



BERLIN PUBLIC SCHOOLS

Berlin Educator Evaluation and Development Plan

2015 - 2016

Professional Growth and Evaluation Committee

4/20/2015

PROFESSIONAL GROWTH & EVALUATION COMMITTEE

The Berlin Public School district is committed to utilizing a teacher evaluation plan that is based on the belief that successful learning and effective teaching are supported by a meaningful system of professional development. In keeping with this philosophy, the Professional Growth and Evaluation Committee has modified the Berlin Educator Evaluation and Development Plan Model: Connecticut's System for Educator Evaluation and Development for the Berlin Public School's teacher evaluation plan. This plan will use the Berlin Educator Evaluation and Development Plan Model for Student Outcomes/Achievement (45%). The three areas that are modified from the Berlin Educator Evaluation and Development Plan Model are Observation of Teacher Performance and Practice (40%), Parent Feedback (10%) and Student Feedback (5%). The Berlin Educator Evaluation and Development Plan Model as proposed will be adopted as the administrator evaluation plan for Berlin Public Schools.

The Professional Growth & Evaluation Committee is made up of dedicated professionals from all levels and includes representatives from the Berlin Education Association and the Association of Berlin Administrators. The members of the committee are:

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INTRODUCTION

Recognition and support of our professional staff members are the essential attributes of Berlin's Educator Evaluation and Development Plan. We appreciate our professional educators and value the impact they have in our community. We also realize the important role administrators play in building capacity within our professional community so that our educators are fully supported in their efforts to be active and effective members of our schools.

The Berlin Public School district is committed to supporting teachers through all stages of their professional careers and to providing time and resources so that they are able to work in a safe learning community that supports collaboration and best practices. We also recognize that the needs of a beginning teacher can be very different from the needs of master veteran teachers.

To meet the challenge of making certain that all teachers are provided with opportunities to grow professionally, we are dedicated to supporting development through meaningful interaction with colleagues, workshops and professional readings. In addition, we are committed to a professional evaluation system that not only encourages teachers, but also recognizes differentiated needs for support and professional development.

The district believes that teachers work best in a learning community that is supportive and helps them build their professional capacity through collaborative teams and opportunities for job embedded professional development. To this end, we encourage self-reflection and analysis of student work so that teachers can evaluate their performance and focus on the impact it has on student learning.

The Berlin Public School district is committed to continuous improvement. Each of the schools has developed a Continuous Improvement Plan. Elements of the plan include a school mission statement; school goals and action plans and team goals and action plans. The team goals are aligned with the school goals and reflect the needs identified through data analysis and review. While the focus of each team might be slightly different, each of the teams contribute to the school action plan and help to support the efforts achieving the school goal. A critical element of the Continuous Improvement Plan is the work of grade level teams and departments. Through analysis of data and evaluation of student work, teachers work together to identify trends and patterns of student performance.

The district Educator Evaluation and Development Plan recognizes the work of the Continuous Improvement Plans and the Team Professional Growth Plans as an important part of the school community. Individual teachers' focus areas and action plans are not developed in isolation. The teachers' individual focus areas and action plans allow teachers to develop their action steps based not only on the needs of their students but also based on their needs as a professional. The individual focus areas and action plans allow teachers to differentiate their professional development plans and allow for greater flexibility and support for all teachers.

The Berlin Educator Evaluation and Development Plan incorporates the foundational skills and discipline based standards found in *The CCT Rubric for Effective Teaching*, which is a continuum based on the *Connecticut Common Core of Teaching (CCT)*. The CCT Rubric for Effective Teaching defines the principles of effective professional practice for all teachers and presents a comprehensive view of teaching. The CCT Rubric for Effective Teaching makes explicit the specific expectations and understandings that teachers must have about content, students and pedagogy that are applicable to every teacher regardless of content area or years of experience.

GOAL STATEMENT

Our goal is to increase student learning and performance by helping teachers achieve high levels of professional practice through their ongoing engagement in an effectual professional growth and development process.

GUIDING BELIEFS

The professional growth and evaluation process will increase student achievement and improve professional practices through:

- A thorough understanding of the Common Core of Teaching (CCT)
- Application of discipline based standards to planning and instruction
- A process of support and mentoring for teachers
- A system of supervision and evaluation which promotes collaboration and cooperation
- A process of professional development which recognizes the individual needs of teachers, schools and the district

Our goal is to increase student learning through improved teaching and learning and to address every teacher's need for professional growth and development.

We believe that all students:

- Can learn
- Learn differently and at a different pace
- Should have equal opportunities to learn
- Benefit from a positive, respectful learning environment

We believe that all teachers:

- Impact student learning
- Serve as role models in the school and the community
- Can improve their professional practice
- Focus on student learning
- Should be respected as professionals
- Benefit from collaboration and communication with colleagues
- Benefit from professional development opportunities that reflect current research and best practices
- Benefit from professional development opportunities that are aligned with district and school goals
- Benefit from a positive, respectful learning environment

We believe that all community members:

- Recognize the impact of student achievement on the community
- Support the educational process and value the educational system
- Provide resources in order to maintain safe, secure learning environments to make teaching and learning possible
- Respect members of the school community as professionals
- Benefit from a positive, respectful learning environment

TEACHER EVALUATION AND DEVELOPMENT PLAN

DESIGN PRINCIPLES

Purpose and Rationale

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers and effective leaders. To support our teachers and administrators, we need to clearly define excellent practice and results, give accurate, useful information about educators' strengths and development areas and provide opportunities for professional learning, growth and recognition. The purpose of the Connecticut's educator evaluation and support model is to fairly and accurately evaluate performance and to help each educator strengthen his/her practice to improve student learning.

Core Design Principles

The following principles guided the design of the teacher and administrator evaluation models, developed in partnership with Education First and New Leaders:

- Consider multiple standards-based measures of performance;
- Emphasize growth over time;
- Promote both professional judgment and consistency;
- Foster dialogue about student learning;
- Encourage aligned professional learning, coaching and feedback to support growth; and
- Ensure feasibility of implementation.

Consider multiple, standards-based measures of performance

An evaluation and support system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of an educator's performance. The new model defines four components of teacher effectiveness: student growth and development (45%), teacher performance and practice (40%), parent feedback (10%) and whole-school student learning indicators (5%). The model defines four components of administrator effectiveness: multiple student learning indicators (45%), leadership practice (40%), stakeholder feedback (10%) and teacher effectiveness outcomes (5%).

The four components of the Berlin Educator Evaluation and Development Plan model are grounded in research-based standards for educator effectiveness, Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Common Core of Leading (CCL): Connecticut School Leadership Standards; the Connecticut Framework K-12 Curricular Goals and Standards; the Smarter Balanced Assessments¹; and locally- developed curriculum standards.

Emphasize growth over time

The evaluation of an educator's performance should consider his/her improvement from an established starting point. This applies to professional practice focus areas and the student outcomes they are striving to reach. Attaining high levels of performance matters, and for some educators maintaining high results is a critical aspect of their work, but the model encourages educators to pay attention to continually improving their practice. The goal-setting process in this model encourages a cycle of continuous improvement over time.

Promote both professional judgment and consistency

Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances of how teachers and leaders interact with one another and with students. Synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools.

Foster dialogue about student learning

In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. The Berlin Educator Evaluation and Development Plan model is designed to show that of equal importance to getting better results is the professional conversation between an educator and his/her supervisor which can be accomplished through a well-designed and well-executed evaluation and support system. The dialogue in the Berlin Educator Evaluation and Development Plan model occurs more frequently and focuses on what students are learning and what administrators can do to support teaching and learning.

Encourage aligned professional learning, coaching and feedback to support growth

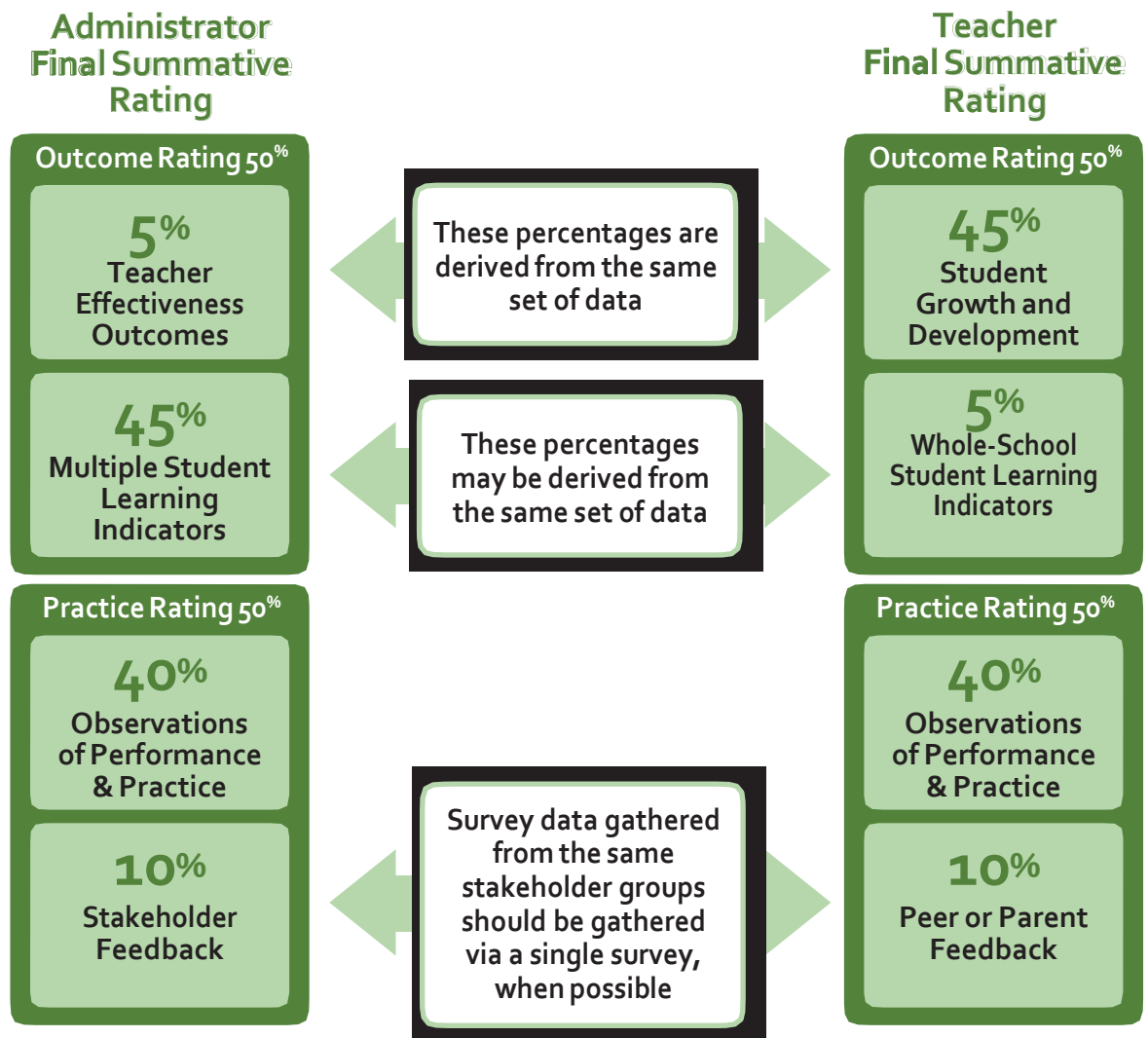
Novice and veteran educators alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. Berlin Educator Evaluation Development Plan promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

¹ Smarter Balanced Assessments will be administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. Pending on approval of the waiver submitted to the United States Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-15, districts may not be required to link student test data to educator evaluation and support in 2014-15 only.

Ensure feasibility of implementation

Launching the Berlin Educator Evaluation and Development Plan model will require hard work. Throughout each district, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. Sensitive to the tremendous responsibilities and limited resources that administrators have, the model is aligned with other responsibilities (e.g., writing a school improvement plan) and emphasizes the need for evaluators to build important skills in setting goals, observing practice and providing high-quality feedback. The model aims to balance high expectations with flexibility for the time and capacity considerations within districts.

Improving student achievement sits at the center of the work for all educators. The Berlin Educator Evaluation and Development Plan model recognizes that student learning is a shared responsibility between teachers, administrators and district leaders. When teachers and administrators develop goals and objectives in a way that supports overall school improvement, opportunities for success have no boundaries. Therefore, by design, the Berlin Educator Evaluation and Development Plan model creates a relationship between component ratings for teachers and administrators as depicted in the diagram below.



For clarity, see the example below to illustrate how administrators receive a final summative rating for Teacher Effectiveness Outcomes (5%) as derived from teachers' aggregate final summative rating for Student Growth and Development (45%):

Example:

Administrator Final Summative Rating (5%) Teacher Effectiveness Outcomes	Teacher Final Summative Rating (45%) Student Growth and Development
<p>The administrator receives a final summative rating of proficient (3) for Teacher Effectiveness Outcomes (5%) if...</p>	<p>the aggregate final summative rating for Student Growth and Development (45%) for greater than 60% of staff is proficient (3).</p>

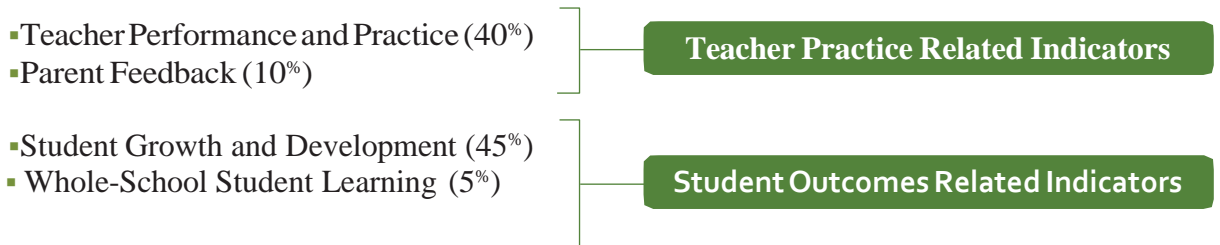
See the example below to illustrate how teachers receive a final summative rating for Whole-School Student Learning Indicator as derived from an administrator's final summative rating for Multiple Student Learning Indicators (45%):

Example:

Administrator Final Summative Rating (45%) Multiple Student Learning Indicators	Teacher Final Summative Rating (5%) Whole-School Student Learning Indicators
<p>If the administrator receives a final summative rating of proficient (3) for Multiple Student Learning Indicators (45%) then...</p>	<p>Teachers evaluated by that administrator receive a final summative rating of proficient (3) for the Whole-School Student Learning Indicator (5%) rating.</p>

Teacher Evaluation and Support

The Berlin Educator Evaluation and Development Plan model for teacher evaluation and support includes specific guidance for the four components of teacher evaluation* :



TEACHER EVALUATION SYSTEM

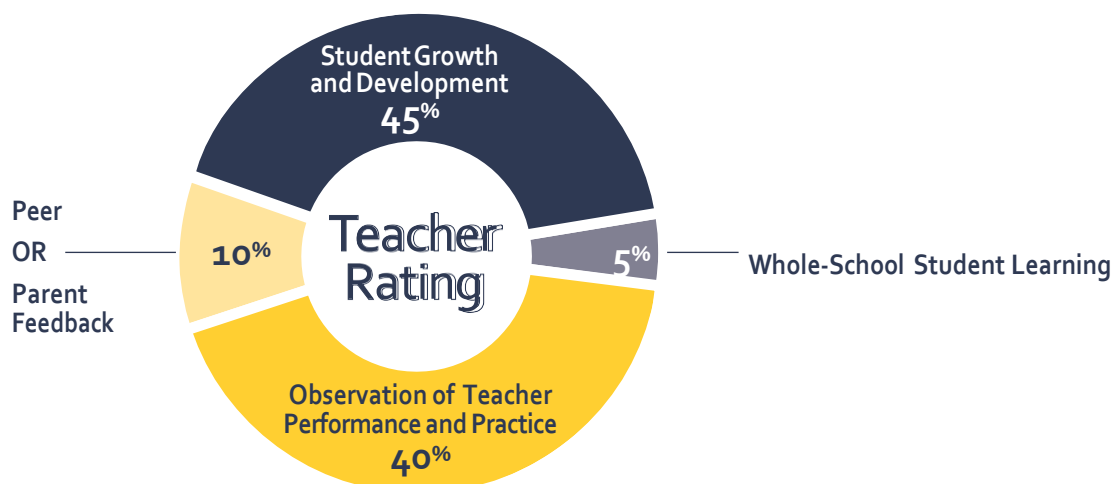
Teacher Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four components, grouped into two types of major categories: Teacher Practice and Student Outcomes.

- 1. Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:
 - (a) Observation of Teacher Performance and Practice (40%)** as defined within the *CCT Rubric for Effective Teaching 2014*, which articulates four domains and twelve indicators of teacher practice
 - (b) Parent Feedback (10%)** on teacher practice through surveys
- 2. Student Outcomes Related Indicators:** An evaluation of teachers' contributions to student academic progress at the school and classroom level. There is also an option in this category to include student feedback. This area is comprised of two components:
 - (a) Student Growth and Development (45%)** as determined by the teacher's Student Learning Objectives (SLOs) and associated Indicators of Academic Growth and Development (IAGDs)
 - (b) Whole-School Measures of Student Learning** as determined by aggregate student learning indicators (5%)

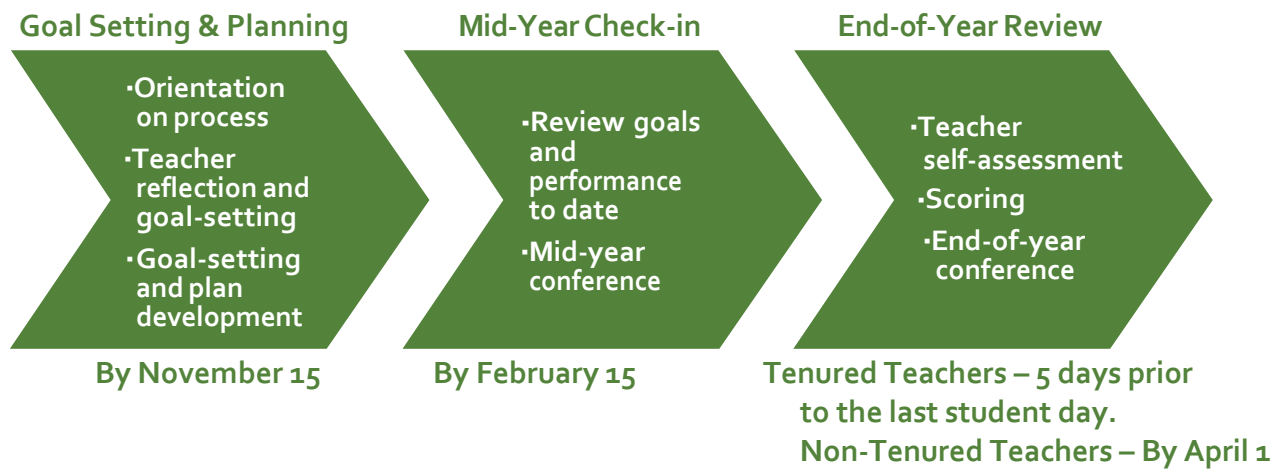
Scores from each of the four components will be combined to produce a summative performance rating designation of *Exceeding*, *Meeting*, *Approaching* or *Below Standard*. The performance levels are defined as:

- Exceeding Standard – Substantially exceeding indicators of performance
- Meeting Standard – Meeting indicators of performance
- Approaching Standard – Meeting some indicators of performance but not others
- Below Standard – Not meeting indicators of performance



Process and Timeline

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



**If state test data may have a significant impact on a final rating, a final rating may be revised by September 15, when state test data are available.*

GOAL-SETTING AND PLANNING:

Timeframe: Target is October 15, must be completed by November 15

- 1. Orientation on Process** – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice focus areas and Student Learning Objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation and support process.
- 2. Teacher Reflection and Goal-Setting** – The teacher examines student data, prior year evaluation and survey results, and the *CCT Rubric for Effective Teaching 2014* to draft a proposed performance and practice focus area, a parent feedback goal, and two SLOs for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
- 3. Goal-Setting Conference** – The evaluator and teacher meet to discuss the teacher’s proposed focus area, goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher’s practice to support the review. The evaluator may request revisions to the proposed focus area(s), goals and objectives if they do not meet approval criteria.

4. **Observations** - First and second year teachers, new teachers to the district and teachers rated approaching or below standard will be observed by November 1. All teachers will have at least one observation by December 1. All observations should be completed at least ten days prior to the end of the school year.

MID-YEAR CHECK-IN:

Timeframe: February 15

1. **Reflection and Preparation** – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
2. **Mid-Year Conference** – The evaluator and teacher complete at least one mid-year check-in conference during which they review evidence related to the teacher practice focus area and progress towards SLOs and other goals. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her focus area. A **Mid-Year Conference Discussion Guide** is available to assist evaluators in conducting the conference.

