

# **New London Public Schools Teacher Evaluation and Professional Growth Plan**

Prepared by: *The Teacher Evaluation, Professional Development  
and Curriculum Committee*

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# **New London Public Schools**

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### **Mission Statement**

***Outstanding student achievement  
Preparing students for successful lives as adults  
Delivering the best possible customer service***

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## Legal Basis for the Plan

The New London Public Schools Teacher Evaluation and Professional Growth Plan (TE&PGP) is based on the following:

- Public Act 12-116, *An Act Concerning Educational Reform*, 2012
- *Connecticut's System for Educator Evaluation and Development*, Connecticut State Department of Education, 2012
- *The Connecticut Common Core of Teaching*, Revised, 2010
- The Connecticut State Department of Education *Guidelines for Teacher Education and Mentoring (TEAM) Program of 2010*
- *Connecticut Code of Professional Responsibility*, February, 2010
- National Board for Professional Teaching Standards, <http://www.nbpts.org/>
- Current research on effective teaching, professional development and evaluation systems

**SECTION 1:**  
**Introduction to Teacher Evaluation**  
**and Professional Growth**

## Beliefs and Goals of Teacher Evaluation

New London Public Schools believes that teacher evaluation should be directly linked to student performance outcomes, leading to increased student achievement. Specifically we believe that:

- All students can learn at high levels and effective instruction will directly impact student achievement.
- Effective instruction should be evident at all times, not just during the “formal” observation process.
- Effective instruction needs to have a common definition. Essential components of this definition are contained in the Common Core of Teaching.
- Effective evaluations impact all facets of teaching and learning.
- Effective evaluations are based on a culture of feedback, with the goal of continuous improvement.
- Effective evaluations are: linked to multiple data sources; not limited to observations, but are linked to multiple data sources; and should include measurable evidence of student learning.
- Effective instruction includes the regular collection, analysis and interpretation of student work which leads to adjustments in instructional practices.
- Effective evaluations include a review of all professional responsibilities, both instructional and non-instructional.
- Effective evaluations may lead to intervention, which are based on clear expectations, and appropriate support.
- Effective evaluations recognize that teachers, like students, must be continual learners. Therefore, effective evaluations must include professional development and other opportunities that support reflection and continued growth.
- Effective evaluations underscore instructional goals which carry out the school and district improvement plans and goals.
- Effective evaluation plans recognize that all school team members are responsible for, and may act as catalysts for, improved student achievement.

### **The primary goals of teacher evaluations are to:**

1. Improve the quality of teachers’ instructional practices, leading to increases in student achievement.
2. Enhance reflective practices of teachers to create a cycle of improvement.

# Teacher Evaluation and Design Principles

## Purpose and Rationale for the Evaluation System

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

This document outlines the model for the evaluation and development of educators in New London. It is based on the Connecticut Guidelines for Educator Evaluation (developed by a diverse group of educators in June, 2012) and on best practice research from around the country. The new Connecticut Guidelines for Educator Evaluation (revised and adopted by the State Board of Education in June, 2012) replace those adopted in 1999. The new guidelines are designed to build on and strengthen Connecticut's unwavering commitment to equity and excellence in education.

The following principles guided the design of the New London Educator Evaluation System and Development Plan:

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

An evaluation system that uses multiple sources of information and evidence results in fair, accurate and comprehensive measures of educators' performance. Our model defines four components of educator performance:

- Student learning (45%)
- Educator practice (40%)
- Parent feedback (10%)
- School-wide student learning (5%)

The expectations for teacher practice in New London's TE&PGP are defined using the six domains and their indicators of the Common Core of Teaching (CCT, 2010). The 11 Research-Based Strategies together with the revised CCT for Effective Teaching Rubric are the tools used for observing and assessing teacher practice. The NLPS TE&PG addresses specific aspects of teaching, and creates levels of practice, including: **Below Standard**, **Developing**, **Goal**, and **Exemplary**. The 11 Research-Based Strategies by which teachers are evaluated are defined and described on pages 17 through 21 of this document. The Revised CCT Rubric for Effective Teaching, Domain 4 is provided in the Appendix A of this document.

