a visionary program philosophy, set of overarching goals, and learning progressions that assure a coherent, well-articulated, and innovative instructional program.</p> <p><b>Curriculum Design</b> Guides the systematic design of curricula to be accessible to all learners and supports extensive interdisciplinary connections when appropriate. Provides leadership to ongoing revision and improvement efforts.</p> <p><b>Resources</b> Advocates for the human, material, and fiscal resources needed to implement the program. Proactively researches, orders, and allocates program resources and materials.</p> <p><b>Assessment</b> Provides leadership in the coordination and implementation of the district's comprehensive assessment system. Proactively identifies innovative methods of assessing the achievement of the program's goals and objectives, including performance assessments.</p> <p><b>Scientific Research-Based Interventions (SRBI)</b> In collaboration with the Intervention Coordinator, identifies a comprehensive and effective set of materials, resources, programs, and processes to support the implementation of Scientific Research-Based Interventions (SRBI).</p> <p><b>Technology</b> In collaboration with the Director of Digital Learning, identifies and supports creative opportunities and leading-edge resources to integrate the use of technology into curricula.</p>	

## Curriculum Coordinator Rubric

Areas of Strength	<u>Domain 2: Professional Learning</u>	Opportunities for Growth/Next Steps
	<p><b>District Professional Learning Plan</b> Provides leadership in the development and implementation of an effective professional learning plan aligned with the Professional Evaluation and Learning (PEAL) program.</p> <p><b>Collaborative Learning</b> Provides leadership in collaborative learning, including the instructional effectiveness team process. Provides extensive direction and support to the instructional coaching program.</p> <p><b>Program Meetings</b> Provides leadership, support and guidance to professional staff by planning and conducting highly effective program meetings.</p>	

Areas of Strength	<u>Domain 3a: Professional Responsibilities</u>	Opportunities for Growth/Next Steps
	<p><b>Communication</b> Actively maintains effective lines of communication with all stakeholders and proactively interprets the academic curriculum to all constituencies. Provides exceptional oral and written reports in a timely manner.</p> <p><b>Reflection</b> Reflections on personal and collective practice accurately identify strengths and concerns, and professional learning needs.</p> <p><b>Collaboration</b> Assumes a leadership role in collaborative inquiry and problem-solving to improve student and teacher performance, and actively shares expertise by assisting and supporting colleagues.</p> <p><b>Professional Growth</b> Assumes a leadership role in designing and delivering required professional learning for the district leadership team, and proactively identifies and pursues individual and team professional growth goals and opportunities.</p>	



## Curriculum Coordinator Rubric

Areas of Strength	<u><b>Domain 3b: Professional Responsibilities</b></u>	<b>Opportunities for Growth/Next Steps</b>
	<p><b>Contributes to School Community</b> Takes an active role in the school community through participation in school/district events and/or initiatives, as outlined in current negotiated agreement.</p> <p><b>Performance of Duties</b> Has good attendance. Maintains accurate records. Complies with school and district policies and procedures, including those related to creating a safe and accessible learning environment.</p> <p><b>Code of Professional Responsibilities</b> Actions are consistent with the commitment to students, the profession, the community, and families that are set forth in the CT Code of Professional Responsibilities.</p>	