END-OF-YEAR SUMMATIVE REVIEW:

Timeframe: Tenured Teachers = 5 days prior to the last student day

Non-tenured Teachers = by April 1

1. **Teacher Self-Assessment** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the Goal-Setting Conference.
2. **Scoring** – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data would significantly change the Student-Related Indicators final rating. Such revisions should take place as soon as state test data are available and before September 15.
3. **End-of-Year Conference** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

² The district superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June 1, each year. Not later than June 30, of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the CS

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the Berlin Educator Evaluation and Development Plan evaluation and support model. The purpose of training is to provide educators who evaluate instruction with the tools that will result in evidence-based classroom observations; professional learning opportunities tied to evaluation feedback and improved student performance.

The CSDE will provide districts with training opportunities to support district administrators, evaluators and teachers in implementing the model across their schools. Districts can adapt and build on these tools to provide comprehensive training and support to their schools and to ensure that evaluators are proficient in conducting teacher evaluations.

All school administrators and evaluators employed by the Berlin Public Schools will participate in the CSDE sponsored multi-day training. This comprehensive training will give evaluators the opportunity to:

- Understand the nature of learning for students and educators and its relation to the priorities of the *CCT Rubric for Effective Teaching 2014*;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the *CCT Rubric for Effective Teaching 2014*;
- Understand how coaching conversations support growth-producing feedback;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of teaching practice; and
- Collaborate with colleagues to deepen understanding of the content.

Participants in the training will have opportunities to interact with colleagues and engage in practice and proficiency exercises to:

- Deepen understanding of the evaluation criteria;
- Define proficient teaching;
- Collect, sort and analyze evidence across a continuum of performance;
- Engage in professional conversations and coaching scenarios; and
- Determine a final summative rating across multiple indicators.

Completion of the multi-day training and demonstration of proficiency using established criteria enables evaluators to begin to engage in the evaluation and support process.

At the request of a district or employee, the CSDE or a third-party entity approved by the CSDE will audit the evaluation components that are combined to determine an individual's summative rating in the event that such components are significantly dissimilar (i.e., include both *exemplary* and *below standard* ratings) ratings in different components. In these cases, the CSDE or a third-party entity will determine a final summative rating.

Additionally, there is an annual audit of evaluations. "The CSDE or a third-party designated by the CSDE will audit ratings of *exemplary* and *below standard* to validate such *exemplary* or *below standard* ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated *exemplary* and two educators rated *below standard* in those districts selected at random, including at least one classroom teacher rated *exemplary* and at least one teacher rated below standard per district selected." [Connecticut Guidelines for Educator Evaluation 2.8 (3)]

SUPPORT AND DEVELOPMENT

As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exceeding standard practice.

Evaluation-Based Professional Learning

Student success depends on effective teaching, learning and leadership. Berlin Public Schools align with CSDE vision for professional learning in that each and every educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. For Connecticut's students to graduate college and career ready, educators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving student outcomes.

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout the Berlin Educator Evaluation and Development Plan, every teacher will be identifying their professional learning needs in mutual agreement between the teacher and his/her evaluator which serves as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

Career Development and Growth

Rewarding exceeding standard 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 teachers.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is *approaching standard* or *below standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

Improvement and Remediation Plans

If a teacher's performance is rated as *approaching standard* or *below standard*, it signals the need for the administrator to create an individual teacher improvement and remediation plan as outlined in the following section titled, "Supervised Assistance". The Supervised Assistance plan should be developed in consultation with the teacher and his/her exclusive bargaining representative. Improvement and remediation plans must:

- Identify specific areas of concern as related to practice, performance or student learning goal;
- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success including a summative rating of *meeting standard* or better at the conclusion of the improvement and remediation plan.

SUPERVISED ASSISTANCE

Overview:

The purpose of Supervised Assistance is to provide support and assistance to certified staff members who have demonstrated a deficiency (Below Standard) in one or more specified components of their teaching, as described in the Teacher Practice Related Indicators and/or the Student Outcomes Indicators.

Teachers will be assigned to Supervised Assistance by their primary administrator to correct identified performance problems. It is expected that teachers and evaluators will work collaboratively within this phase to clarify expectations and address problems in order to improve teaching and student learning opportunities.

Supervised Assistance consists of two levels, as described below.

Level One

Definition of the Problem:

The primary administrator must provide verbal and written notification that the teacher is being moved into Level One of Supervised Assistance. Notification must identify which components of the Teacher Practice Related Indicators and/or the Student Outcomes Related Indicators are deficient and the specific data used to identify the problem. Teachers are encouraged to discuss their placement on Supervised Assistance with a Berlin Education Association (BEA) representative and may have BEA representation at all subsequent meetings.

Plan of Action:

Following a conference with the primary administrator, the teacher develops, within five school days, an action plan to address the deficiency. The plan includes the specific area of concern, identification of what must be accomplished to address the concerns, strategies for resolving the problem, types of assistance needed (evaluator, peer, department supervisor), indicators of improvement based on multiple sources of data (including classroom observations by the evaluator(s)), and a timeline for meeting performance expectations (not to exceed 45 school days). The plan must be approved by the primary administrator, who may choose to include in the process complementary evaluators of the teacher. The primary administrator will provide support and assistance to the teacher in developing and implementing the plan of action.

Evaluation:

After data has been collected, the teacher and administrator will meet to discuss whether the teacher has met the plan's objectives, and a Supervised Assistance Evaluation (Form XXX) supported by data will be completed.

The administrator will make one of following recommendations:

1. The problem or deficiency has been resolved satisfactorily (not deemed *Approaching* or *Below Standard*) and the teacher returns to Berlin Educator Evaluation and Development plan.
2. The teacher has made progress, but not yet addressed all concerns and remains in Level One of Supervised Assistance for a mutually agreed upon time (not to exceed 45 school days).
3. The problem has not been resolved, and the teacher is placed in Level Two of Supervised Assistance.

At the discretion of the primary evaluator based on evidence of lack of progress or failure to comply with the agreed upon Level One plan, the teacher may be moved to Level Two.

Level Two

Definition of the Problem:

The administrator must provide verbal and written notification to the teacher and all of the teacher's evaluators and to the Assistant Superintendent that the teacher is being moved to Level Two of Supervised Assistance. Notification should include specific data to substantiate the move to Level Two intervention, as related to the concerns identified in Level One. The teacher is encouraged to have Berlin Education Association (BEA) representation at meetings.

Plan of Action:

A meeting will be convened by the Assistant Superintendent to establish that the concerns previously expressed by the administrator (as linked to the Teacher Practice and/or Student Outcomes Related Indicators) have not been resolved. A new remediation plan not to exceed 45 school days will be developed by the administrator (with teacher input) following the format used in Level One. The plan will be approved by the Assistant Superintendent.

Weekly meetings between teacher and primary administrator will take place to discuss data collected and progress towards addressing the goals of the remediation plan. The primary administrator and/or the teacher may choose to include the complementary evaluators of the teacher at the weekly meetings. Status reports will be provided to the Assistant Superintendent for Administration throughout the process.

The primary administrator will make one of following recommendations:

1. The problem or deficiency has been satisfactorily resolved and the teacher returns to Educator Evaluation and Development plan developed at the start of the cycle.
2. The problem or deficiency has not been resolved and moves to progressive disciplinary action outside the scope of this plan.

At the discretion of the primary evaluator, based on evidence of lack of progress or failure to comply with the agreed upon Level Two plan, the primary administrator may move a teacher to progressive disciplinary action.

TEACHER PRACTICE RELATED INDICATORS

The Teacher Practice Related Indicators evaluate the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. Two components comprise this category:

- Teacher Performance and Practice, which counts for 40%; and
- Parent Feedback, which counts for 10%.

These two components will be described in detail below:

Component #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice component is a comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify strong practice, to identify teacher development needs and to tailor support to meet those needs.

Teacher Practice Framework- *CCT Rubric for Effective Teaching 2014*

The *CCT Rubric for Effective Teaching 2014*, as revised in 2014, is available on the SEED web-site and Appendix A and represents the most important skills and knowledge that teachers need to demonstrate in order to prepare students to be career, college and civic ready. The rubric was revised through the collaborative efforts of the CSDE, representatives from the regional educational service centers (RESCs), the Connecticut Association of Schools (CAS), the two statewide teachers' unions and teachers and school leaders with experience in using the observation instrument. The *CCT Rubric for Effective Teaching 2014* is aligned with the CCT and includes references to **Connecticut Core Standards** and other content standards. The *CCT Rubric for Effective Teaching 2014* is organized into four domains, each with three indicators. Forty percent of a teacher's final annual summative rating is based on his/her performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

Evidence Generally Collected Through In-Class Observations

Evidence Generally Collected Through Non-Classroom Observations/Reviews of Practice

DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning²

Teachers promote student engagement, independence and inter-dependence in learning and facilitate a positive learning community by:

- 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; and
- 1c. Maximizing instructional time by effectively managing routines and transitions.

DOMAIN 2: Planning for Active Learning

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

- 2a. Planning instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students;
- 2b. Planning instruction to cognitively engage students in the content; and
- 2c. Selecting appropriate assessment strategies to monitor student progress.

DOMAIN 3: Instruction for Active Learning

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

- 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; and
- 3c. Assessing student learning, providing feedback to students and adjusting instruction.

DOMAIN 4: Professional Responsibilities and Teacher Leadership

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

- 4a. Engaging in continuous professional learning to impact instruction and student learning;
- 4b. Collaborating with colleagues to examine student learning data and to develop and sustain a professional learning environment to support student learning; and
- 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

² Domain 5 Assessment is embedded throughout the four domains.

Observation Process

Observations in and of themselves are not useful to teachers – it is the feedback, based on observations, that helps teachers reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback to inform their practice throughout the year.

Therefore, in the Berlin Educator Evaluation and Development Plan:

Each teacher should be observed between three and four times per year through both formal and informal observations as defined below.

- **Formal:** Observations that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback and are video recorded.
- **Informal:** Observations that last at least 20 minutes and are followed by written feedback.
- **Non-classroom observations/reviews of practice include but are not limited to:** Observations of data team meetings, observations of coaching/mentoring other teachers, student work, PPT, IDT, SAT or other teaching artifacts.
- All observations must be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox, TalentEd) or both, within a timely manner, within five business days.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations.

Berlin Teacher Evaluation Plan Requirement

<p>Non-tenured Staff & Tenured Staff that are Below Standard or Approaching Standard</p>	<ul style="list-style-type: none"> • Minimum of 3 observations* <ul style="list-style-type: none"> ○ 1 formal unannounced* <i>This is the first observation and will take place prior to November 1</i> <ul style="list-style-type: none"> ▪ Focus on Domains 1 & 3 only ▪ Hold post conference only ○ 2 formal announced <ul style="list-style-type: none"> ▪ Hold pre and post conference ○ 1 review of practice <ul style="list-style-type: none"> ▪ Examples: PPT, IDT, team meeting, data team, after-school program ○ Applies to teachers in years 1-4 ○ All lessons will be video recorded and archived <p><i>*This represents the minimum number of observations as additional observations are at the discretion of administration. All observations must be completed by April 1.</i></p>
<p>Tenured Staff that are Meeting or Exceeding Standard</p>	<ul style="list-style-type: none"> • Yearly* <ul style="list-style-type: none"> ○ 2 informal observations, not video recorded ○ 1 review of practice • Every 3rd Year* <ul style="list-style-type: none"> ○ 1 formal announced observation (with pre and post) by December 1 <ul style="list-style-type: none"> ▪ Video recorded and archived ○ 1 informal observation ○ 1 review of practice <p><i>*This represents the minimum number of observations as additional observations are at the discretion of administration. All observations must be completed 10 days prior to the last day of school.</i></p>
<p>Additional Observation Information</p>	<ul style="list-style-type: none"> • Evaluator records notes during observations and provides written commendations and recommendations based on the Connecticut Common Core of Teaching Domains. • Video recorded lessons (lessons only, not reviews of practice) <ul style="list-style-type: none"> ○ Archived and available in digital file (Teacher & Evaluation) ○ Non-tenured: all classroom observations will be video recorded ○ Tenured: once every 3 years, formal observation
<p>SLOs</p>	<ul style="list-style-type: none"> • 2 SLOs <ul style="list-style-type: none"> ○ 1 Individual focus area/goal ○ 1 Team/Grade level/Department goal (SMART Goal) <p><i>This aligns to our previous plan and exceeds the SDE requirement of one SLO.</i></p>

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for establishing the context for the lesson, providing information about the students to be observed and setting expectations for the observation process and provide the evidence for Domain 2: Planning for Active Learning. Pre-conferences are optional for observations except where noted in the requirements described in the table above. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against the *CCT Rubric for Effective Teaching 2014* and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- Begins with an opportunity for the teacher to share his/her reflections on the lesson;
- Cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made and where future observations may focus;
- Involves written and verbal feedback from the evaluator; and
- Occurs within a timely manner, typically within five business days.

Classroom observations generally provide the most evidence for Domains 1 and 3 of the *CCT Rubric for Effective Teaching 2014*. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4. Both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the *CCT Rubric for Effective Teaching 2014*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4 of the *CCT Rubric for Effective Teaching 2014*. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, Professional Learning Community meetings, call logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers and/or attendance records from professional learning or school-based activities/events.

Feedback

The goal of feedback is to help teachers grow as educators and inspire high achievement in all of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and formative ratings, where appropriate, on observed indicators of the *CCT Rubric for Effective Teaching 2014*;
- Prioritized commendations and recommendations for development actions;
- Next steps and supports to improve teacher practice; and
- A timeframe for follow up.

Teacher Performance and Practice Focus Area

As described in the Evaluation Process and Timeline section, teachers develop one performance and practice focus area that is aligned to the *CCT Rubric for Effective Teaching 2014*. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his/ her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teacher towards *meeting* or *exceeding* on the *CCT Rubric for Effective Teaching 2014*. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator (e.g., 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.)

Growth related to the focus area should be referenced in feedback conversations throughout the year. The focus area and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice focus areas are not explicitly rated as part of the Teacher Performance and Practice component, growth related to the focus area will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

During observations, evaluators should take evidence-based notes, capturing specific instances of what the teacher and students said and did in the classroom. Evaluators then make a determination about which performance level the evidence supports. Evaluators are **not required** to provide an overall rating for each observation, but they should be prepared to discuss evidence for the rubric indicators at the performance level that was observed.

Summative Observation of Teacher Performance and Practice Rating

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Within the Berlin Educator Evaluation and Development Plan model, each domain of the *CCT Rubric for Effective Teaching 2014* carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

1. Evaluator holistically reviews evidence collected through observations, interactions and reviews of practice (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 12 indicators.
2. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
3. Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

Each step is illustrated below:

1. Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator level ratings for each of the 12 indicators.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year’s observations and reviews of practice. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:

- **Consistency:** What levels of performance have I seen relatively uniform, homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher’s performance in this area?
- **Trends:** Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?
- **Significance:** Are some data more valid than others? (Do I have notes or ratings from “meatier” lessons or interactions where I was able to better assess this aspect of performance?)

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

Domain 1	Indicator Level Rating	Evaluator’s Score
1a	<i>Approaching Standard</i>	2
1b	<i>Approaching Standard</i>	2
1c	<i>Exceeding Standard</i>	4
Average Score		2

2. Evaluator averages indicators with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Domain-Level Score
1	2.7
2	2.6
3	3.0
4	2.8

3. The evaluator averages domain level scores to calculate an overall observation of

Teacher Performance and Practice rating of 1.0-4.0.

Domain	Score
1	2.7
2	2.6
3	3.0
4	2.8
Average Score	2.8

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

The summative Teacher Performance and Practice component rating and the domain/indicator level ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss formative progress related to the Teacher Performance and Practice rating.

Component #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators category of the Berlin Educator Evaluation and Development Plan.

The process for determining the parent feedback rating includes the following steps:

1. The school conducts a whole-school parent survey (meaning data is aggregated at the school level);
2. Administrators and teachers determine several school-level parent goals based on the survey feedback;
3. The teacher and evaluator identify **one** related parent engagement goal and set improvement targets;
4. Evaluator and teacher measure progress on growth targets; and
5. Evaluator determines a teacher's summative rating, based on four performance levels.

Administration of a Whole-School Parent Survey

Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

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

Determining School-Level Parent Goals

Evaluators and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement can be reached on two to three improvement goals for the entire school.

Selecting a Parent Engagement Goal and Improvement Targets

After the school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators one related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc. See the sample state model survey for additional questions that can be used to inspire goals.

The goal should be written in SMART language format and must include specific improvement targets. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or *developing* a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned, ambitious and attainable.

Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback component. There are two ways teachers can measure and demonstrate progress on their growth targets. Teachers can:

4. Measure how successfully they implement a strategy to address an area of need (like the examples in the previous section); and/or
5. They can collect evidence directly from parents to measure parent-level indicators they generate.

For example, teachers can conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets. This is accomplished through a review of evidence provided by the teacher and application of the following scale:

Exceeding (4)	Meeting (3)	Approaching (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

STUDENT OUTCOMES RELATED INDICATORS

Student Outcomes Related Indicators capture a teacher's impact on student learning and comprise half of the teacher's final summative rating. The inclusion of student outcomes indicators acknowledges that teachers are committed to the learning and growth of their students and carefully consider what knowledge, skills and talents they are responsible for developing in their students each year. As a part of the evaluation and support process, teachers document their goals of student learning and anchor them in data.

Two components comprise this category:

- Student Growth and Development, which counts for 45%; and
- Whole-School Student Learning which counts for 5% of the total evaluation rating.

These components will be described in detail below.

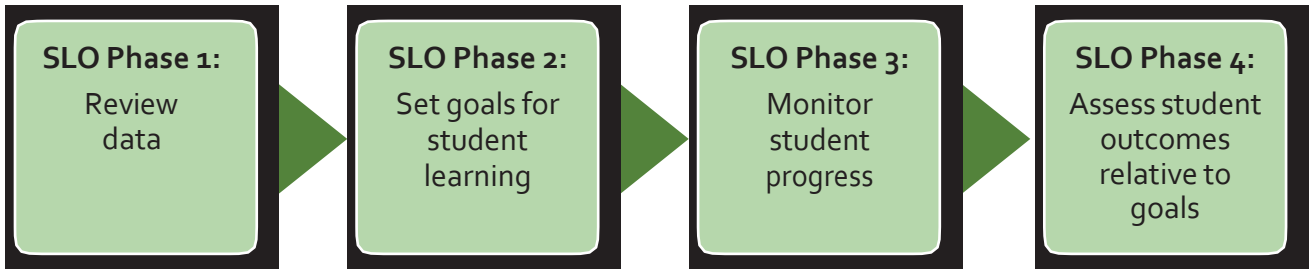
Component #3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation and support purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Connecticut, like many other states and localities around the nation, has selected a goal-setting process grounded in Student Learning Objectives (SLOs) as the approach for measuring student growth during the school year.

SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student mastery or progress. Research has found that educators who set high-quality SLOs often realize greater improvement in student performance.

The SLO process, as outlined within the Berlin Educator Evaluation and Development Plan model, will support teachers in using a planning cycle that will be familiar to most educators:



Developing SLOs is a process rather than a single event. The purpose is to craft SLOs that serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. While this process should feel generally familiar, the Berlin Educator Evaluation and Development Plan model asks teachers to set more specific and measureable targets than they may have done in the past. Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator. The four phases of the SLO process are described in detail below:

PHASE 1: Review the Data

This first phase is the discovery phase which begins with reviewing district initiatives and key priorities, school/district improvement plans, and the building administrator's goals. Once teachers know their class rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

Examples of Data Review

A teacher may use but is not limited to the following data in developing an SLO:

- a) Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
- b) Student scores on previous state standardized assessments
- c) Results from other standardized and non-standardized assessments
- d) Report cards from previous years
- e) Results from diagnostic assessments
- f) Artifacts from previous learning
- g) Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
- h) Conferences with students' families

- i) Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
- j) Data related to English Language Learner (ELL) students and gifted students
- k) Attendance records
- l) Information about families, community and other local contexts

It is important that the teacher understands both the individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

PHASE 2: Set Two SLOs

Based on a review of district and building data, teachers will develop two SLOs that address identified needs. One SLO will be an individual SLO and the second will be a specific grade level, department or Team SLO. A form for the development of SLOs can be found on the SEED website and Appendix E. To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The SLOs are broad goal statements for student learning and expected student improvement. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. At least one SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate. Each SLO statement should reflect high expectations for student learning at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., Common Core State Standards) or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might aim for content mastery or else it might aim for skill development.

SLO broad goal statements can unify teachers within a grade level or department while encouraging collaborative work across multiple disciplines. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.