### ➤ **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 in how educators interact with students, and 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 an evaluator's bias. Accordingly, the model aims to minimize the variance between school leaders' evaluations of classroom practice and support fairness and consistency within and across schools.

### ➤ **Foster dialogue about student learning**

This model hinges on improving the professional conversation between and among educators and administrators who are their evaluators. The dialogue in the NLPS model occurs more frequently and focuses on what students are learning and what educators and their administrators can do to support teaching and learning.

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

Novice and veteran educators alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. The NLPS TE&PGP promotes a shared language of excellence to which professional development, coaching, and feedback can align to improve practice.

➤ **Ensure feasibility of implementation**

Implementation of the NLPS model requires hard work. Throughout the district, educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. The model aims to balance high expectations with flexibility for the time and capacity constraints in our district.



## Evaluation Framework

The evaluation framework consists of multiple measures to paint an accurate and comprehensive picture of educator performance. All educators will be evaluated in four components, grouped in two major categories.

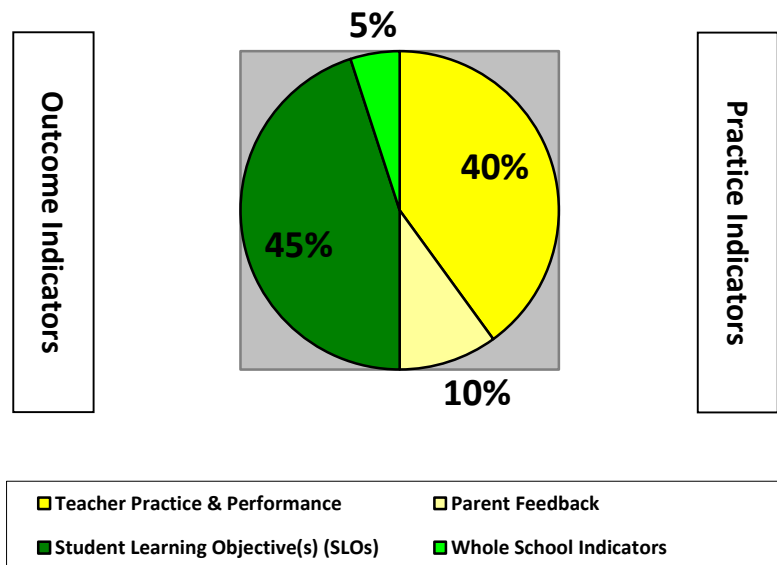
1. **Educator Practice and Performance-Related Indicators (50%):** An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:
  - (a) Observation of educator performance and practice (40%) - as defined by the 11 Research-Based Strategies and the Revised CCT Rubric for Effective Teaching, Domain 4
  - (a) Parent feedback (10%) on educator practice through surveys based on stakeholder feedback.
- b) **Student-Related Outcome Indicators (50%):** An evaluation of educators' contribution to student academic progress, at the school and classroom level. This category is comprised of two components:
  - (a) Student growth and development (45%) as determined by the educator's Student Learning Objective(s) (SLO)
  - (b) Whole-school measure of student learning (5%) as determined by aggregate student learning indicators established with the administrator's evaluation rating.

Scores from each of the four components will be combined to produce a final performance rating, which will be rounded to the nearest whole number. The performance levels are defined as:

- ✓ **Exemplary (4)** – Substantially exceeding indicators of performance\*
- ✓ **Goal (3)** – Meeting indicators of performance
- ✓ **Developing (2)** – Meeting some indicators of performance but not others
- ✓ **Below Standard (1)** – Not meeting indicators of performance

**\*It is important to note that the overall summative rating of Exemplary (4) will be rarely earned and only given to those few teachers who consistently and significantly exceed practice standards. Most teachers will achieve at the Goal level.**

*The following graphic illustrates all indicators and their respective weightings:*



## Definition of Effective Practice

New London Public Schools defines effective practice as having a summative overall performance rating of 3 or higher based on the four areas outlined in the practice and outcome indicators. To achieve Tenure in New London Public Schools, a teacher would need to achieve a minimum overall rating of 3 for the last two years, prior to achieving Tenure (40 months), and 1 year for educators who have achieved Tenure in a another Connecticut district (10 months).