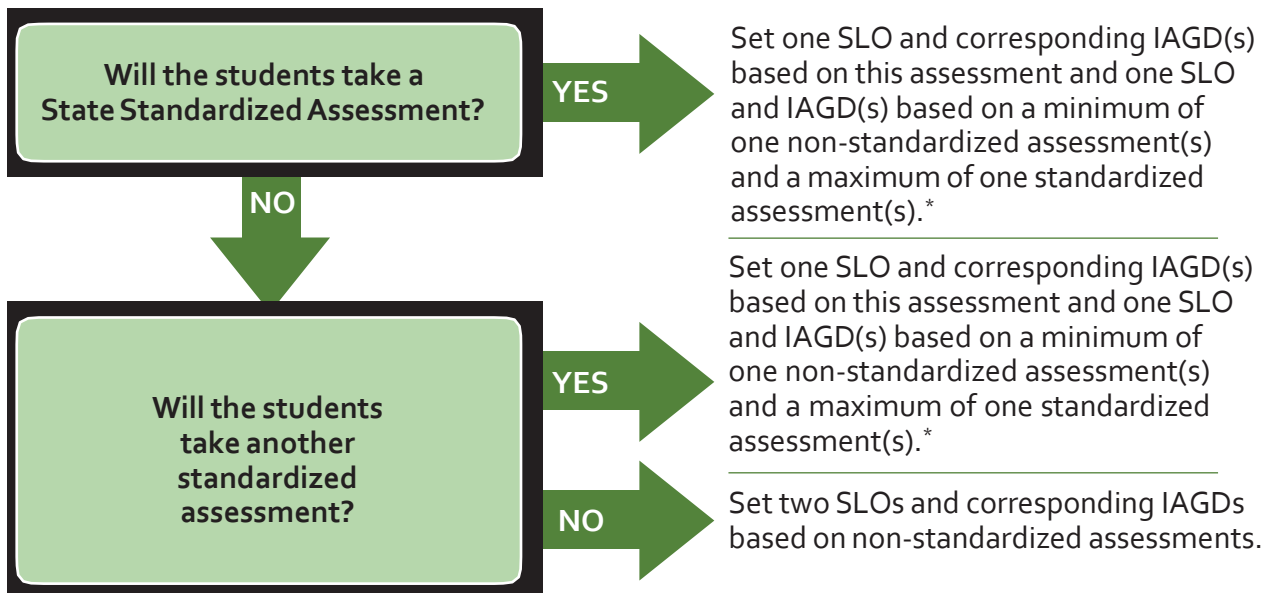
³ Connecticut's Guidelines for Educator Evaluation state that each teacher, through mutual agreement with his/her evaluator, will select 1 but no more than 4 goals/objectives for student growth. The BERLIN EDUCATOR EVALUATION AND DEVELOPMENT PLAN model requires two SLOs for every teacher in each academic year.

The following are examples of SLOs based on student data:

Grade/Subject	Student Learning Objective
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.
11th Grade Algebra II	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.
9th Grade English/ Language Arts	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An Indicator of Academic Growth and Development (IAGD) is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. Each SLO must include at least one IAGD but may include multiple, differentiated IAGDs where appropriate. Teachers whose students take a standardized assessment will create one SLO with an IAGD(s) using that assessment and one SLO with an IAGD(s) based on a minimum of one non-standardized measure and a maximum of one additional standardized measure. All other teachers will develop their two SLOs with IAGDs based on non-standardized measures. Use the following flow chart to determine appropriate IAGDs.



One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement subject to the local dispute-resolution process of the Guidelines for Educator Evaluation, an additional non-standardized indicator (*see Appendix 2*).

For the other half (22.5%) of the indicators of academic growth and development, there may be:

- a maximum of one additional standardized indicator, if there is mutual agreement and;
- a minimum of one non-standardized indicator

PLEASE NOTE: Connecticut is awaiting USED approval for a request for flexibility regarding the use of state test data in teacher evaluation for the 2014-2015 academic year.

In the calculation to determine the summative student growth and development rating, the SLOs are weighted equally, each representing 22.5% of the final summative rating.

The Berlin Educator Evaluation and Development Plan model uses a specific definition of “standardized assessment.” As stated in the Connecticut Guidelines for Educator Evaluation, a standardized assessment is characterized by the following attributes:

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

IAGDs should be written in SMART goal language:

S	=	Specific and Strategic
M	=	Measurable
A	=	Aligned and Attainable
R	=	Results-Oriented
T	=	Time-Bound

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear:

1. **What evidence/measure of progress will be examined;**
2. **What level of performance is targeted; and**
3. **What proportion of students is projected to achieve the targeted performance level.**

IAGDs can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population(s) of students.

IAGDs are unique to the teacher’s particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their SLOs, but it is unlikely they would have identical targets established for student performance. For example, all 2nd grade teachers in a district might set the same SLO and use the same reading assessment (measure of progress) to measure their SLOs, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels.

Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. The following are some examples of IAGDs that might be applied to the previous SLO examples:

Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	<p>By May 15:</p> <ul style="list-style-type: none"> ▪ Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better ▪ Students who scored a 2-4 will score 8 or better. ▪ Students who scored 5-6 will score 9 or better. ▪ Students who scored 7 will score 10 or better <p><i>*This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.</i></p>
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	<p>By May 30:</p> <ul style="list-style-type: none"> ▪ 90%-100% of all students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) on the digital literacy assessment rubric. <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
11th Grade Algebra 2	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	<p>By May 15:</p> <ul style="list-style-type: none"> ▪ 80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark. <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
9th Grade ELA	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	<p>By June 1:</p> <ul style="list-style-type: none"> ▪ 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. ▪ 40 students who score 30-49 will increase by 15 points. ▪ 10 students who scored 0-29 will increase by 10 points. <p><i>*This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.</i></p>
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	<p>By June:</p> <p>IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear.</p> <p>IAGD #2: Students will read instructional level text with 95% or better accuracy on the DRA.</p> <ul style="list-style-type: none"> ▪ Grade 1- Expected outcome- Level 14-16 ▪ Grade 2- Expected outcome- Level 22-24 <p><i>*These are two IAGDs using two assessments/measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups.</i></p>

Step 3: Provide Additional Information

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

- Baseline data used to determine SLOs and set IAGDs;
- Selected student population supported by data;
- Learning content aligned to specific, relevant standards;
- Interval of instruction for the SLO;
- Assessments/measures of progress teacher plans to use to gauge students' progress;
- Instructional strategies;
- Any important technical information about the indicator evidence (like timing or scoring plans); and
- Professional learning/supports needed to achieve the SLOs.

Step 4: Submit SLOs to Evaluator for Review

SLOs are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:

- Baseline – Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments/Measures of Progress
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

An SLO Development Guide is provided for districts to use in this process. The evaluator may provide written comments and discuss the feedback with the teacher during the Goal-Setting Conference.

PHASE 3: Monitor Students Progress

Once SLOs are finalized, teachers should monitor students' progress towards the objectives. Teachers can, for example, examine student work; administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards SLOs/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year.

If a teacher’s assignment changes, or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

PHASE 4: Assess Student Outcomes Relative to SLOs

At the end of the school year, the teacher should collect the evidence required by their IAGDs, upload artifacts to the data management software system, where available and appropriate, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each IAGD.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that learning going forward.

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

Exceeding (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s), but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

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

The final student growth and development rating for a teacher is the average of their two SLO scores. For example, if one SLO was “Partially Met,” for a rating of 2, and the other SLO was “Met,” for a rating of 3, the Student Growth and Development rating would be 2.5 $[(2+3)/2]$. The individual SLO ratings and the Student Growth and Development rating will be shared and discussed with teachers during the End-of-Year Conference.

	Averaged Domain-Level Score
SLO 1	2
SLO 2	3
Student Growth and Development Rating	2.5

PLEASE NOTE: For SLOs that include an indicator(s) based on state standardized assessments, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state assessments are the basis for all indicators and no other evidence is available to score the SLO, then the teacher’s student growth and development rating will be based only on the results of the second SLO. However, once the state assessment data is available, the evaluator should score or rescore the SLO, then determine if the new score changes the teacher’s final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15. See *Summative Teacher Evaluation Scoring* (page 37) for details.

Component #4: Whole-School Student Learning Indicator (5%)

Option 1: Whole-School Student Learning Indicator

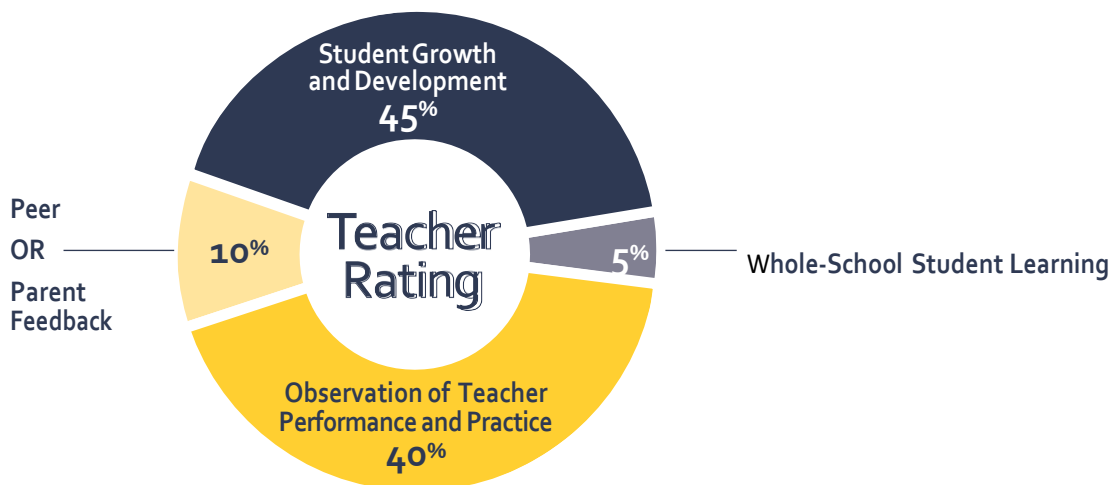
For districts that include the whole-school student learning indicator in teacher evaluations, a teacher’s indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator’s evaluation rating. For most schools, this will be based on the school performance index (SPI) and the administrator’s progress on SLO targets, which correlates to the Student Learning rating on an administrator’s evaluation (equal to the 45% component of the administrator’s final rating).

PLEASE NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50% and the whole-school student learning indicator will be weighted 0 (see *Summative Teacher Evaluation Scoring*). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than **September 15**.

SUMMATIVE TEACHER EVALUATION SCORING

Summative Scoring

The individual summative teacher evaluation rating will be based on the four components, grouped in two major categories: Student Outcomes Related Indicators and Teacher Practice Related Indicators.



Every educator will receive one of four performance* ratings:

Exceeding – Substantially exceeding indicators of performance

Meeting – Meeting indicators of performance

Approaching – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

** The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence.*

The rating will be determined using the following steps:

1. Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score (40%) and the parent feedback score (10%)
2. Calculate a Student Outcomes Related Indicators score by combining the student growth and development score (45%) and whole-school student learning indicator (5%).
3. Use the Summative Matrix to determine the Summative Rating

Each step is illustrated below:

1. Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
Total Teacher Practice Related Indicators Points			142

Rating Table

Teacher Practice Related Indicators Points	Teacher Practice Related Indicators Rating
50-80	Below Standard
81-126	Approaching
127-174	Meeting
175-200	Exceeding

1. Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicators or student feedback score.

The student growth and development component counts for 45% of the total rating and the whole-school student learning indicators or student feedback component counts for 5% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	157.5
Whole School Student Learning Indicator	3	5	15
Total Student Outcomes Related Indicators Points			172.5 → 173

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Approaching
127-174	Meeting
175-200	Exceeding

2. Use the Summative Matrix to determine the Summative Rating

Using the ratings determined for each major category: Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *meeting* and the Student Outcomes Related Indicators rating is *meeting*. The summative rating is therefore *meeting*. If the two major categories are highly discrepant (e.g., a rating of *exceeding* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Teacher Practice Related Indicators Rating			
		4	3	2	1
Student Outcomes Related Indicators Rating	4	Rate Exceeding	Rate Exceeding	Rate Meeting	<i>Gather further information</i>
	3	Rate Exceeding	Rate Meeting	Rate Meeting	Rate Approaching
	2	Rate Meeting	Rate Meeting	Rate Approaching	Rate Approaching
	1	<i>Gather further information</i>	Rate Approaching	Rate Approaching	Rate Below Standard

Adjustment of Summative Rating

Summative ratings must be provided for all teachers by **June 30**, of a given school year and reported to the CSDE per state guidelines. Should state standardized test data not yet be available at the time of calculating a summative rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator should recalculate the teacher’s summative rating when the data is available and submit the adjusted rating no later than **September 15**. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Berlin Public Schools shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one.

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *meeting standard* ratings, one of which must be earned in the fourth year of a novice teacher’s career. A *below standard* rating shall only be permitted in the first year of a novice teacher’s career, assuming a pattern of growth of *approaching standard* in year two and two sequential *meeting standard* ratings in years three and four. Superintendents shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

A tenured educator shall generally be deemed ineffective if said educator receives at least two sequential *approaching* ratings or one *below standard* rating at any time.

Dispute-Resolution Process

The local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). The superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit. 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.

CORE Requirements for the Evaluation of Student and Educator Support Specialists

As provided in Sec.10-151b of the 2012 Supplement (C.G.S.) as amended by P.A. 13-245, “The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist,” in accordance with the requirements of this section. Local or regional boards of education shall develop and implement Student and Educator Support Specialist evaluation programs consistent with these requirements.

Flexibility from Core Requirements for the Evaluation of Teachers

1. Student and Educator Support Specialists (SESS) shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of IAGDs, feedback and observation.
2. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:
 - a. Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGDs shall include the following steps:
 - i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
 - ii. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.

- iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).
 - iv. The educator and evaluator will identify the learning standard to measure: the assessment/measure of progress, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.
- b. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.
 - c. When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback mechanisms for students, parents and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.

An adapted version of the *CCT Rubric for Effective Teaching* for use with some SESS educators is located in Appendix A. This rubric is most appropriate for:

- **School Psychologists;**
- **Speech and Language Pathologists;**
- **Comprehensive School Counselors ;**
and
- **School Social Workers.**

While these disciplines have agreed that the SESS/CCT adapted rubric would more appropriately assist an evaluator in examining their practice, a validation study of the SESS/CCT adapted rubric will begin in the summer of 2014 to explore its use moving forward. The SESS/CCT adapted rubric has been made available as a resource for use by Connecticut school districts. Although **not required** for use within the Berlin Educator Evaluation and Development Plan model, the alignment of the SESS adapted rubric to the *CCT Rubric for Effective Teaching 2014* will benefit evaluators as they conduct observations of performance and practice across all content areas.

Appendix A:

The CCT Rubric for Effective Teaching, Student and Educator Support Specialists (SESS)

The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014



CONNECTICUT STATE DEPARTMENT OF EDUCATION

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



The Common Core of Teaching (CCT) Instrument will be used to evaluate Student and Educator Support Specialists' (SESS) performance and practice as required in the Connecticut Guidelines for Educator Evaluation and the System for Educator Evaluation and Development (SEED). The CCT Instrument will be used to determine 40% of an educator's summative rating.

Each SESS shall be observed at a minimum as stated in the Connecticut Guidelines for Educator Evaluation. All observations should be followed by feedback, either verbal (e.g., a post-conference, comments about professional meetings/presentations, etc.) or written (e.g., via email, comprehensive write-up, etc.) or both, within days of an observation. Specific actionable feedback is also used to identify SESS' development needs and tailor support to those needs. Further guidance is provided in the Connecticut Guidelines for Educator Evaluation or in the SEED state model www.connecticutseed.org.

The CCT Instrument will be used by trained and proficient evaluators to observe an SESS, including the following processes:

- A. Pre-Conference: Before each observation, the evaluator will review planning documentation and other relevant and supporting artifacts provided by the SESS in order to understand the context for instruction, including but not limited to, the learning objectives, curricular standards alignment, differentiation of instruction for particular student(s), assessments used before or during instruction, resources and materials.
- B. Observation: The observation of practice may include formal or informal in-class observation, non-classroom observations or reviews of practice.
- C. Post-Conference: The post-observation conference gives the SESS the opportunity to reflect on and discuss the lesson/practice observed, progress of student(s), adjustments made during the lesson, further supporting artifacts as well as describe the impact on future instruction and student learning.
- D. Analysis: The evaluator analyzes the observation and other documentation for either formal or informal observations or reviews of practice and records the information as necessary and identifies the applicable performance descriptors contained in the CCT Rubric.
- E. Ratings: Based on the training guidelines and decision rules for the CCT Instrument, the evaluator will provide domain level ratings and an overall rating.

The CCT Rubric was developed with input from a team of regional educational service center (RESA) instructional experts, practitioners, and a team of CSDE assessment experts. It is based on the CCT competencies adopted by the State Board of Education in February 2010. The rubric focuses upon Domain 2 through Domain 6 of the original CCT competencies. Domain 1, Content and Essential Skills, which includes the Common Core State Standards (CCSS) and/or state and national content standards is intended for demonstration at the pre-service level, as a pre-requisite to certification, but is also reflected and embedded in this rubric in the planning, service delivery, assessment and professional responsibilities domains. Because teaching is a complex, integrated activity, to develop this rubric, the domain indicators from the original CCT have been consolidated or reorganized for purposes of describing essential and critical aspects of a specialist's performance. The CCT rubric represents the criteria in which evaluators will be trained to describe the level of performance observed.

NOTE: Accurate and reliable evaluation of these competencies and indicators can only be achieved through careful, rigorous training and demonstrated proficiency that build upon the experience base and professional judgment of the educators who use this instrument. The CCT Rubric should never be used without the grounding provided by experience and training. As part of the training, evaluators will be provided sample performances and artifacts, and decision rules to guide their ratings. The CCT Instrument is not a checklist with predetermined points. Rather it is a tool that is combined with training to ensure consistency and reliability of the evaluation decisions.



CONNECTICUT STATE DEPARTMENT OF EDUCATION

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



The CSDE will conduct pilot and validation studies of the CCT Instrument during the 2013-14 school year and thereafter to ensure technical sufficiency and legal defensibility. Data from these studies will inform further revision to the CCT Instrument and training of evaluators.

This version of the CCT Rubric was adapted for use with Student and Educator Support Specialists (SESS). Student and Educator Support Specialists are those individuals who by the nature of their job descriptions do not have traditional classrooms, but serve a “caseload” of students, staff or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students. Some disciplines that fall into this category such as library media specialists or curriculum consultants may find the original rubric most appropriate, while others such as school psychologists, school counselors, speech pathologists and social workers may find this adapted version more suitable. For additional information on evaluation of SESS, guidance documents are available to assist SESS and their evaluators in determining how to customize the SEED evaluation process to best reflect and measure their performance given their unique roles and responsibilities.