Any teachers who achieve a summative rating of a 2 or lower will be placed in the structured support process at the conclusion of the school year. If an evaluator has significant concerns based on a minimum of two observations with written feedback regarding practice, resulting in ratings of 2 or lower, the evaluator may place the teacher on structured support at any point during the year.

## Beliefs and Goals of Professional Learning

New London Public Schools believes professional learning for teachers is a catalyst for increased student achievement. This belief is founded upon the expectation that the professional learning process incorporates both formal and embedded learning opportunities, providing a cycle of feedback aimed at improving teachers' instructional practices. In addition, this belief recognizes that all children can learn, and that it is the direct responsibility of teachers to help all students achieve at the highest levels.

Our philosophy of professional learning should model our expectations in the classroom- with a focus on adult learning. Therefore, the professional learning opportunities should promote active learning, incorporating collaboration and practice with feedback. Such active learning will build knowledge and skills, while at the same time focus on reflection of practice. In order to expand teacher thinking about their practice, these opportunities must explore existing knowledge, as well as values and beliefs. It is neither reasonable nor realistic to expect that teachers will learn solely from passive "formal" trainings. Embedded professional growth opportunities (collaboration, coaching, peer and supervisor feedback) need to be provided to ensure a transfer of new skills and thinking to practice.

This philosophy of professional learning includes the conviction that teachers should be able to direct and define their own learning to improve practice. This freedom, however, must be based directly on student achievement. To achieve this, teachers must have a firm understanding of learning standards (i.e., what students should know) and grade level expectations (i.e., what students should be able to do), and content standards.

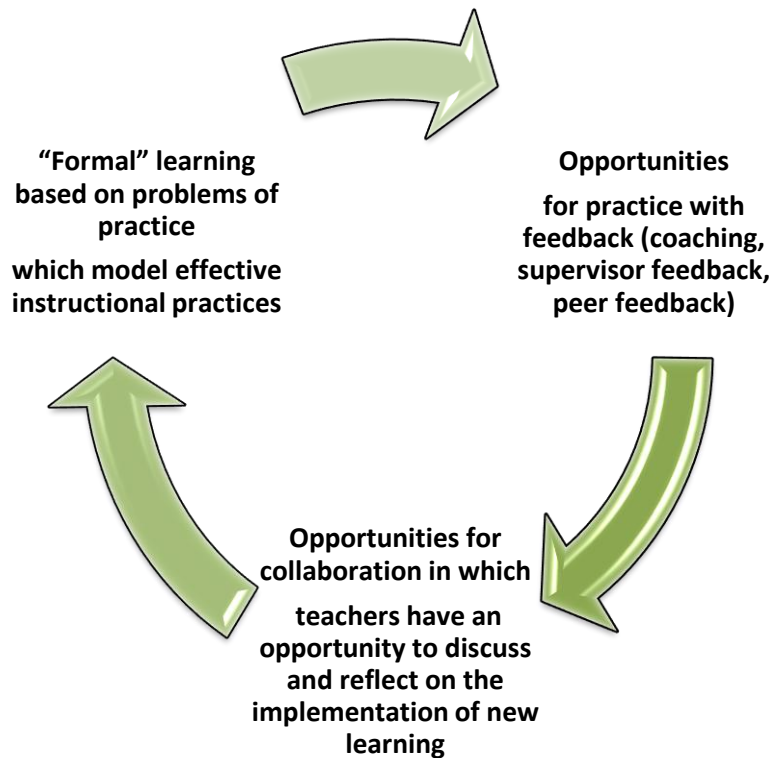
Finally, while teachers will be held accountable for implementing the new learning into practice, it is the responsibility of the district to provide adequate support and feedback to ensure that implementation is successful. To ensure that teachers receive the support required for this success, principals and all building level administrators need to be included as part of the learning process.