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CCT DOMAIN 2: Student Educator Support Specialists: Environment, Student Engagement and Commitment to Learning

Service Providers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.a. Promoting a positive climate that is responsive, respectful, and equitable</p> <p>Attributes</p> <ul style="list-style-type: none"> • Rapport and positive interactions • Respectful of student(s), staff and families' diversity 	<ul style="list-style-type: none"> • Limited evidence of rapport with student(s), staff and families • Demonstrating some disrespectful interactions with student(s), staff and families or lack of sensitivity to diversity of student(s), staff and families 	<ul style="list-style-type: none"> • Establishing rapport and positive interaction with some, but not all students, staff and families • Demonstrating respectful interactions with student(s), staff and families, but does not reinforce respect for diversity among students, staff and families 	<ul style="list-style-type: none"> • Building positive rapport and trusting, supportive relationships with student(s), staff and families • Interacting with student(s), staff and families respectfully and creating a climate that is sensitive to cultural, developmental and learning differences 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Involving student(s), staff and families in promoting a respectful learning environment • Celebrating student(s)', staff and family differences and diversity and promoting expectations that they are respectful of one another

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.b. Promoting student engagement and shared responsibility for learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Student engagement/ re-engagement • Shared responsibility for positive student interaction 	<ul style="list-style-type: none"> • Some students are consistently not engaged and few attempts are made to re-engage them • Creating a learning environment in which student(s) are reluctant to take intellectual risks or interact with staff and other student(s) 	<ul style="list-style-type: none"> • Demonstrating developing strategies to engage and re-engage student(s) • Creating a safe learning environment in which student(s) take some intellectual risks and/or interact positively with each other 	<ul style="list-style-type: none"> • Demonstrating effective strategies to engage and re-engage student(s) • Creating a safe learning environment in which student(s) are willing to take intellectual risks, interact positively with each other and share responsibility for learning 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Student(s) contribute to a positive learning environment and independently interact with one another

CCT DOMAIN 2: Student and Educator Support Specialists: Environment, Student Engagement and Commitment to Learning

Service Providers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.c. Promoting appropriate standards of behavior</p> <p>Attributes</p> <ul style="list-style-type: none"> Communicates and reinforces appropriate standards of behavior Promotes social competence and responsible behavior 	<ul style="list-style-type: none"> Providing limited or inconsistent communication and/or enforcement of rules, consequences and expectations resulting in interference with student learning Providing ineffective opportunities for student(s) to develop social skills and responsible behavior 	<ul style="list-style-type: none"> Communicating high standards of behavior but enforcement is inconsistent, resulting in some interference in student learning Promoting social competence with some effectiveness in building student's capacity to self-regulate and take responsibility for their actions 	<ul style="list-style-type: none"> Communicating and reinforcing high standards of behavior for all students resulting in little interference with student learning Promoting and positively reinforcing social competence by explicitly teaching and modeling social skills, building student(s)' capacity to self-regulate and take responsibility for their actions 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> Student(s) independently use proactive strategies and social skills and take responsibility for their actions

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.d. Promoting efficient routines and transitions to maximize service delivery</p> <p>Attributes</p> <ul style="list-style-type: none"> Service delivery time spent on routines and transitions appropriate to the purpose and the needs of the students 	<ul style="list-style-type: none"> Loss of significant service delivery due to ineffective management of routines, transitions, and accessing resources and materials. 	<ul style="list-style-type: none"> Losing some service delivery time by ineffectively managing routines, transitions or accessing resources or materials 	<ul style="list-style-type: none"> Maximizing service delivery time by using creative solutions to manage routines, transitions and organizing resources and materials to meet the needs of students 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> Students independently facilitate and engage in routines and transitions

CCT DOMAIN 3: Student and Educator Support Specialists: Planning for Active Learning

Service Providers plan intervention in order to engage student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3.a. Planning service delivery is aligned with standards, builds on students’ prior knowledge and provides for appropriate level of challenge</p> <p>Attributes</p> <ul style="list-style-type: none"> • Service delivery is aligned with coherent progression • Service delivery is aligned with present level of knowledge and skill • Differentiation based on student’s learning needs 	<ul style="list-style-type: none"> • Planning service delivery content that lacks alignment with performances or developmental expectations or standards • Use of student data is insufficient to identify prior knowledge to plan service delivery or differentiate for student(s)’ needs • Planning service delivery that is often at an inappropriate level of challenge for student(s) 	<ul style="list-style-type: none"> • Planning service delivery that is aligned with student need, but sometimes lacks coherent sequencing or connections to developmental expectations or standards • Using some assessment data to develop a general understanding of students’ level of knowledge and skill to guide planning • Planning intervention that is at an appropriate level of challenge and depth based on student(s)’ prior developmental expectation or standards 	<ul style="list-style-type: none"> • Planning service delivery that has a coherent progression and alignment with student developmental expectations or standards, connecting and integrating performance and participation • Using multiple sources of assessment data to develop a clear, detailed understanding of students’ level of knowledge and skill to guide planning • Planning service delivery that is at an appropriate level of challenge, depth, and relevant to student(s)’ developmental expectations or standards 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Planning anticipates content misconceptions, ambiguity, misunderstandings or challenges and considers multiple ways of how to address these in advance • Engaging students in identifying their own learning needs and advocating for supports
INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3.b. Planning assessment and prevention/intervention strategies to actively engage student(s)</p> <p>Attributes</p> <ul style="list-style-type: none"> • Prevention/intervention strategies, tasks and questions • Resources, technology and flexible groupings 	<ul style="list-style-type: none"> • Selecting and designing strategies, tasks and questions that focus on low cognitive demand or recall of information providing students with an inappropriate level of challenge and few opportunities for problem-solving or critical thinking • Selecting or designing resources, technology and groupings that insufficiently support the needs of students • Selecting or designing resources, technology and groupings that insufficiently support access to and attainment of learning outcomes 	<ul style="list-style-type: none"> • Selecting and designing instructional strategies, tasks and questions that build on prior knowledge and skills and provide students with some opportunities for problem-solving and critical thinking at an appropriate level of challenge • Selecting or designing resources, technology and groupings to generally support access to and attainment of learning outcomes • Resources, technology and flexible groupings are used to enable access and attainment of student outcomes 	<ul style="list-style-type: none"> • Selecting and designing instructional strategies, tasks and questions that build to higher order, knowledge and skills and lead to problem-solving, critical thinking, discourse or inquiry at an appropriate level of challenge • Selecting or designing resources, technology and groupings to consistently support access to and attainment of learning outcomes and their application within and beyond the classroom • Resources, technology and flexible groupings are used to enable access and learning outcomes in and out of the setting 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Selecting and designing resources that extend learning opportunities beyond the classroom or school and provides for opportunities for interdisciplinary, real world, career or global connections

CCT DOMAIN 3: Student and Educator Support Specialists: Planning for Active Learning

Service Providers plan intervention in order to engage student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3.c. Selecting appropriate assessment and prevention/ intervention strategies to monitor ongoing student(s) progress</p> <p>Attributes</p> <ul style="list-style-type: none"> ● Formative assessment strategies aligned to developmental expectations or standards to monitor student progress 	<ul style="list-style-type: none"> ● Selecting or designing assessment strategies that insufficiently measure progress towards or attainment of learning outcomes 	<ul style="list-style-type: none"> ● Selecting or designing assessment strategies that at times do not measure progress towards or attainment of the learning outcomes 	<ul style="list-style-type: none"> ● Selecting or designing assessments strategies that are aligned with instruction and measure progress towards and contribute to attainment of the learning outcomes 	<ul style="list-style-type: none"> ● Selecting and designing performance assessments that enable student(s) to generalize learning to new contexts

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CCT DOMAIN 4: Student and Educator Support Specialists: Service Delivery

Service Providers implement intervention to support student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>4.a. Delivery of services</p> <p>Attributes:</p> <ul style="list-style-type: none"> ● Service delivery is aligned with developmental expectations or standards ● Prevention/intervention activities are aligned with instructional objectives 	<ul style="list-style-type: none"> ● Implementing developmental expectations or standards that are ineffective based on limited clarity or connections to the instructional objectives ● Implementing prevention/intervention instructional content that lacks alignment with instructional objective or lacks coherent sequence of skills, or concepts ● Implementing prevention/intervention that is routinely at an inappropriate level of challenge 	<ul style="list-style-type: none"> ● Implementing developmental expectations or standards which sometimes lacks clarity or connection with the broader instructional objectives ● Implementing prevention/intervention instructional content that is aligned with instructional objective, but lacks a coherent progression of knowledge, skills or concepts ● Implementing prevention/intervention aligned with student developmental expectations or standards, but at an inappropriate level of challenge and depth for some student(s) 	<ul style="list-style-type: none"> ● Providing the developmental expectations or standards clearly within the broader learning context/curriculum ● Implementing prevention/intervention instructional content that has a coherent progression aligned with the developmental expectations or standards ● Implementing prevention/intervention at an appropriate level of challenge, depth and relevant to student(s) developmental expectations and standards and assists student(s) with accessing or understanding the content 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> ● Student(s) can explain how the learning is situated within a broader learning context/curriculum

CCT DOMAIN 4: Student and Educator Support Specialists: Service Delivery

Service Providers implement intervention to support student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>4.b. Leading students to construct new learning through use of prevention/intervention strategies</p> <p>Attributes:</p> <ul style="list-style-type: none"> • Strategies, tasks, questions, discourse and inquiry • Resources, technology and groupings • Level of challenge • Varying service provider and student roles 	<ul style="list-style-type: none"> • Engaging students in strategies, tasks and questions that focus on low cognitive demand or recall of information • Using resources, technology and groupings insufficiently to support student engagement with the tasks and questions • Using an inappropriate balance of support and challenge • Varying of student and service provider roles provides some opportunities for students to work together 	<ul style="list-style-type: none"> • Engaging students in strategies, tasks and questions which lead them to build some problem-solving and critical thinking skills • Using resources, technology and groupings that support student collaboration and engagement with tasks and questions • Using a balance of support and challenge to help some students advance their learning • Varying the student and service provider roles allows for opportunities for students to work together to solve problems 	<ul style="list-style-type: none"> • Engaging students in purposeful strategies, tasks and questions which lead them to problem-solving, critical thinking, addressing misconceptions and discourse or inquiry and at times involve students in developing their own questions and problem-solving strategies • Using resources, technology and groupings that support student collaboration and engagement with tasks and questions and maximizes construction or use of learning in multiple ways • Using a balance of support and challenge to help students advance their learning • Varying the student and service provider roles provides multiple ways for students to direct their learning, solve problems and build independence 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Students develop their own questions and problem-solving strategies that lead to purposeful discourse, building independence and interdependence • Promoting student ownership, self-direction and choice while achieving the lesson purpose • Promoting opportunities for interdisciplinary, real world, career or global connections

CCT DOMAIN 4: Student and Educator Support Specialists: Service Delivery

Service Providers implement intervention to support student(s) in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>4.c. Monitoring student learning, providing feedback to students and adjusting service delivery</p> <p>Attributes</p> <ul style="list-style-type: none"> • Monitoring student understanding during service delivery • Feedback to students • Adjustment of service delivery 	<ul style="list-style-type: none"> • Monitoring is not evident • Providing feedback that may be limited, frequently does not help students improve skills, lacks specificity or is inaccurate • Adjusting service delivery that is frequently not based on effective monitoring of students' improvement of skills 	<ul style="list-style-type: none"> • Monitoring student achievement of the lesson purpose/objective but is sometimes inconsistent or incomplete • Providing feedback that may lack specificity but is accurate and helps some students improve their skills • Adjusting service delivery during and between lessons that focuses primarily on providing more time or re-teaching of content or process 	<ul style="list-style-type: none"> • Monitoring progress of individual and groups of students in order to evaluate the achievement of the lesson purpose/objective • Providing feedback that is accurate, specific and helps students advance their skills • Adjusting service delivery strategies or assessments during and between lessons that is targeted to group and/or individual needs 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Student(s) independently monitor and self-assess or assess peers and help themselves or their peers to improve their learning • Feedback challenges students to extend their learning and thinking

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CCT DOMAIN 5: Student and Educator Support Specialists: Assessment for Service Delivery

Service Providers use multiple measures and strategies to analyze student performance and to inform subsequent planning and intervention by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>5.a. Formative and summative assessment for learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Formative and summative assessment strategies aligned with developmental expectations and standards • Connections between assessment results and service delivery 	<ul style="list-style-type: none"> • Using formative and summative assessments that are frequently misaligned between measurement of student(s)' skills and concepts or developmental expectations or standards • Insufficiently using assessment results aligned to developmental expectations or standards to inform planning and service delivery 	<ul style="list-style-type: none"> • Using formative and summative assessment strategies to measure student(s)' skills and concepts or developmental expectations or standards • Beginning to make connections between assessment results to inform planning and service delivery 	<ul style="list-style-type: none"> • Using a variety of formative and summative assessments and strategies to provide multiple measures of student(s)' skills and concepts or developmental expectations or standards • Making connections between assessment results to inform planning and service delivery 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Modifying assessments to meet the needs of students and value the diversity of ways in which they learn
INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>5.b. Assessment criteria and feedback to improve student performance and responsibility for learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Assessment criteria • Student use of assessment criteria • Summative or cumulative feedback for learning 	<ul style="list-style-type: none"> • Developing assessment criteria that lacks sufficient clarity or descriptiveness or may not be effectively communicated to student(s) • Providing insufficient opportunity for student(s) to use assessment criteria for self-assessment or to take responsibility for learning • Providing feedback on summative or cumulative progress that is not individualized or descriptive 	<ul style="list-style-type: none"> • Developing and using prevention/intervention and behavioral assessment criteria that are generally clear and descriptive, aligned with outcomes but may not be consistently communicated or discussed with student(s) prior to assignments/assessments • Providing some opportunities for student(s) to use assessment criteria for self and peers and to assume responsibility for own learning • Providing individualized feedback on summative and cumulative progress that may be general and/or overly focused on errors with some guidance toward intervention goals 	<ul style="list-style-type: none"> • Developing and using prevention/intervention and behavioral assessment criteria that are clear, descriptive, aligned with outcomes and communicated and discussed with student(s) prior to assignments or assessments • Providing frequent opportunities for students to apply criteria to self-assess work and assume responsibility for their own learning • Providing individualized and descriptive feedback on summative and cumulative progress that guides students towards intervention 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Involving student(s) in developing assessment criteria • Student(s) provide rationale for self-assessment results • Students analyze their own results and progress toward achieving learning goals

CCT DOMAIN 5: Student and Educator Support Specialists: Assessment for Service Delivery

Service Providers use multiple measures and strategies to analyze student performance and to inform subsequent planning and intervention by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>5.c. Comprehensive data analysis, interpretation and communication</p> <p>Attributes</p> <ul style="list-style-type: none"> • Comprehensive data to understand student achievement at a particular point in time and over time • Collaborate, analyze, interpret and communicate data/results 	<ul style="list-style-type: none"> • Insufficiently collecting student prevention/intervention or behavioral data/results to develop an understanding of students' progress • Insufficiently communicating or collaborating with colleagues to review, analyze and interpret assessment data to monitor and adjust prevention/intervention or behavioral instruction 	<ul style="list-style-type: none"> • Collecting some student prevention/intervention behavioral, social emotional or other data/results to develop an understanding of students' progress • Communicating and collaborating with colleagues to review, analyze and interpret assessment data to monitor and adjust prevention/intervention or behavioral instruction predominantly through organized structures or processes and not as needs arise 	<ul style="list-style-type: none"> • Collecting comprehensive student prevention/intervention, behavioral, social emotional or other data/results to develop an understanding of students' progress • Communicating and collaborating with colleagues on an ongoing basis to review, analyze and interpret assessment data to monitor and adjust prevention/intervention or behavioral instruction 	<p>NOTE: no exemplary performance descriptor is provided for this indicator</p>

CCT DOMAIN 6: Student and Educator Support Specialists: Professional Responsibility and Leadership

Service Providers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>6.a. Engaging in continuous professional growth to impact services and student progress</p> <p>Attributes</p> <ul style="list-style-type: none"> • Reflection and self-evaluation to analyze practice and impact on student learning • Response to feedback • Learning opportunities to enhance skills and student learning 	<ul style="list-style-type: none"> • Reflecting or self-evaluating is insufficient for analyzing practice and impact on student learning • Responding negatively or reluctantly to supervisor or peer feedback and recommendations for improving practice • Participating in required professional learning that is limited to attendance at required sessions or opportunities 	<ul style="list-style-type: none"> • Reflecting on and self-evaluating practice and student learning but lacks depth of analysis • Responding constructively to supervisor or peer feedback and recommendations for professional growth • Participating in school-based professional learning but initiating few opportunities to strengthen skills and student learning or apply new learning to practice 	<ul style="list-style-type: none"> • Reflecting and self-evaluating demonstrates depth of analysis and direct impact on practice and student learning • Responding constructively to supervisor or peer feedback and proactively discussing areas for growth, professional learning and collaboration • Taking responsibility for own professional learning and actively initiating and participating in opportunities within and beyond the school to strengthen skills for student learning and apply new learning 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Collaborates with colleagues to reflect upon, analyze and improve individual practices to address learning, school and professional needs
INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>6.b. Collaborating to develop and sustain a professional learning environment to support student learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Contributing to school improvement processes • Collaboration with colleagues and administrators 	<ul style="list-style-type: none"> • Participating with colleagues and stakeholders but minimally collaborates or contributes to developing the school improvement initiatives • Collaborating with colleagues and stakeholders in limited ways or when required to plan and engage in professional learning 	<ul style="list-style-type: none"> • Participating on school or district committees and activities as required and beginning to engage in implementation of the school improvement initiatives • Collaborating with colleagues and administrators to engage in professional learning that is team-based, job embedded, sustained over time and aligned with CCSS and/or appropriate standards 	<ul style="list-style-type: none"> • Participating proactively with colleagues, stakeholders and administrators to develop school or district improvement planning, implementation, analysis and adjustment • Collaborating with colleagues and administrators to proactively plan, engage in and assist others in professional learning that is team-based, job-embedded, sustained over time and aligned with CCSS and/or other appropriate standards 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Leading and facilitating colleagues in efforts to develop school and district improvement efforts • Facilitating or coaching others in professional learning to improve practice and provide constructive feedback

CCT DOMAIN 6: Student and Educator Support Specialists: Professional Responsibility and Leadership

Service Providers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>6.c. Communicating and collaborating with colleagues, stakeholders and families to develop and sustain a positive school climate and support student learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Collaborating with colleagues, stakeholders and families to sustain positive school climate • Communicating with families • Culturally respectful communication with families and students 	<ul style="list-style-type: none"> • Collaborating insufficiently with colleagues to develop a positive school climate and reach out to families or interactions demonstrate bias and/or negativity • Communicating with families about student progress is primarily through required reports and conferences • Communicating with student(s) and families sometimes lacks respect for culture differences 	<ul style="list-style-type: none"> • Collaborating with colleagues and stakeholders to engage student(s) and families in efforts to develop and sustain a positive school climate • Communicating with families about student progress is provided through required reports and conferences and includes attempts to build relationships • Communication with student(s) and families in a generally culturally respectful manner 	<ul style="list-style-type: none"> • Collaborating with colleagues and stakeholders proactively to engage student(s) and families to develop and sustain a positive school climate • Communicating frequently and proactively with families about the learning expectations and student progress and developing positive relationships with families to promote student success • Communicating with students and families in a consistently culturally respectful manner 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Leading efforts within and outside the school to improve and strengthen the school climate • Developing unique strategies or digital and technological resources to communicate frequently with families and students • Seeking input from families and communities to support student growth and development
<p>6.d. Conducting oneself as a professional</p> <p>Attributes</p> <ul style="list-style-type: none"> • Code of professional ethics and responsibility • Standards of practice for discipline • Consistent with certification and licensure requirements 	<ul style="list-style-type: none"> <input type="checkbox"/> Service Provider actions are consistent with the commitment to student(s), the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators and standards of professional practice for the discipline. <input type="checkbox"/> Service Provider actions are not consistent with the commitment to student(s), the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators and standards of professional practice for the discipline. 			

The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014

*A Rubric for the Observation of Teacher Performance and Practice
to Help Identify the Foundational Skills and Competency Standards
that will Prepare Connecticut Students to Succeed
in College, Career and Life.*



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Introduction

Introduction to The CCT Rubric for Effective Teaching 2014

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

Training and Proficiency

Accurate and reliable evaluation of the competencies and indicators outlined with the *CCT Rubric for Effective Teaching 2014* can only be achieved through careful, rigorous training and demonstrated proficiency that build on the experience base and professional judgment of the educators who use this instrument. The *CCT Rubric for Effective Teaching 2014* should never be used without the grounding provided by experience and training. As part of the CSDE-sponsored training, evaluators will be provided sample performances and artifacts, as well as decision rules to guide their ratings. The *CCT Rubric for Effective Teaching 2014* is not a checklist with predetermined points. Rather, it is a tool that is combined with training to ensure consistency and reliability of the collection of evidence and the evaluative decisions. The *CCT Rubric for Effective Teaching 2014* represents the criteria in which evaluators will be trained to describe the level of performance observed.

Calibration

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



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Observation Process

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

Evidence can be gathered from **formal in-class observations, informal classroom observations or non-classroom observations/review of practice.** Although the *Guidelines for Educator Evaluation* do not specifically define these types of observations and districts may define them as part of their district evaluation and support plans, the state model SEED provides the following definitions:

Formal In-Class Observations: last at least 30 minutes and are followed by a post-observation conference, which includes timely written and verbal feedback.

Informal In-class Observations: last at least 10 minutes and are followed by written and/or verbal feedback.

Non-classroom Observations/Reviews of Practice: include but are not limited to: observation of data team meetings, observations of coaching/mentoring other teachers, review of lesson plans or other teaching artifacts.

The following protocol may be used for conducting a formal in-class observation that requires a pre- and post-conference:

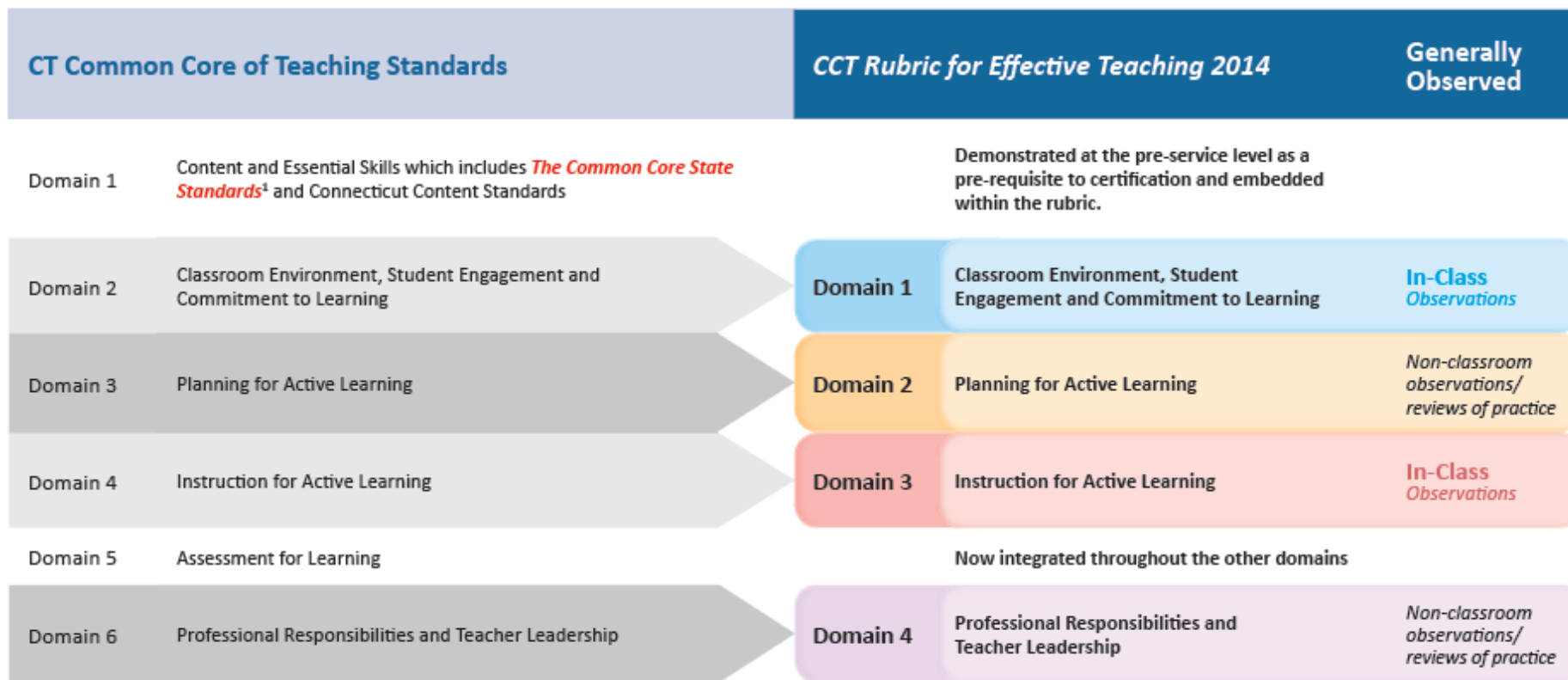
- A. Pre-Conference:** Before the observation, the evaluator will review planning documentation and other relevant and supporting artifacts provided by the teacher in order to understand the context for instruction, including but not limited to: the learning objectives, curricular standards alignment,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



Comparison of the CT Common Core of Teaching and the *CCT Rubric for Effective Teaching 2014*

The *Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* is completely aligned with the CCT. The *CCT Rubric for Effective Teaching 2014* will be used to evaluate a teacher's performance and practice, which accounts for 40 percent of a teacher's annual summative rating, as required in the Connecticut Guidelines for Educator Evaluation and the state model, the System for Educator Evaluation and Development (SEED).

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



¹ Text in RED throughout the document reflects *Common Core State Standards*


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CCT Rubric for Effective Teaching 2014 – AT A GLANCE

Evidence Generally Collected Through In-Class Observations

Domain 1 Classroom Environment, Student Engagement and Commitment to Learning²

1

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

- 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.

Domain 3 Instruction for Active Learning

3

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

- 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.

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

Domain 2 Planning for Active Learning

2

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

- 2a.** Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.
- 2b.** Planning instruction to cognitively engage students in the content.
- 2c.** Selecting appropriate assessment strategies to monitor student progress.

Domain 4 Professional Responsibilities and Teacher Leadership

4

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

- 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.



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1: Classroom Environment, Student Engagement and Commitment to Learning

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

Indicator 1a | Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.²

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
Respect for student diversity³	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

² **Learning needs of all students:** Includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomic and environment on the learning needs of students.

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



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1: Classroom Environment, Student Engagement and Commitment to Learning

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

Indicator 1b | Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.

Below Standard

Developing

Proficient

Exemplary

Attributes

In addition to the characteristics of Proficient, including one or more of the following:

Communicating, reinforcing and maintaining appropriate standards of behavior

Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.

Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.

Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.

Student behavior is completely appropriate.
OR
Teacher seamlessly responds to misbehavior without any loss of instructional time.

Promoting social competence⁴ and responsible behavior

Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.

Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.

When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.

Students take an active role in maintaining high standards of behaviors.
OR
Students are encouraged to independently use proactive strategies⁵ and social skills and take responsibility for their actions.

⁴ *Social competence*: Exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, & Rhee, 2000).

⁵ *Proactive strategies*: Include self-regulation strategies, problem-solving strategies, conflict-resolution processes, interpersonal communication and responsible decision-making.



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1: Classroom Environment, Student Engagement and Commitment to Learning

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

Indicator 1C | Maximizing instructional time by effectively managing routines and transitions.⁶

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Routines and transitions appropriate to needs of students	Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.	Inconsistently establishes routines and transitions, resulting in some loss of instructional time.	Establishes routines and transitions resulting in maximized instructional time.	Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.

⁶ *Routines and transitions*: Routines are non-instructional organizational activities such as taking attendance or distributing materials in preparation for instruction. Transitions are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.



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2: Planning for Active Learning

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

Indicator 2a | Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge⁷ for all students.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Content of lesson plan⁸ is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards. ⁹	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenge students to extend their learning to make interdisciplinary connections.
Use of data to determine students' prior knowledge and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
Literacy strategies¹⁰	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.

Text in RED reflects Common Core State Standards connections.

⁷ **Level of challenge:** The range of challenge in which a learner can progress because the task is neither too hard nor too easy. Bloom's Taxonomy - provides a way to organize thinking skills into six levels, from the most basic to the more complex levels of thinking to facilitate complex reasoning. Webb's Depth of Knowledge (DOK) a scale of cognitive demand identified as four distinct levels (1. basic recall of facts, concepts, information, or procedures; 2. skills and concepts such as the use of information (graphs) or requires two or more steps with decision points along the way; 3. strategic thinking that requires reasoning and is abstract and complex; and 4. extended thinking such as an investigation or application to real work). Hess's Cognitive Rigor Matrix - aligns Bloom's Taxonomy levels and Webb's Depth-of-Knowledge levels.

⁸ **Lesson plan:** a purposeful planned learning experience.

⁹ **Connecticut content standards:** Standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

¹⁰ **Literacy strategies:** Literacy is the ability to convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in improved student learning.

2: Planning for Active Learning

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

Indicator 2b | Planning instruction to cognitively engage students in the content.

	Below Standard	Developing	Proficient	Exemplary
Attributes				In addition to the characteristics of Proficient, including one or more of the following:
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse¹¹ or inquiry-based learning¹² and / or application to other situations.	Plans to release responsibility to the students to apply and/ or extend learning beyond the learning expectation.
Instructional resources¹³ and flexible groupings¹⁴ support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

Text in RED reflects Common Core State Standards connections.

- ¹¹ **Discourse:** Is defined as the purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning): or dialogue through technological or digital resources.
- ¹² **Inquiry-based learning:** Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource rather than dispenser of knowledge.
- ¹³ **Instructional resources:** Includes, but are not limited to available: textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.
- ¹⁴ **Flexible groupings:** Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.



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2: Planning for Active Learning

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

Indicator 2C | Selecting appropriate assessment strategies¹⁵ to monitor student progress.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Criteria for student success	Does not plan criteria for student success; and/or does not plan opportunities for students to self-assess.	Plans general criteria for student success; and/or plans some opportunities for students to self-assess.	Plans specific criteria for student success; and plans opportunities for students to self-assess using the criteria.	Plans to include students in developing criteria for monitoring their own success.
Ongoing assessment of student learning	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes OR strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

¹⁵ *Assessment strategies* are used to evaluate student learning during and after instruction.

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



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3: Instruction for Active Learning

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

Indicator 3a | Implementing instructional content¹⁶ for learning.

Below Standard

Developing

Proficient

Exemplary

Attributes

In addition to the characteristics of Proficient, including one or more of the following:

Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
Literacy strategies¹⁷	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.

Text in RED reflects Common Core State Standards connections.

¹⁶ **Content:** Discipline-specific knowledge, skills and deep understandings as described by relevant state and national professional standards.

¹⁷ **Literacy strategies:** To convey meaning and understand meaning in a variety of text forms (e.g., print, media, music, art, movement). Literacy strategies include communicating through language (reading/writing, listening/speaking); using the academic vocabulary of the discipline; interpreting meaning within the discipline; and communicating through the discipline. Research shows that teacher integration of effective discipline-specific literacy strategies results in student learning.



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3: Instruction for Active Learning

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

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

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
Instructional resources¹⁸ and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Text in RED reflects Common Core State Standards connections.

¹⁸ **Instructional resources:** Includes, but are not limited to textbooks, books, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software, kits, games, transparencies, pictures, posters, art prints, study prints, sculptures, models, maps, globes, motion pictures, audio and video recordings, DVDs, software, streaming media, multimedia, dramatic productions, performances, concerts, written and performed music, bibliographies and lists of references issued by professional personnel, speakers (human resources) and all other instructional resources needed for educational purposes.



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3: Instruction for Active Learning

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

Indicator 3C | Assessing student learning, providing feedback to students and adjusting instruction.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
Feedback¹⁹ to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
Instructional Adjustments²⁰	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.

¹⁹ **Feedback:** Effective feedback provided by the teacher is descriptive and immediate and helps students improve their performance by telling them what they are doing right and provides meaningful, appropriate and specific suggestions to help students to improve their performance.

²⁰ **Instructional adjustment:** Based on the monitoring of student understanding, teachers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.



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4: Professional Responsibilities and Teacher Leadership

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

Indicator 4a | Engaging in continuous professional learning to impact instruction and student learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Teacher self-evaluation/ reflection and impact on student learning	Insufficiently reflects on/ analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
Response to feedback	Unwillingly accepts feedback and recommendations for improving practice.	Reluctantly accepts feedback and recommendations for improving practice, but changes in practice are limited.	Willingly accepts feedback and makes changes in practice based on feedback.	Proactively seeks feedback in order to improve a range of professional practices.
Professional learning	Attends required professional learning opportunities but resists participating.	Participates in professional learning when asked but makes minimal contributions.	Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.



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4: Professional Responsibilities and Teacher Leadership

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

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

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Collaboration with colleagues	Attends required meetings to review data but does not use data to adjust instructional practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to instructional practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent instruction to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and instructional practices that support professional growth and student learning.
Contribution to professional learning environment	Disregards ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Supports colleagues in exploring and making ethical decisions and adhering to professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
Ethical use of technology	Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner.	Models safe, legal and ethical use of information and technology and takes steps to prevent the misuse of information and technology.	Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community.



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4: Professional Responsibilities and Teacher Leadership

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

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

	Below Standard	Developing	Proficient	Exemplary
Attributes				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
Positive school climate	Does not contribute to a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.
Culturally responsive communications²¹	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally-responsive manner.	Leads efforts to enhance culturally-responsive communications with families and the community.

²¹ **Culturally-responsive communications:** Using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for students and to build bridges of meaningfulness between home and school experiences.



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Appendix B: Template for Setting SMART Goals

The SMART goal-setting process ensures that every goal is measurable and clear. The advantages of the SMART goal-setting process are:

- Provides a structured approach to a complex task;
- Gives a clear framework for creating meaningful and achievable goals;
- Accommodates all kinds of goals;
- Is easy to teach others how to develop;
- Helps to define goals in terms that can be widely understood; and
- Requires thinking through the implementation as well as the outcome.

The characteristics of SMART goals are:

- **Specific and Strategic**
 - The goal should be well defined enough that anyone with limited knowledge of your intent should understand what is to be accomplished.
- **Measurable**
 - Goals need to be linked to some form of a common measure that can be used as a way to track progress toward achieving the goal.
- **Aligned and Attainable**
 - The goal must strike the right balance between being attainable and aligned to standards but lofty enough to impact the desired change.
- **Results-Oriented**
 - All goals should be stated as an outcome or result.
- **Time-Bound**
 - The time frame for achieving the goal must be clear and realistic.

SMART goals Dos and Don'ts

DO:

Create a plan
Start small
Write it down
Be specific
Track your progress
Celebrate your success
Ask for support sooner than later
Make commitments

DON'T:

Expect to accomplish without effort
Focus on too much at once
Forget to make a deadline
Deal in absolutes
Expect perfection
Keep your goal on a shelf
Beat yourself up over shortcomings
Try to accomplish it alone
Forget that you CAN DO IT!

Appendix C: Parent Survey

Berlin Public Schools – Parent Survey

1. My child's teacher(s) offers suggestions for helping my child to be successful.

Always Frequently Occasionally Never N/A

2. When a concern arises, I am contacted by the teacher via... (Check all that apply.)

Phone Email note sent home meeting

3. When I contact my child's teacher, the issue or concern has been addressed in timely and professional manner.

Always Frequently Occasionally Never N/A

4. When I am concerned I contact the teacher via...

Phone email sending a note scheduling a meeting

5. I know how my child is doing in school before I get my child's report card.

Always Frequently Occasionally Never

6. I have attended the following events this school year (check all that apply):

- Parent Conferences
- Open House
- PTO/ Boosters Meetings
- Volunteering
- Extracurricular (sports, music & arts)
- In-class activities
- Other
- My child's

7. The teachers' expectations are.

Below my child's ability Appropriate Above my child's ability

8. It is evident that my child's teacher cares about my child.

Always Frequently Occasionally Never




Appendix D: Student Feedback Surveys

- [K-2 Student Survey](#)
- [3-5 Student Survey](#)
- [6-12 Student Survey](#)

Student Feedback Survey, Grades K-2: Instructions

Thank you for participating in this survey. When you answer these questions, it is important that you think about your experiences in this classroom in particular. No one at your school will see your answers. Someone outside of the school will tally the results. Your teacher will not know what any individual student said. Please answer honestly. You may leave any question blank, but we hope you will answer as many questions as you can.

This survey is tallied by computer. Please use a pencil and erase completely. Press hard to write darkly and fill in each circle completely, like this: ● Mark only one answer per question.

This Class	Most of the Time 	Sometimes 	Never 
1. My teacher cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I get confused in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I learn a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My teacher tells me why I learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My teacher answers my questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My teacher makes things easy to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My teacher helps me learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My teacher thinks I'm smart.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Feedback Survey, Grades 3-5: Instructions

Thank you for participating in this survey. When you answer these questions, it is important that you think about your experiences in this classroom in particular. No one at your school will see your answers. Someone outside of the school will tally the results. Your teacher will not know what any individual student said. Please answer honestly. You may leave any question blank, but we hope you will answer as many questions as you can.

This survey is tallied by computer. Please use a pencil and erase completely. Press hard to write darkly and fill in each circle completely, like this: ● Mark only one answer per question.

Part I: This Class	Very True	Mostly True	Sort of True	A Little True	Not True	I Don't know
1. My teacher cares about me.	○	○	○	○	○	○
2. I am confused a lot in class.	○	○	○	○	○	○
3. We learn a lot in class.	○	○	○	○	○	○
4. My teacher shows us how what we're learning is important, even outside of school.	○	○	○	○	○	○
5. My teacher is happy to answer questions.	○	○	○	○	○	○
6. My teacher explains things clearly.	○	○	○	○	○	○
7. If I ask my teacher for help, he /she will help me.	○	○	○	○	○	○
8. My teacher thinks I can do well in school.	○	○	○	○	○	○

Student Feedback Survey, Grades 6-12: Instructions

Thank you for participating in this survey. When you answer these questions, it is important that you think about your experiences in this classroom in particular. No one at your school will see your answers. Someone outside of the school will tally the results. Your teacher will not know what any individual student said. Please answer honestly. You may leave any question blank, but we hope you will answer as many questions as you can.

This survey is tallied by computer. Please use a pencil and erase completely. Press hard to write darkly and fill in each circle completely, like this: ● Mark only one answer per question.

This Class	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My teacher cares about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I am often confused in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My teacher challenges me to think.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Our discussions in class help me learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. This class moves too quickly for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My teacher assigns homework that helps me learn the material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My teacher checks to make sure we understand what he /she is teaching us.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. In this class, we learn a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I feel uncomfortable asking my teacher for extra help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My teacher shows us how what we're learning is important outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My teacher explains things clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My teacher believes that I can do well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I don't work as hard as I could in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My teacher has trouble maintaining class control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My teacher returns corrected homework and tests quickly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. My teacher makes me want to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix E: Forms and Guidelines

<i>Teacher:</i>	<i>Date:</i>	<i>Grade:</i>
<i>School:</i>		<i>Content area:</i>

SLO Focus Statement
What will you teach in the SLO? What is the expectation for student improvement related to school improvement goals?

Baseline – Trend Data
What data were reviewed for this SLO? How does the data support the SLO?

Student Population
Who are you going to include in this objective? Why is this target group/student selected?

Standards and Learning Content
What are the standards connected to the learning content?

<p>Interval of Instruction <i>What is the time period that instruction for the learning content will occur?</i></p>
<p>Assessments <i>How will you measure the outcome of your SLO?</i></p>
<p>Indicators of Academic Growth and Development (IAGDs)/Growth Targets <i>What are the quantitative targets that will demonstrate achievement of the SLO?</i></p>
<p>Instructional Strategies <i>What methods will you use to accomplish this SLO? How will progress be monitored? What professional learning/supports do you need to achieve this SLO?</i></p>

Teacher: _____		Reviewer: _____	
SLO Title: _____		Date: _____	
Content area: _____		School: _____	
Does not meet	Meets partially	Meets or exceeds	SLO Development Rubric
SLO Focus Statement			
<i>What will you teach in the SLO? What is the expectation for student improvement related to school improvement goals?</i>			
			SLO focus statement describes a broad goal for student learning and expected student improvement.
			Reflects high expectations for student improvement and aims for mastery of content or skill development.
			Is tied to the school improvement plan
Baseline – Trend Data			
<i>What data were reviewed for this SLO? How does the data support the SLO?</i>			
			Identifies source(s) of data about student performance, including pre-assessment, trend data, historical data, prior grades, feedback from parents and previous teachers, and other baseline data
			Summarizes student data to demonstrate specific student need for the learning content tied to specific standards (<i>including strengths and weaknesses</i>)
Student Population			
<i>Who are you going to include in this objective? Why is this target group/student selected?</i>			
			Justifies why this class and/or targeted group was selected, as supported by data comparing the identified population of students to a broader context of students (i.e., other classes, previous year's students, etc.)
			Describes characteristics of student population with numeric specificity including special needs relevant to the SLO (e.g., I have 6 English language learners, 4 students with reading disabilities...)
			Includes a large proportion of students including specific target groups where appropriate
Standards and Learning Content			
<i>What are the standards connected to the learning content?</i>			
			SLO is a goal for student learning that identifies big and core ideas, domains, knowledge, and/or skills students are expected to acquire for which baseline data indicate a need
			Aligns to specific applicable standards (Common Core, Connecticut, National or industry standards)
Interval of Instruction			
<i>What is the time period that instruction for the learning content will occur?</i>			
			Specifies start and stop dates which includes the majority of the course length
Assessments			
<i>How will you measure the outcome of your SLO?</i>			
			Identifies by specific name the pre-assessments, post-assessments, and/or performance measures
			Aligns most of the assessment items or rubric criteria to the learning content tightly
			Assessment or performance measure is designed to assess student learning objectively, without bias, and includes plans for standardized administration procedures
			Includes a majority of constructed-response items and higher order thinking skills
			Performance measures allow all students to demonstrate application of their knowledge/skills
			Indicates that there are clear rubrics, scoring guides, and/or answer keys for all items
Indicators of Academic Growth and Development (IAGDs)/Growth Targets			
<i>What are the quantitative targets that will demonstrate achievement of the SLO?</i>			
			Sets individual or differentiated growth targets/IAGDs for a large proportion of students that are rigorous, attainable, and meets or exceeds district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success)
			Baseline and trend data support established targets.
			Growth targets are based on state test data where available.
Instructional Strategies			
<i>What methods will you use to accomplish this SLO? How will progress be monitored? What professional learning/supports do you need to achieve this SLO?</i>			
			Identifies and describes the key instructional philosophy, approach, and/or strategies to be taken during instruction
			States how formative assessments will be used to guide instruction
			Identifies professional learning/supports needed to achieve the SLO
			Defines how each educator contributes to the overall learning content when more than one educator is involved in the SLO
			Overall Rating for SLO

FORMAL OBSERVATION**CCT Rubric for Effective Teaching, 2014****Domain 1: Classroom Environment, Student Engagement and Commitment to Learning**

Teachers promote student engagement, independence and inter-dependence in learning and facilitate a positive learning community by:

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

Recommendations / Commendations:

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

Recommendations / Commendations:

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

Recommendations / Commendations:

Domain 2: Planning for Active Learning

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

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

Recommendations / Commendations:

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

Recommendations / Commendations:

2c. Selecting appropriate assessment strategies to monitor student progress.

Recommendations / Commendations:

Domain 3: Instruction for Active Learning

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

3a. Implementing instructional content for learning.

Recommendations / Commendations:

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

Recommendations / Commendations:

3c. Assessing student learning, providing feedback to students and adjusting instruction.

Recommendations / Commendations:

Domain 4: Professional Responsibilities and Teacher Leadership

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

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

Recommendations / Commendations:

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

Recommendations / Commendations:

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

Recommendations / Commendations:

Mid-Year Conference January/February: Guidance for Evaluators of Teachers

Outcomes

The goal of the Mid-Year Conference is to engage the teacher and the evaluator in examining progress toward established year long goals, especially the student learning objectives (SLOs) and performance and practice goals. Additionally, the Mid-Year Conference is an opportunity for the teacher to share artifacts, experiences, data and anecdotal information about student performance and professional practice that might provide evidence for Domains 1 and 4 of the CT Framework for Evaluation and Support. Examining progress toward SLOs is an important discussion. ***Determining supports for teachers, necessary to ensure success, are a priority.*** If it becomes clear that SLOs can be improved or are no longer appropriate, adjustments may be considered if:

- Based on new information gathered since the SLOs were set, the objectives fail to address the most important learning challenges in the classroom and/or school.
- New, more reliable sources of evidence are available.
- Class composition has significantly changed.
- Teaching schedule, assignment or personal circumstance has significantly changed.

Tips to Ensure a Productive Conference

- **Establish a specific timeframe (15-30 minutes).**
- **Communicate expected outcomes for the Mid-Year Conference to teachers.** Suggest that teachers use the Mid-Year Conference Form to guide their own preparation. Teachers should be prepared to share interim results and predictions, using multiple measures related to student performance, as established within their Initial Goal Setting Conference. The following list describes possible sources of evidence to assist teachers in their preparation:

- | | |
|--|---|
| *Analysis of classroom assessments | *Examples of collaborative work with colleagues |
| *Evidence of communication with families | *Record of PD activities |
| *Reflective teacher and/or student journals | *Student Work Samples |
| *Differentiated lesson plan samples | *Graphs, tables or rubrics describing student results |
| *Student intervention plans | *Video/audio samples of instruction |
| *Annotated photographs of classroom activities | |

- **Plan the conference around progress toward SLOs within the 45%.** Post observation conferences and feedback have likely provided opportunities for discussion and evidence collection within the 40%. Discussions around progress for the Parent/Peer Feedback (10%) and the Whole School Student Learning Indicator/Student Feedback (5%) can occur as a part of team/faculty meetings.
- **Provide a “general impression” of the teacher’s evaluation rating.** Teachers may want to know where you see them within the continuum of performance at this point in the year. This is your opportunity to further discuss a specific professional learning plan to move the teacher along the performance continuum.
- **Complete the Mid-Year Summary Form** and share it with the teacher.

Suggested Conference Discussion Prompts

45% Student Learning Objectives

Tell me about your students' progress relative to the goals you've set for their learning this year. What evidence/data do you have to support your thinking about student progress?

Tell me what we have to celebrate. What might explain the successes you've documented? Tell me about your challenges. What might explain slower progress than you expected?

Based on your current review of student progress, what short-term objectives are you considering to assist you in reaching your end of year targets? Are there additional supports or professional development that I can provide?

Note: If revisions are mutually agreed upon, consider determining an additional check in to determine progress. Additionally, refer to the criteria used to approve SLOs at the initial goal setting conference.

40% Observation of Practice

Tell me about your learning relative to your performance and practice goal.

Are you working with a colleague(s) to develop and/or expand instructional strategies? Can I connect you with someone who may be able to offer additional guidance (e.g. special education teacher, ELL teacher, library media specialist, counselor etc.)?

What are you learning about your practice that is helping you to grow as a teacher? Have you shared your new learning with your colleagues? Let me share some of my observations with you. Let's talk about how I can assist you moving forward.

10% Parent and/or Peer Feedback

Tell me about your ongoing communication with families as it relates to our school wide goal. (Parent Feedback)

What level of response have you observed from families? (e.g. attendance at school sponsored events, greater number of views on classroom web page, willingness to volunteer in class, homework completion etc.).

Tell me about your collaborative work with a colleague(s). (Peer Feedback)

What is your contribution to the partnership/team and what have you gained through the collaborative process?

5% Whole-School Student Learning Indicator and/or Student Feedback

Tell me about student progress as it relates to our whole school student learning indicator goal. (This may already have been addressed in the 45% conversation).

As you review the goal for student feedback, what strategies/actions have you put into place that you expect to positively influence your expected outcome?

Building:

Responsible:

FORM C- END-OF-YEAR SUMMATIVE EDUCATOR SELF-ASSESSMENT

Educator Name:

School:

Grade:

Subject:

Date:

Educator Self-Assessment/Reflection

Please indicate your progress in each area.

Educator Performance and Practice (50%)

Teacher Practice = 40%
Parent Feedback = 10%

Identify an area of focus aligned to the Connecticut Framework for Teaching for the observations and feedback.

Focus Area Reflection:

DOMAIN 1: The Classroom Environment Reflection

[Link to CCT Rubrics](#)

DOMAIN 2: Planning for Active Learning Reflection

[Link to CCT Rubrics](#)

DOMAIN 3: Instruction Reflection

[Link to CCT Rubrics](#)

DOMAIN 4: Professional Responsibilities and Teacher Leadership Reflection

[Link to CCT Rubrics](#)

PARENT FEEDBACK GOAL: (10%)

Statement of Parent Goal

Parent Feedback Goal Reflection:

Student Outcomes (50%)

Student Growth Goals = 45% (22.5% each SLO)
Whole School Learning = 5%

Student Learning Objectives (SLO)

Statement of Individual SLO

Indicators of Academic Growth and Development (IAGD) (Individual SLO)

Individual SLO (SLO 1) Reflection:

Statement of Team/Grade Level/Department SLO

Indicators of Academic Growth and Development (IAGD) (Team/Grade Level/Department SLO)

Team SLO (SLO 2) Reflection:

Whole School Student Learning Indicators (5%)

Whole School Student Learning Indicator

Whole School Student Learning Indicator Reflection:

Overall Additional Comments and Reflection:

Building:

Responsible:

FORM D: SUMMATIVE RATING WORKSHEET

Educator Name:

School:

Grade:

Subject:

Date:

Educator Performance and Practice (50%)

Teacher Practice = 40%
Parent Feedback = 10%

Teacher Practice (40%)

Identify an area of focus aligned to the Connecticut Framework for Teaching for the observations and feedback.

Teacher Focus Area Reflection:

DOMAIN 1: The Classroom Environment

[Link to CCT Rubrics](#)

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.

Domain 1 Reflection:

Domain 1 Average:

DOMAIN 2: Planning for Active Learning

[Link to CCT Rubrics](#)

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

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

2c. Selecting appropriate assessment strategies to monitor student progress.

Domain 2 Reflection:

Domain 2 Average:

DOMAIN 3: Instruction

[Link to CCT Rubrics](#)

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.

Domain 3 Reflection:

Domain 3 Average:

DOMAIN 4: Professional Responsibilities and Teacher Leadership

[Link to CCT Rubrics](#)

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.

Domain 4 Reflection:

Domain 4 Average:

Teacher Practice Comments by Evaluator

**OVERALL AVERAGE:
TEACHER PRACTICE**

Parent Feedback Goal (10%)

Statement of Parent Goal

Parent Feedback Goal Reflection:

Parent Feedback Comments by Evaluator

Parent Feedback Goal

Check the box that best indicates the attainment of this parent engagement goal.

**SUMMATIVE RATING
POINTS: EDUCATOR
PERFORMANCE AND
PRACTICE
50% of Overall Score**

Teacher Practice = 40%
Parent Feedback = 10%

**INDICATOR RATING:
EDUCATOR
PERFORMANCE AND
PRACTICE**

Educator Practice / Student Growth Indicator Points	Educator Practice / Student Growth Indicator Rating
175-200	Exceeding
127-174	Meeting
81-126	Approaching

50-80	Below Standard
-------	----------------

Student Outcomes (50%)

Student Growth Indicators = 45% (22.5% each SLO)
 Whole Student Learning = 5%

Individual Student Learning

Objective:

Number of students for whom the Individual SLO pertains

Statement of Individual SLO

Individual IAGD

Individual SLO (SLO 1) Reflection:

Individual SLO Comments by Evaluator

Individual Student Learning Objective:

Indicator 1

Check the box that best indicates the attainment of the objective.

Team/Grade Level/

Department Student

Learning Objective:

Number of students for whom the Team/Grade Level/Department SLO pertains

Statement of Team/Grade Level/Department SLO

Team/Grade Level/Department IAGD

Team SLO (SLO 2) Reflection:

Team SLO (SLO 2) Reflection:

Team/Grade Level/Department SLO Comments by Evaluator

Team/Grade Level/Department Student Learning Objective:

Indicator 1

Check the box that best indicates the attainment of the objective.

Whole School Student Learning Indicator (5%)

Whole School Student Learning Indicator:

Whole School Student Learning Indicator Reflection:

Whole School Student Learning Comments by Evaluator

Whole School Student Learning Indicator

--

Check the box that best indicates the attainment of this goal.

SUMMATIVE RATING

POINTS: STUDENT

OUTCOMES:

50% of Overall Score

Student Growth Indicators = 45% (22.5% each SLO)
 Whole Student Learning = 5%

**INDICATOR RATING:
STUDENT OUTCOMES:**

Educator Practice / Student Growth Indicator Points	Educator Practice / Student Growth Indicator Rating
175-200	Exceeding
127-174	Meeting
81-126	Approaching
50-80	Below Standard

Final Summative Rating

**INDICATOR RATING:
EDUCATOR
PERFORMANCE AND
PRACTICE**

Educator Practice / Student Growth Indicator Points	Educator Practice / Student Growth Indicator Rating
175-200	Exceeding
127-174	Meeting
81-126	Approaching
50-80	Below Standard

**INDICATOR RATING:
STUDENT OUTCOMES:**

Educator Practice / Student Growth Indicator Points	Educator Practice / Student Growth Indicator Rating
175-200	Exceeding
127-174	Meeting
81-126	Approaching
50-80	Below Standard

SUMMARY MATRIX

The following matrix can then be used to identify a Summative Rating for a teacher. To utilize the table, identify the teacher's rating for each category and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For example, if the Teacher Practice Indicators rating is Meeting (3) and the Student Related Indicators rating is Approaching (2), the summative rating is therefore Approaching (2). If the two categories are highly discrepant (e.g., a rating of Exceeding (4) for Teacher Practice and a rating of Below Standard (1) for Student Related Indicators), then the evaluator should examine the data and gather additional information in order to make a summative rating.

		Educator Performance Practice Indicators Rating			
		Exceeding - 4	Meeting - 3	Approaching - 2	Below Standard - 1
Student Outcomes Indicators Rating	Exceeding - 4	Exceeding	Exceeding	Meeting	Gather Further Information
	Meeting - 3	Exceeding	Meeting	Meeting	Approaching
	Approaching - 2	Meeting	Meeting	Approaching	Approaching
	Below Standard - 1	Gather Further Information	Approaching	Approaching	Below Standard



Berlin Administrator Evaluation and Support Plan

2015-2016

SEED Model, CSDE

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ADMINISTRATOR EVALUATION AND DEVELOPMENT

Purpose and Rationale

This section of the 2014 SEED Handbook outlines the state model for the evaluation of school and school district administrators in Connecticut. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation and support model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

The model describes four levels of performance for administrators and focuses on the practices and outcomes of *Proficient* administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects⁶;
- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

The model includes an exemplary performance level for those who exceed these characteristics, but exemplary ratings are reserved for those who could serve as a model for leaders across their district or even statewide. A proficient rating represents fully satisfactory performance, and it is the rigorous standard expected of most experienced administrators.

This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

¹ Smarter Balanced Assessments will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent upon approval of the waiver submitted to the U.S. Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link student test data to educator evaluation and support in 2014-2015 only. Additionally, due to the transition to the new state assessments, there will not be an SPI available for 2014-2015.

As noted, the model applies to all administrators holding an 092 endorsement. Because of the fundamental role that principals play in building strong schools for communities and students, and because their leadership has a significant impact on outcomes for students, the descriptions and examples focus on principals. However, where there are design differences for assistant principals and central office administrators, the differences are noted.

System Overview

Administrator Evaluation and Support Framework

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of administrator performance. All administrators will be evaluated in four components, grouped into two major categories: Leadership Practice and Student Outcomes.

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:
 - a) **Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.
 - b) **Stakeholder Feedback (10%)** on leadership practice through surveys.
2. **Student Outcomes Related Indicators:** An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:
 - a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures.
 - b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

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

- **Exemplary** – Substantially exceeding indicators of performance
- **Proficient** – Meeting indicators of performance
- **Developing** – Meeting some indicators of performance but not others
- **Below Standard** – Not meeting indicators of performance

Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see **Figure 1** below) allows for flexibility in implementation and lends itself well to a meaningful and doable process. Often the evaluation process can devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages two things:

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

Each administrator participates in the evaluation process as a cycle of continuous improvement. The cycle is the centerpiece of state guidelines designed to have all educators play a more active, engaged role in their professional growth and development. For every administrator, evaluation begins with goal-setting for the school year, setting the stage for implementation of a goal-driven plan. The cycle continues with a Mid-Year Formative Review, followed by continued implementation. The latter part of the process offers administrators a chance to self-assess and reflect on progress to date, a step that informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the administrator's subsequent goal setting, as the cycle continues into the subsequent year.

Superintendents can determine when the cycle starts. For example, many will want their principals to start the self-assessment process in the spring in order for goal-setting and plan development to take place prior to the start of the next school year. Others may want to concentrate the first steps in the summer months.

Figure 1: This is a typical timeframe:



* Summative assessment to be finalized in August.

Step 1: Orientation and Context-Setting

To begin the process, the administrator needs five things to be in place:

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating⁷.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process. Only #5 is required by the approved Guidelines for Educator Evaluation, but the data from #1-4 are essential to a robust goal-setting process.

Step 2: Goal-Setting and Plan Development

Before a school year starts, administrators identify three Student Learning Objectives (SLOs) and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice. This is referred to as "3-2-1 goal-setting."



² Smarter Balanced Assessments will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent on approval of the waiver submitted to the U.S. Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link student test data to educator evaluation and support in 2014-2015 only. Additionally, due to the transition to the new state assessments, there will not be an SPI available for 2014-2015.

Administrators should start with the outcomes they want to achieve. This includes setting three SLOs (see page 69 for details) and one target related to stakeholder feedback (see page 62 for details).

Then administrators identify the areas of focus for their practice **that will help them accomplish** their SLOs and survey targets, choosing from among the elements of the Connecticut School Leadership Standards. While administrators are rated on all six Performance Expectations, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in instructional leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the selected outcome goals and practice focus areas. 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 shared because of the local school context?
- Are there any elements for which proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies 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 the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. **The following completed form represents a sample evaluation and support plan.**

The focus areas, goals, activities, outcomes and time line will be reviewed by the administrator's evaluator prior to beginning work on the goals. The evaluator may suggest additional goals as appropriate.

DOES THE DISTRICT HAVE A GOOD EVALUATION PLAN?

Here are some questions to consider in assessing whether an administrator's evaluation and support plan is likely to drive continuous improvement:

1. Are the goals clear and measurable so that an evaluator will know whether the administrator has achieved them?
2. Can the evaluator see a through line from district priorities to the school improvement plan to the evaluation and support plan?
3. Do the practice focus areas address growth needs for the administrator?
Is at least one of the focus areas addressing instructional leadership?

Sample Evaluation and Support Plan

Administrator's Name _____

Evaluator's Name _____

School _____

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals – 3 SLOs and 1 Survey	Leadership Practice Focus Areas (2)	Strategies	Evidence of Success	Additional Skills, Knowledge and Support Needed	Timeline for Measuring Goal Outcomes
75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	SLO 1: Increase EL cohort graduation rate by 2% and the extended graduation rate by 3%.	Focus Area 1: Use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress, close achievement gaps and communicate progress. (PE: 2, E: C)	Develop Support Service SLOs to address intervention needs and strategies.	EL graduation rate increases by 2% over last year and the extended graduation rate increases by 3%.	Support needed in reaching out to the EL student population and families to increase awareness of the graduation requirements and benefits.	Credit status will be determined after summer school.
80% of students complete 10th grade with 12 credits.	SLO 2: 90% of students complete 10th grade with 12 credits.	Focus Area 2: Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction. (PE: 2, E: B) Use current data to monitor EL student progress and to target students for intervention.	Develop content teacher SLOs to address CT Common Core reading strategies and expectations .	90% of students have at least 12 credits when entering the 11th grade.	Work with school counselors to ensure students are enrolled in credit earning courses in 9th and 10th grades and that deficient students are contacted re: summer remedial offerings.	
87% of 10th graders are proficient in reading, as evidenced by CAPT scores (if available).	SLO 3: 95% of students are reading at grade level at the end of 10th grade.		Provide teacher PL experiences as needed to target skills in differentiation of instruction.	STAR assessments indicate that 95% of students are reading on grade level at the end of 10th grade		
75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	Survey 1: 90% of students report that teachers present material in a way that makes it easy for them to understand and learn.			90% of students report by survey response that teachers present material in a way they can understand and learn from.		

Step 3: 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 at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school site visits to observe administrator practice can vary significantly in length and setting. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice: see the SEED website for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit.

Besides the school site visit requirement, there are no prescribed evidence requirements. The model relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Building on the sample evaluation and support plan on page 49, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

- Datasystems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families
- Presentations at Board of Education meetings, community resource centers, parent groups etc.

Further, the evaluator may want to establish a schedule of school site visits with the administrator to collect evidence and observe the administrator's work. The first visit should take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation and support plan. Subsequent visits might be planned at two-to three-month intervals.

A note on the frequency of school site observations:

State guidelines call for an administrator's evaluation to include:

- 2 observations for each administrator.
- 4 observations for any administrator new to their district, school, the profession or who has received ratings of *developing* or *below standard*.

School visits should be frequent, purposeful and adequate for sustaining a professional conversation about an administrator's practice.

Step 4: 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 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 targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could influence accomplishment of outcome goals; goals may be changed at this point. **Mid-Year Conference Discussion Prompts** are available on the SEED website.

Step 5: Self-Assessment

In the spring, the administrator takes an opportunity to assess his/her practice on all 18 elements of the CCL: Connecticut School Leadership Standards. For each element, the administrator determines whether he/she:

- Needs to grow and improve practice on this element;
- Has some strengths on this element but needs to continue to grow and improve;
- Is consistently effective on this element; or
- Can empower others to be effective on this element.

The administrator should also review his/her focus areas and determine if he/she considers him/herself on track or not.

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. In this model the administrator submits a self-assessment prior to the End-of-Year Summative Review as an opportunity for the self-reflection to inform the summative rating.

Step 6: Summative Review and Rating

The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, it is recommended that evaluators use the meeting as an opportunity to convey strengths, growth areas and their probable rating. After the meeting, the evaluator assigns a rating based on all available evidence.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete training on the Berlin Administrator Evaluation and Support Plan model. The purpose of training is to provide evaluators of administrators with the tools that will result in evidence-based school site observations; professional learning opportunities tied to evaluation feedback, improved teacher effectiveness and student performance.

The CSDE will provide districts with training opportunities to support district evaluators of administrators in implementation of the model across their schools. Districts can adapt and build on these tools to provide comprehensive training and support to ensure that evaluators are proficient in conducting administrator evaluations.

The Berlin Administrator Evaluation and Support Plan utilizes the SEED model and therefore evaluators will be expected to engage in the CSDE sponsored multi-day training. This comprehensive training will give evaluators the opportunity to:

- Understand the various components of the Berlin Administrator Evaluation and Support Plan as well as the SEED administrator evaluation and support system;
- Understand sources of evidence that demonstrate proficiency on the CCL Leader Evaluation Rubric;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the CCL Leader Evaluation Rubric;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

Participants in the training will have opportunities to interact with colleagues and engage in practice and *optional* proficiency exercises to:

- Deepen understanding of the evaluation criteria;
- Define proficient leadership;
- Collect, sort and analyze evidence across a continuum of performance; and
- Determine a final summative rating across multiple indicators.

PLEASE NOTE: School districts who have a locally-developed evaluation and support plan can also choose to participate in the CSDE-sponsored training opportunities for evaluators, however if training opportunities are internally developed or contracted with a reputable vendor, the following are points for consideration:

Points for District Consideration:

- Development or selection of an evaluation framework/rubric to measure and provide feedback on leader performance and practice
- Identification of criteria to demonstrate proficiency (optional)
- Provision of ongoing calibration activities
- Determination of frequency for proficiency status renewal if applicable

The evaluator completes the summative evaluation report, shares it with the administrator and adds it to the administrator's personnel file with any written comments attached that the administrator requests to be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15. This adjustment should take place before the start of the new school year so that prior year results can inform goal setting in the new school year.

Initial ratings are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

Support and Development

Evaluation alone cannot hope to improve leadership practice, teacher effectiveness and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move administrators along the path to exemplary practice.

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. The CSDE vision for professional learning is that each and every Connecticut educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. For Connecticut's students to graduate college and career ready, educators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving student outcomes.

Throughout the process of implementing Connecticut's SEED model, in mutual agreement with their evaluators all teachers will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district- wide professional learning opportunities.

Points for District Consideration:

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning.

– Learning Forward, 2014

<http://learningforward.org/standards/leadership#.Uxn-fD9dXuQ>

- **Develop Capacity for Learning and Leading-** Systems that recognize and advance shared leadership promote leaders from all levels of the organization. Leaders work collaboratively with others to create a vision for academic success and set clear goals for student achievement based on educator and student learning data.
- **Advocate for Professional Learning-** As advocates of professional learning, leaders make their own career-long learning visible to others. They participate in professional learning within and beyond their own work environment. Leaders consume information in multiple fields to enhance their practice.
- **Create Support Systems and Structures-** Skillful leaders establish organizational systems and structures that support effective professional learning and ongoing continuous improvement. They equitably distribute resources to accomplish individual, team, school and school system goals through blended learning structures and promoting teacher collaboration and professional development through social media and other technological tools.

Improvement and Remediation Plans

If an administrator's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. Districts must develop a system to support administrators not meeting the proficiency standard. Improvement and remediation plans should be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and be differentiated by the level of identified need and/or stage of development.

Districts may develop a system of stages or levels of support. For example:

- 1. Structured Support:** An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.
- 2. Special Assistance:** An administrator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
- 3. Intensive Assistance:** An administrator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

Points for District Consideration:

Well-articulated Improvement and Remediation Plans:

- Clearly identify targeted supports, in consultation with the administrator, which may include specialized professional development, collegial assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the administrator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered "proficient."
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.
- Include indicators of success, including a rating of proficient or better at the conclusion of the improvement and remediation plan.

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 and support system itself and in building the capacity and skills of all leaders.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring aspiring and early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

Points for District Consideration:

- Align job descriptions to school leadership standards.
- Identify replicable practices and inform professional development.
- Support high-quality evaluation that aligns school accountability with teacher and principal evaluation and support.
- Provide focused targeted professional learning opportunities identified through the evaluation process and school/district needs.
- Ensure that the new principal role is sustainable. Explore ways to alleviate administrative and operational duties to allow for greater focus on the role of instructional leader.
- Recognize and reward effective principals.

Leadership Practice Related Indicators

The Leadership Practice Related Indicators evaluate the administrator's knowledge of a complex set of skills and competencies and how these are applied in leadership practice. It is comprised of two components:

- Observation of Leadership Practice, which counts for 40%; and
- Stakeholder Feedback, which counts for 10%.

Component #1: Observation of Leadership Practice (40%)

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating.

Leadership practice is described in the Common Core of Leading (CCL) Connecticut School Leadership Standards adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

- 1. Vision, Mission and Goals:** Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.
- 2. Teaching and Learning:** Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.
- 3. Organizational Systems and Safety:** Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.
- 4. Families and Stakeholders:** Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.
- 5. Ethics and Integrity:** Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.
- 6. The Education System:** Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning)** comprises approximately half of the leadership practice rating and the other five performance expectations are equally weighted.

Figure 3: Leadership Practice – 6 Performance Expectations



These weightings should be consistent for all principals and central office administrators. For assistant principals and other school-based 092 certificate holders in non-teaching roles, the six performance expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

In order to arrive at these ratings, administrators are measured against the CCL Leader Evaluation Rubric which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.
- **Proficient:** The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in bold at the Proficient level.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

Two key concepts, indicated by bullets, are often included as indicators. Each concept demonstrates a continuum of performance across the row, from *below standard* to *exemplary*.

Examples of Evidence are provided for each element of the rubric. While these Examples of Evidence can be a guide for evaluator training and discussion, they are only examples and should not be used as a checklist. As evaluators learn and use the rubric, they should review these Examples of Evidence and generate additional examples from their own experience that could also serve as evidence of Proficient practice.

Strategies for Using the CCL Leader Evaluation Rubric:

Helping administrators get better: The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the CCL: Connecticut School Leadership Standards in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

Making judgments about administrator practice: In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

Assigning ratings for each performance expectation: Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

Assessing the practice of administrators other than principals: All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards³.

³ Central Office Administrators have been given an additional year before being required to participate in Connecticut's new evaluation and support system while further guidance is being developed. All Central Office Administrators will be required to participate in the new system in the 2015-2016 school year.

Performance Expectation 1: Vision, Mission and Goals

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.

Element A: High Expectations for All

Leaders* ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff**.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Information & analysis shape vision, mission and goals	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students. shapes a vision and mission based on basic data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	uses a wide range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. Alignment to policies	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.

*Leader: Connecticut School Leaders who are employed under their immediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other supervisory positions.)

**Staff: All educators and non-certified staff

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the CCL Leader Evaluation Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

This is accomplished through the following steps, undertaken by the administrator being evaluated and by the evaluator completing the evaluation:

The administrator and evaluator meet for a Goal-Setting Conference to identify focus areas for development of the administrator’s leadership practice.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of *developing* or *below standard*.**
2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *proficient*, *developing* or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Principals and Central Office Administrators:

Exemplary	Proficient	Developing	Below Standard
<i>Exemplary</i> on Teaching and Learning +	At least <i>Proficient</i> on Teaching and Learning +	At least <i>Developing</i> on Teaching and Learning +	<i>Below Standard</i> on Teaching and Learning or
<i>Exemplary</i> on at least 2 other performance expectations +	At least <i>Proficient</i> on at least 3 other performance expectations +	At least <i>Developing</i> on at least 3 other performance expectations	<i>Below Standard</i> on at least 3 other performance expectations
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		

Assistant Principals and Other School-Based Administrators:

Exemplary	Proficient	Developing	Below Standard
<p><i>Exemplary</i> on at least half of measured performance expectations +</p> <p>No rating below <i>Proficient</i> on any performance expectation</p>	<p>At least <i>Proficient</i> on at least a majority of performance expectations +</p> <p>No rating below <i>Developing</i> on any performance expectation</p>	<p>At least <i>Developing</i> on at least a majority of performance expectations</p>	<p><i>Below Standard</i> on at least half of performance expectations</p>

Component #2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessed by administration of a survey with measures that align to the CCL: Connecticut School Leadership Standards – is 10% of an administrator’s summative rating.

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 and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). If surveyed populations include students, they can provide valuable input on school practices and climate for inclusion in evaluation of school-based administrative roles.

Applicable Survey Types

There are several types of surveys – some with broader application for schools and districts – that align generally with the areas of feedback that are relevant for administrator evaluation. These include:

- **Leadership practice surveys** focus directly on feedback related to a leader’s performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators’ practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.

- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents.
- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

To ensure that districts use effective survey instruments in the administrator evaluation process, and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of the SEED state model for administrator evaluation and support. Panorama Education developed the surveys for use in the State of Connecticut, and districts are strongly encouraged to use these state model surveys.

See the SEED website for examples of each type of survey as well as sample questions that align to the CCL: Connecticut School Leadership Standards. See the SEED website for **Panorama Education surveys**.

The survey(s) selected by a district for gathering feedback must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time). In order to minimize the burden on schools and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school-or district-wide feedback and planning or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation and pursuing multiple means of soliciting responses.

Any survey selected must align to some or all of the CCL: Connecticut School Leadership Standards, so that feedback is applicable to measuring performance against those standards. In most cases, only a subset of survey measures will align explicitly to the Leadership Standards, so administrators and their evaluators are encouraged to select relevant portions of the survey's results to incorporate into the evaluation and support model.

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:

- All family members
- All teachers and staff members
- All students

Assistant Principals and other school-based administrators:

- All or a subset of family members
- All or a subset of teachers and staff members
- All or a subset of students

CENTRAL OFFICE ADMINISTRATORS

Line managers of instructional staff (e.g., Assistant/Regional Superintendents):

- Principals or principal supervisors
- Other direct reports
- Relevant family members

Leadership for offices of curriculum, assessment, special services and other central academic functions:

- Principals
- Specific subsets of teachers
- Other specialists within the district
- Relevant family members

Leadership for offices of finance, human resources and legal/employee relations offices and other central shared services roles

- Principals
- Specific subsets of teachers
- Other specialists within the district

Stakeholder Feedback Summative Rating

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth target.

Exceptions to this include:

- Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high.
- Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator:

1. Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.
2. Review baseline data on selected measures, which may require a fall administration of the survey in year one.
3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).
4. Later in the school year, administer surveys to relevant stakeholders.
5. Aggregate data and determine whether the administrator achieved the established target.
6. Assign a rating, using this scale:

Exemplary	Proficient	Developing	Below Standard
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Establishing what results in having “substantially exceeded” the target or what constitutes “substantial progress” is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set. However, more than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.

Examples of Survey Applications

Example #1:

School #1 has mid-range student performance results and is working diligently to improve out-comes for all students. As part of a district-wide initiative, the school administers a climate survey to teachers, students and family members. The results of this survey are applied broadly to inform school and district planning as well as administrator and teacher evaluations. Baseline data from the previous year’s survey show general high performance with a few significant gaps in areas aligned to the CCL: Connecticut School Leadership Standards. The principal, district Superintendent and the school leadership team selected one area of focus – building expectations for student achievement – and the principal identified leadership actions related to this focus area which are aligned with the CCL: Connecticut School Leadership Standards. At the end of the year, survey results showed that, although improvement was made, the school failed to meet its target.

Measure and Target	Results (Target met?)
Percentage of teachers and family members agreeing or strongly agreeing with the statement “ <i>Students are challenged to meet high expectations at the school</i> ” would increase from 71% to 77%.	No; results at the end of the year showed an increase of 3% to 74% of respondents agreeing or strongly agreeing with the statement.
Stakeholder Feedback Rating: “Developing”	

Example #2:

School #2 is a low-performing school in a district that has purchased and implemented a 360° tool measuring a principal’s leadership practice which collects feedback from teachers, the principal and the principal’s supervisor. The resulting scores from this tool are incorporated in the district’s administrator evaluation and support system as stakeholder input.

Baseline data from the prior year reflects room for improvement in several areas and the principal, her supervisor and the school leadership team decides to focus on ensuring a safe, high performing learning environment for staff and students (aligned with Performance Expectation #3). Together, the principal and her supervisor focus on the principal’s role in establishing a safe, high-performing environment and identify skills to be developed that are aligned to this growth area. They then set a target for improvement based on specific measures in the survey, aiming for an increase of 7% in the number of stakeholders who agreed or strongly agreed that that there was growth in the identified area. Results at the end of the school year show that the principal had met her target, with an increase of 9%.

Measure and Target	Results (Target met?)
Percentage of teachers, family members and other respondents agreeing or strongly agreeing that the principal had taken effective action to establish a safe, effective learning environment would increase from 71% to 78%.	Yes; results at the end of the year showed an increase of 9% to 80% of respondents agreeing or strongly agreeing.
Stakeholder Feedback Rating: "Proficient"	

The Student Outcomes Related Indicators capture the administrator’s impact on student learning and comprise half of the final rating.

Student Outcomes Related Indicators includes two components:

- Student Learning, which counts for 45%; and
- Teacher Effectiveness Outcomes, which counts for 5%.

Component #3: Student Learning (45%)

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state’s accountability system for schools and (b) performance and growth on locally-determined measures. Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator’s evaluation.

State Measures of Academic Learning

With the state’s new school accountability system, a school’s SPI—an average of student performance in all tested grades and subjects for a given school—allows for the evaluation of school performance across all tested grades, subjects and performance levels on state tests. The goal for all Connecticut schools is to achieve an SPI rating of 88, which indicates that on average all students are at the ‘target’ level.

Currently, the state’s accountability system⁹ includes two measures of student academic learning:

1. **School Performance Index (SPI) progress** – changes from baseline in student achievement on Connecticut’s standardized assessments.

***PLEASE NOTE:** SPI calculations will not be available for the 2014-15 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, 45% of an administrator’s rating for Student Learning will be based on student growth and performance on locally determined measures.*

2. **SPI progress for student subgroups** – changes from baseline in student achievement for subgroups on Connecticut’s standardized assessments.

⁴ All of the current academic learning measures in the state accountability system assess status achievement of students or changes in status achievement from year to year. There are no true growth measures. If the state adds a growth measure to the accountability model, it is recommended that it count as 50% of a principal’s state academic learning rating in Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.

For a complete **definition of Connecticut’s measures of student academic learning**, including a definition of the SPI see the SEED website.

Yearly goals for student achievement should be based on approximately 1/12 of the growth needed to reach 88, capped at 3 points per year. See below for a sample calculation to determine the SPI growth target for a school with an SPI rating of 52.

$$\frac{88 - 52}{12} = 3$$

Evaluation ratings for administrators on these state test measures are generated as follows:

Step 1: Ratings of SPI Progress are applied to give the administrator a score between 1 and 4, using the table below:

SPI Progress (all students and subgroups)

SPI ≥ 88	Did not Maintain	Maintain		
	1	4		
SPI < 88	< 50% target progress	50-99% target progress	100-125% target progress	> 125% target progress
	1	2	3	4

PLEASE NOTE: Administrators who work in schools with two SPIs will use the average of the two SPI ratings to apply for their score.

Step 2: Scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target. While districts may weigh the two measures according to local priorities for administrator evaluation, the following weights are recommended:

SPI Progress	100% minus subgroup %
SPI Subgroup Progress*	10% per subgroup; up to 50%

*Subgroup(s) must exist in year prior and in year of evaluation

Below is a sample calculation for a school with two subgroups:

Measure	Score	Weight	Summary Score
SPI Progress	3	.8	2.4
SPI Subgroup 1 Progress	2	.1	.2
SPI Subgroup 2 Progress	2	.1	.2
TOTAL			2.8

Step 3: The weighted scores in each category are summed, resulting in an overall state test rating that is scored on the following scale:

Exemplary	Proficient	Developing	Below Standard
At or above 3.5	2.5 to 3.4	1.5 to 2.4	Less than 1.5

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student’s scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation.

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator’s rating on student learning indicators is based on the locally-determined indicators described below.

Locally-Determined Measures (Student Learning Objectives)

Administrators establish three Student Learning Objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in “review” or “turnaround” status, indicators will align with the performance targets set in the school’s mandated improvement plan.

	SLO 1	SLO 2	SLO 3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion	
High School Principal	Graduation (meets the non-tested grades or subjects)	Broad discretion	
Elementary or Middle School AP	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
High School AP	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
Central Office Administrator	(meets the non-tested grades or subjects requirement) Indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.		

Beyond these parameters, administrators have broad discretion in selecting indicators, including, but not limited to:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.

- Students' performance or growth on school- or classroom-developed assessments in subjects and grade levels for which there are not available state assessments. Below are a few examples of indicators, goals and SLOs for administrators:

Grade Level	SLO
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by MAP/NWEA assessments.
Middle School Science	78% of students will attain <i>proficient</i> or higher on the science inquiry strand of the CMT in May.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1, 2014, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85%. (Curriculum Coordinator)

The process for selecting measures and creating SLOs should strike a balance between alignment to district student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process follow a pre-determined timeline.

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (see the Administrator's SLO Handbook, **SLO Form** and **SLO Quality Test**).

- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
 - The objectives are adequately ambitious.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
 - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
 - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this portion, as follows

Exemplary	Proficient	Developing	Below Standard
Met all 3 objectives and substantially exceeded at least 2 targets	Met 2 objectives and made at least substantial progress on the 3rd	Met 1 objective and made substantial progress on at least 1 other	Met 0 objectives OR Met 1 objective and did not make substantial progress on either of the other 2

Arriving at Student Learning Summative Rating

To arrive at an overall student learning rating, the ratings for the state assessment and the locally-determined ratings in the two components are plotted on this matrix:

		State Measures of Academic Learning			
		4	3	2	1
Locally Determined Measures of Academic Learning	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

Component #4: Teacher Effectiveness Outcomes (5%)

Teacher effectiveness outcomes – as measured by an aggregation of teachers’ student learning objectives (SLOs) – make up 5% of an administrator’s evaluation.

Improving teacher effectiveness outcomes is central to an administrator’s role in driving improved student learning. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness – from hiring and placement to ongoing professional learning to feedback on performance – the administrator evaluation and support model also assesses the outcomes of all of that work.

As part of Connecticut’s teacher evaluation state model, teachers are assessed in part on their accomplishment of SLOs. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes. In order to maintain a strong focus on teachers setting ambitious SLOs for their evaluation, it is imperative that evaluators of administrators discuss with the administrator their strategies in working with teachers to set SLOs. Without attention to this issue, there is a substantial risk of administrators not encouraging teachers to set ambitious SLOs.

Exemplary	Proficient	Developing	Below Standard
> 80% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation	> 60% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation	> 40% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation	< 40% of teachers are rated proficient or <i>exemplary</i> on the student learning objectives portion of their evaluation

- Central Office Administrators will be responsible for the teachers under their assigned role.
- All other administrators will be responsible for the teachers they directly evaluate.

Summative Administrator Evaluation Rating

Summative Scoring

Every educator will receive one of four performance* ratings:

1. **Exemplary:** Substantially exceeding indicators of performance
2. **Proficient:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
4. **Below standard:** Not meeting indicators of performance

*The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence (see Appendix 2).

Proficient represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, proficient administrators can be characterized as:

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting and making progress on 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects;
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

Supporting administrators to reach proficiency is at the very heart of this evaluation model.

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate exemplary performance on more than a small number of practice elements.

A rating of *developing* means that performance is meeting proficiency in some components but not others. Improvement is necessary and expected and two consecutive years at the developing level is, for an experienced administrator, a cause for concern. On the other hand, for administrators in their first year, performance rating of *developing* is expected. If, by the end of three years, performance is still rated *developing*, there is cause for concern.

A rating of *below standard* indicates performance that is below proficient on all components or unacceptably low on one or more components.

Determining Summative Ratings

The rating will be determined using the following steps:

1. Determining a Leader Practice Rating;
2. Determining an Student Outcomes Rating; and
3. Combining the two into an overall rating using the Summative Matrix.

Each step is illustrated below:

A. PRACTICE: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating derives from an administrator’s performance on the six performance expectations of the Common Core of Leading Evaluation Rubric (CCL) and the one stakeholder feedback target. The observation of administrator performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Summary Score
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30
TOTAL LEADER PRACTICE-RELATED POINTS			110

Leader Practice-Related Points	Leader Practice-Related Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

B. OUTCOMES: Student Learning (45%) + Teacher Effectiveness Outcomes (5%) = 50%

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state’s accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. As shown in the **Summative Rating Form**, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table page 82.

Component	Score (1-4)	Weight	Points (score x weight)
Student Learning (SPI Progress and SLOs)	3	45	135
Teacher Effectiveness Outcomes	2	5	10
TOTAL STUDENT OUTCOMES-RELATED POINTS			145

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

C. OVERALL: Leader Practice + Student Outcomes

The overall rating combines the practice and outcomes ratings using the matrix below. Using the ratings determined for each major category: Student Outcomes-Related Indicators and Leader Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Leader Practice-Related rating is developing and the Student Outcomes-Related rating is proficient. The summative rating is therefore proficient.

If the two major categories are highly discrepant (e.g., a rating of *exemplary* for Leader Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

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

Adjustment of Summative Rating:

Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a summative rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly affected by state standardized test data, the evaluator should recalculate the administrator’s final summative rating when the data is available and submit the adjusted rating not later than September 15. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one rating. The state model recommends the following patterns:

Novice administrators shall generally be deemed effective if said administrator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice administrator’s career. A *below standard* rating shall only be permitted in the first year of a novice administrator’s career, assuming a pattern of growth of developing in year two and two sequential proficient ratings in years three and four.

An experienced administrator shall generally be deemed ineffective if said administrator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

Dispute-Resolution Process

The local or regional board of education shall include a process for resolving disputes in cases where the evaluator and administrator cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). The superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit. 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 (*see Appendix 2*).

Appendix 1

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.9: Flexibility Components

Local and regional school districts may choose to adopt one or more of the evaluation plan flexibility components described within Section 2.9, in mutual agreement with district's professional development and evaluation committee pursuant to 10-151b(b) and 10-220a(b), to enhance implementation. Any district that adopts flexibility components in accordance with this section in the 2013-14 school year shall, within 30 days of adoption of such revisions by its local or regional board of education, and no later than March 30, 2014, submit their plan revisions to the State Department of Education (SDE) for its review and approval. For the 2014-15 and all subsequent school years, the submission of district evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the SDE.

- a. Each teacher, through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD) and evidence of those IAGDs based on the range of criteria used by the district. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the teacher.
- b. One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goal/objective is met shall be based on standardized indicators other than the state test (CMT, CAPT, or SBAC) for the 2014-15 academic year, pending federal approval. Other standardized indicators for other grades and subjects, where available, may be used. For the other half (22.5%) of the indicators of academic growth and development, there may be:
 1. A maximum of one additional standardized indicator other than the state test (CMT, CAPT or SBAC) for the 2014-15 academic year, pending federal approval, if there is mutual agreement, subject to the local dispute resolution procedure as described in 1.3.
 2. A minimum of one non-standardized indicator.
- c. Teachers who receive and maintain an annual summative performance evaluation designation of proficient or exemplary (or the equivalent annual summative ratings in a pre-existing district evaluation plan) during the 2012-13 or any subsequent school year and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year. Teachers with proficient or exemplary designations may receive a formal in-class observation if an informal

observation or review of practice in a given year results in a concern about the teacher's practice. For non-classroom teachers, the above frequency of observations shall apply in the same ways, except that the observations need not be in-classroom (they shall instead be conducted in appropriate settings). All other teachers, including first and second year teachers and teachers who receive a performance evaluation designation of below standard or developing, will be evaluated according to the procedures in 2.3(2)(c) and 2.3(2)(d). All observations shall be followed with timely feedback. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, reviews of lesson plans or other teaching artifacts.

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.10: Data Management Protocols

- a. On or before September 15, 2014 and each year thereafter, professional development and evaluation committees established pursuant to 10-220a shall review and report to their board of education the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans.
- b. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, data management systems/platforms to be used by teachers and administrators to manage evaluation plans shall be selected by boards of education with consideration given to the functional requirements/needs and efficiencies identified by professional development and evaluation committees.
- c. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, educator evaluation plans shall contain guidance on the entry of data into a district's data management system/platform being used to manage/administer the evaluation plan and on ways to reduce paperwork and documentation while maintaining plan integrity. Such guidance shall:
 1. Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;
 2. Streamline educator evaluation data collection and reporting by teachers and administrators;
 3. Prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits mandated by C.G.S. 10-151b(c) and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;

4. Prohibit the sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law;
 5. Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the SDE's data collection authority;
 6. Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.
- d. The SDE's technical assistance to school districts will be appropriate to the evaluation and support plan adopted by the district, whether or not the plan is the state model.

Appendix 2

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

May 7, 2014

Dispute-Resolution Process

(3) In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, in establishing or amending the local teacher evaluation plan, the local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. As an illustrative example of such a process (which serves as an option and not a requirement for districts), when such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). In this example, the superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document entitled "Connecticut Guidelines for Educator Evaluation." Should the process established as required by the document entitled "Connecticut Guidelines for Educator Evaluation," dated June 2012 not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. An example will be provided within the State model.

Rating System

2.1: 4-Level Matrix Rating System

(1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing and Below Standard.

(a) The performance levels shall be defined as follows:

- Exemplary – Substantially exceeding indicators of performance
- Proficient – Meeting indicators of performance
- Developing – Meeting some indicators of performance but not others
- Below standard – Not meeting indicators of performance

The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence. The SDE will work with PEAC to identify best practices as well as issues regarding the implementation of the 4-Level Matrix Rating System for further discussion prior to the 2015-16 academic year.

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

45% Student Growth Component

- (c) One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.
- a. For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC’s flexibility recommendation on January 29, 2014 and the State Board of Education’s action on February 6, 2014.
 - b. Prior to the 2015-16 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

For the other half (22.5%) of the indicators of academic growth and development, there may be:

- a. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in section 1.3.
- b. A minimum of one non-standardized indicator.

Appendix 3

Common Core of Leading: Connecticut School Leadership Standards

Common Core of Leading:
Connecticut School Leadership Standards

***Performance Expectations, Elements and Indicators**

*For further information, visit: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2641&Q=333900>

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

Element A. High Expectations for All: Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff.

Element B. Shared Commitments to Implement the Vision, Mission, and Goals: Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

Element C. Continuous Improvement toward the Vision, Mission, and Goals: Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

PERFORMANCE EXPECTATION 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

Element A. Strong Professional Culture: Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

Element B. Curriculum and Instruction: Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

Element C. Assessment and Accountability: Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Element A. Welfare and Safety of Students, Faculty and Staff: Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

Element B. Operational Systems: Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

Element C. Fiscal and Human Resources: Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

PERFORMANCE EXPECTATION 4: Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

Element A. Collaboration with Families and Community Members: Leaders ensure the success of all students by collaborating with families and other stakeholders.

Element B. Community Interests and Needs: Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

Element C. Community Resources: Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.

Element A. Ethical and Legal Standards of the Profession: Leaders demonstrate ethical and legal behavior.

Element B. Personal Values and Beliefs: Leaders demonstrate a commitment to values, beliefs, and practices aligned with the vision, mission and goals for student learning.

Element C. High Standards for Self and Others: Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

PERFORMANCE EXPECTATION 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing social, cultural, economic, legal, and political contexts affecting education.

Element A. Professional Influence: Leaders improve the broader social, cultural economic, legal, and political, contexts of education for all students and families.

Element B. The Educational Policy Environment: Leaders uphold and contribute to policies and political support for excellence and equity in education.

Element C. Policy Engagement: Leaders engage policymakers to inform and improve education policy.

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

Dispositions exemplified in Expectation 1:

Education leaders believe in, value, and are committed to

- **Every student learning**
- **Collaboration with all stakeholders**
- **Examining assumptions and beliefs**
- **High expectations for all students and staff**
- **Continuous improvement for all based on evidence**

Narrative

Education leaders are accountable and have unique responsibilities for developing and implementing a shared vision of learning to guide organizational decisions and actions. The shared vision assists educators and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens. Education leaders guide a process for developing, monitoring, and refining a shared vision, strong mission, and goals that are high and achievable for every student when provided with effective learning opportunities.

The vision, mission, and goals include a global perspective and become the beliefs of the school community in which all students achieve. The vision, mission, and goals become the touchstone for decisions, strategic planning, and change processes. They are regularly reviewed and refined, using varied sources of information and ongoing data analysis.

To be effective, processes of establishing vision, mission, and goals incorporate diverse perspectives in the broader school community and create consensus to which all can commit. While leaders engage others in developing and implementing the vision, mission, and goals, it is undeniably their responsibility to also advocate for and act to increase equity and social justice.

Element A: High Expectations for All

Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.²

Indicators: *A leader...*

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.
2. Aligns the vision, mission, and goals of the school to district, state, and federal policies.
3. Incorporates diverse perspectives and collaborates with all stakeholders³ to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.

¹ Leader: Connecticut School Leaders who are employed under their intermediate administrator 092 certificate (e.g. curriculum coordinator, principal, assistant principal, department head, and other educational supervisory positions).

² Staff: all educators and non-certified staff.

³ Stakeholder: a person, group or organization with an interest in education.

Element B: Shared Commitments to Implement and Sustain the Vision, Mission, and Goals

Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

Indicators: *A leader...*

1. Develops shared understandings, commitments, and responsibilities with the school community and other stakeholders for the vision, mission, and goals to guide decisions and evaluate actions and outcomes.
2. Aligns actions and communicates the vision, mission, and goals so that the school community and other stakeholders understand, support, and act on them consistently.
3. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students.

Element C: Continuous Improvement toward the Vision, Mission, and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission, and goals.

Indicators: *A leader...*

1. Uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.
2. Uses data, research, and best practice to shape programs and activities and regularly assesses their effects.
3. Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.
4. Identifies and addresses barriers to achieving the vision, mission, and goals.
5. Seeks and aligns resources to achieve the vision, mission, and goals.

PERFORMANCE EXPECTATION 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

Dispositions exemplified in Expectation 2:

Education leaders believe in, value, and are committed to

- **Learning as the fundamental purpose of school**
- **Inspiring a life-long love of learning**
- **High expectations for all**
- **Standards-based curriculum and challenging instruction**
- **Diversity as an asset**
- **Continuous professional growth and development to support and broaden learning**
- **Collaboration with all stakeholders**

Narrative

In a strong professional culture, leaders share responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system. Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision, mission, and goals and include a global perspective. Instruction is differentiated to provide opportunities to challenge all students to achieve.

A strong professional culture includes professional development and leadership opportunities. As a supervisor and evaluator the school leader provides timely, accurate, and specific feedback and time for reflective practice.

Educators collaboratively and strategically plan their professional learning to meet student needs. Leaders engage in continuous inquiry about the effectiveness of curricular and instructional practices and work collaboratively with staff and other educational leaders to improve student learning.

Element A: Strong Professional Culture

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

Indicators: *A leader...*

1. Develops shared understanding and commitment to close achievement gaps⁴ so that all students achieve at their highest levels.
2. Supports and evaluates professional development to broaden faculty⁵ teaching skills to meet the needs of all students.
3. Seeks opportunities for personal and professional growth through continuous inquiry.
4. Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.
5. Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.
6. Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.

⁴ **achievement gap (attainment gap):** refers to the observed disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college-enrollment and completion rates.

⁵ **faculty:** certified school faculty.

Element B: Curriculum and Instruction

Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

Indicators: *A leader...*

1. Develops a shared understanding of curriculum, instruction, and alignment of standards-based instructional programs.
2. Ensures the development, implementation, and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and assessment methods.
3. Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations.⁶
4. Develops collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.
5. Provides faculty and students with access to instructional resources, training, and technical support to extend learning beyond the classroom walls.
6. Assists faculty and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens.

⁶ **diverse student needs:** students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness, or other factors affecting learning.

Element C: Assessment and Accountability

Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

Indicators: *A leader...*

1. Uses district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.
2. Develops and uses multiple sources of information⁷ to evaluate and improve the quality of teaching and learning.
3. Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.
4. Interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.

⁷ **multiple sources of information:** including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations.

PERFORMANCE EXPECTATION 3: Managing Organizational Systems and Safety

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Dispositions exemplified in Expectation 3:

Education leaders believe in, value, and are committed to

- **A physically and emotionally safe and supportive learning environment**
- **Collaboration with all stakeholders**
- **Equitable distribution of resources**
- **Shared management in service of staff and students**

Narrative

In order to ensure the success of all students and provide a high-performing learning environment, education leaders manage daily operations and environments through effective and efficient alignment of resources with the vision, mission, and goals.

Leaders identify and allocate resources equitably to promote the academic, physical, and emotional well-being of all students and staff. Leaders address any conditions that might impede student and staff learning. They uphold laws and implement policies that protect the safety of students and staff. Leaders promote and maintain a trustworthy, professional work environment by fulfilling their legal responsibilities, implementing policies, supporting due process, and protecting civil and human rights of all.

Element A: Welfare and Safety of Students, Faculty and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

Indicators: *A leader...*

1. Develops, implements and evaluates a comprehensive safety and security plan in collaboration with the district, public safety departments and the community.
2. Advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well being of the school community.
3. Involves families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.

Element B: Operational Systems

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

Indicators: *A leader...*

1. Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.
2. Ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.
3. Facilitates the development of communication and data systems that assures the accurate and timely exchange of information to inform practice.
4. Evaluates and revises processes to continuously improve the operational system.
5. Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.

Element C: Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

Indicators: *A leader...*

1. Develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.
2. Seeks, secures and aligns resources to achieve organizational vision, mission, and goals to strengthen professional practice and improve student learning.
3. Implements practices to recruit, support, and retain highly qualified staff.
4. Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.

PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

Dispositions exemplified in Expectation 4:

Education leaders believe in, value, and are committed to

- **High standards for all students and staff**
- **Including families, community resources and organizations as partners**
- **Respecting the diversity of family composition and culture**
- **Continuous learning and improvement for all**

Narrative

In order to ensure the success and achievement of all students, educational leaders mobilize all stakeholders by fostering their participation and collaboration and seeking diverse perspectives in decision making and activities.

Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy.

Leaders ensure that teachers effectively communicate and collaborate with families in support of their children's learning.

In communicating with families and the community, leaders invite feedback and questions so that communities can be partners in providing the best education for every student.

Element A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and other stakeholders.

Indicators: *A leader...*

1. Coordinates the resources of schools, family members, and the community to improve student achievement.
2. Welcomes and engages families in decision making to support their children's education.
3. Uses a variety of strategies to engage in open communication with staff, families and community members.

Element B: Community Interests and Needs

Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

Indicators: *A leader...*

1. Demonstrates the ability to understand, communicate with, and interact effectively with people.
2. Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.
3. Capitalizes on the diversity⁸ of the community as an asset to strengthen education.
4. Collaborates with community programs serving students with diverse needs.
5. Involves all stakeholders, including those with competing or conflicting educational perspectives.

⁸diversity: including, but not limited to cultural, ethnic, racial, economic, linguistic, and generational.

Element C: Community Resources

Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

Indicators: *A leader...*

1. Collaborates with community agencies for health, social, and other services that provide essential resources and services to children and families.
2. Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.
3. Applies resources and funds to support the educational needs of all children and families.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.

Dispositions exemplified in Expectation 5:

Education leaders believe in, value, and are committed to

- **Modeling ethical principles and professional conduct in all relationships and decisions**
- **Upholding the common good over personal interests**
- **Taking responsibility for actions**
- **Promoting social justice and educational equity for all learners**

Narrative

Connecticut school leaders exhibit professional conduct in accordance with *Connecticut's Code of Professional Responsibility for Educators (Appendix A)*.

Leaders hold high expectations of themselves, students, and staff to ensure that all students have what they need to learn. They remove barriers to high-quality education that derive from economic, social, cultural, linguistic, physical, gender, or other sources of educational disadvantage or discrimination. By promoting social justice across highly diverse populations, leaders ensure that all students have equitable access to educational resources and opportunities.

Leaders create and sustain an educational culture of trust and openness. They promote reflection and dialogue about values, beliefs, and best practices. Leaders are receptive to new ideas about how to improve learning for every student by engaging others in decision making and monitoring the resulting consequences on students, staff, and the school community.

Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

Indicators: *A leader...*

1. Exhibits professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators (see Appendix A).
2. Models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.
3. Uses professional influence and authority to foster and sustain educational equity and social justice⁹ for all students and staff.
4. Protects the rights of students, families and staff and maintains confidentiality.

⁹ **Social Justice:** recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure fairness and equity for all students.

Element B: Personal Values and Beliefs

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission, and goals for student learning.

Indicators: *A leader...*

1. Demonstrates respect for the inherent dignity and worth of each individual.
2. Models respect for diversity and equitable practices for all stakeholders.
3. Advocates for and acts on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.
4. Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission, and goals needed to ensure a positive learning environment.

Element C: High Standards for Self and Others

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

Indicators: *A leader...*

1. Models, reflects on, and builds capacity for lifelong learning through an increased understanding of research and best practices.
2. Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.
3. Allocates resources equitably to sustain a high level of organizational performance.
4. Promotes understanding of the legal, social and ethical use of technology among all members of the school community.
5. Inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.
6. Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

PERFORMANCE EXPECTATION 6: The Education System

Education leaders ensure the success and achievement of all students and advocate for their student, faculty and staff needs by influencing social, cultural, economic, legal, and political contexts affecting education.

Dispositions exemplified in Expectation 6:

Education leaders believe in, value, and are committed to

- **Advocating for children and public education**
- **Influencing policies**
- **Upholding and improving laws and regulations**
- **Eliminating barriers to achievement**
- **Building on diverse social and cultural assets**

Narrative

In a variety of roles, leaders contribute special skills and insights to the cultural, economic, legal, political, and social well-being of educational organizations and environments.

Leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support the success of every student, while increasing equity and social justice. Leaders see education as an open system in which policies, goals, and resources extend beyond traditional ideas about organizational boundaries of schools or districts. Leaders advocate for education and students in professional, social, economic, cultural, political and other arenas. They recognize how principles and structures of governance affect federal, state, and local policies and work to influence and interpret changing norms and policies to benefit all students.

Building strong relationships with stakeholders and policymakers enables leaders to identify, respond to, and influence issues, public awareness, and policies.

Leaders who participate in the broader system strive to provide information and engage constituents with data to sustain progress and address needs.

Element A: Professional Influence

Leaders improve the broader, social, cultural, economic, legal, and political contexts of education for all students and families.

Indicators: *A leader...*

1. Promotes public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.
2. Develops and maintains relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues that affect education.
3. Advocates for equity, access, and adequacy in providing for student and family needs to enable all students to meet educational expectations.

Element B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

Indicators: *A leader...*

1. Collects and accurately communicates data about educational performance in a clear and timely way.
2. Communicates with decision makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations.
3. Upholds federal, state, and local laws, and influences policies and regulations in support of education.

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

Indicators: *A leader...*

1. Advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.
2. Promotes public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning.
3. Collaborates with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning, policies, and programs.

Sec. 10-145d-400a. Code of Professional Responsibility for Educators

(a) Preamble

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

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

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The code shall apply to all educators holding, applying or completing preparation for a certificate, authorization, or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers, and paraprofessionals.

PROFESSIONAL CONDUCT

(b) Responsibility to the student

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

- (A) Recognize, respect and uphold the dignity and worth of students as individual human beings and, therefore, deal justly and considerately with students;
- (B) Engage students in pursuit of truth, knowledge, and wisdom and provide access to all points of view without deliberate distortion of subject matter;
- (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
- (D) Foster in students the full understanding, application, and preservation of democratic principles and processes;
- (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- (F) Assist students in the formulation of worthy, positive goals;
- (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
- (H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;
- (I) Maintain the confidentiality of information concerning students obtained in the proper course of educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;
- (J) Create an emotionally and physically safe and healthy learning environment for all students; and
- (K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) Responsibility to the profession

- (1) The professional educator, in full recognition of his or her obligation to the profession, shall:
- (A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;
 - (B) Uphold the professional educator's right to serve effectively;
 - (C) Uphold the principle of academic freedom;
 - (D) Strive to exercise the highest level of professional judgment;
 - (E) Engage in professional learning to promote and implement research-based best educational practices;
 - (F) Assume responsibility for his or her professional development;
 - (G) Encourage the participation of educators in the process of educational decision making;
 - (H) Promote the employment of only qualified and fully certified, authorized, or permitted educators;
 - (I) Encourage promising, qualified, and competent individuals to enter the profession;
 - (J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
 - (K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
 - (L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
 - (M) Promote and maintain ongoing communication among all stakeholders; and
 - (N) Provide effective leadership to ensure continuous focus on student achievement.

(d) Responsibility to the community

- (1) The professional educator, in full recognition of the public trust vested in the profession, shall:
- (A) Be cognizant of the influence of educators upon the community-at-large, and obey local, state, and national laws;
 - (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
 - (C) Promote the principles and ideals of democratic citizenship; and
 - (D) Endeavor to secure equal educational opportunities for all students.

(e) Responsibility to the Student's Family

- (1) The professional educator in recognition of the public trust vested in the profession, shall:
- (A) Respect the dignity of each family, its culture, customs, and beliefs;
 - (B) Promote, respond, and maintain appropriate communications with the family, staff, and administration;
 - (C) Consider the family's concerns and perspectives on issues involving its children; and
 - (D) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

- (f) The professional educator, in full recognition of his or her obligation to the student, shall not:
- (A) Abuse his or her position as a professional with students for private advantage;
 - (B) Discriminate against students;
 - (C) Sexually or physically harass or abuse students;
 - (D) Emotionally abuse students; or
 - (E) Engage in any misconduct which would put students at risk.
- (g) The professional educator, in full recognition of his or her obligation to the profession, shall not:
- (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
 - (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
 - (C) Misrepresent his, her or another's professional qualifications or competencies;
 - (D) Sexually, physically or emotionally harass or abuse district employees;
 - (E) Misuse district funds and/or district property; or
 - (F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession.
- (h) The professional educator, in full recognition of the public trust vested in the profession, shall not:
- (A) Exploit the educational institution for personal gain;
 - (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
 - (C) Shall not knowingly misrepresent facts or make false statements.
- *Unprofessional conduct is not limited to the above. When in doubt regarding professional conduct (choice of actions) please seek advice from your school district.
- (i) This code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, and by the Connecticut Advisory Councils for Administrator and Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.