### **The primary goals of professional development are to:**

1. Improve the quality of teachers' instructional practices, leading to increases in student achievement.
2. Increase teachers' content knowledge and skills.
3. Enhance reflective practices of teachers to create a cycle of improvement.

## New London Public Schools - Professional Learning Opportunities

The “delivery” of professional learning to teachers is a critical component of professional learning. In general, the ideal professional development learning cycle would be as follows:



### Collaboration

To be effective, collaboration must:

1. Be teacher directed – focused on problems of practice.
2. Use student achievement data to identify patterns of student skill weaknesses.
3. Articulate the standards (what students need to know at a grade level) and grade level expectations (how do we know they know it) in addition to the embedded skills students need to know how to do to complete a task.
4. Develop instructional goals based on the student needs for improvement.
5. Develop common assessments to gauge student progress.
6. Discuss and develop effective teaching practices to address student needs for improvement.

Data Team Meetings provide a protocol for effective collaboration. For learning to be enhanced, content knowledge and skills should be embedded in the data team process, not isolated from practice. This would require coaching from individuals who have the content expertise to work with teachers in the process. The “coaching” would then be extended into the classroom to model effective instruction and provide feedback to teachers on their instruction and/or lesson planning. Dedicated time is a crucial component for effective collaboration.

### Professional Learning Communities – District Wide

The purpose of district-wide Professional Learning Communities is to provide content knowledge, and to collaborate on effective instructional practices, curriculum writing and implementation at a grade level. Content skill development is embedded in the process through “content” experts. The results of the collaboration include consistent practice throughout a grade level.

### **Formal Trainings**

Formal trainings should only be used to introduce a concept to staff. The trainings should model expectations for instruction – focused on active learning. Formal training should not be introduced until a plan has been developed to support teachers in the implementation of the new learning, including: (1) coaching, (2) practice with feedback, and (3) formal evaluation.

### **Coaching**

Coaching opportunities should include modeling of effective lessons, lesson planning and providing feedback to teachers on the effectiveness of their lessons. Cognitive coaching techniques are most effective in deepening teachers’ thinking around their practice, resulting in a subsequent change in practice. To be effective, coaches must demonstrate both content expertise and coaching skills.

### **The Role of the Building Level Administration in Professional Learning Opportunities**

For professional development opportunities to be effective, principals and building level administrators must be part of the process (to hold teachers accountable for the learning). They must attend all trainings with teachers to become actively involved in the learning. Since principals have the responsibility for implementing the new learning construct, a common understanding of that construct is crucial to providing feedback and support. Most importantly, principals are expected to hold teachers accountable for implementing changes in their practice, based on new learning, leading to increases in student achievement.

## **Teacher Induction**

New London Public Schools is committed to providing a comprehensive teacher induction program.

**The purpose of teacher induction is to:**

1. Familiarize the teacher with the Strategic Operating Plan (SOP), School Improvement Plan (SIP), staff handbook, policies and procedures.
2. Introduce the teacher to the New London community.
3. Develop relationships and support mechanisms for new teachers.

***New Teacher induction includes any teacher new to New London Public Schools, regardless of certification status.*** New Teacher Induction for all teachers includes the following:

- Three day summer orientation as a condition of employment.

Teachers will be encouraged to attend:

1. Quarterly district level meetings, to include but not limited to: Teacher Evaluation, Special Education and 504, English Language Learners, TEAM, etc.
2. Monthly building level meetings to be held by building administration.

**Veteran Teachers**

For teachers new to New London who have a provisional or professional certificate, an informal advisor will be assigned. Advisors will be assigned by the building principal and their primary role will be to assist teachers in providing them with support for logistical questions, policies and procedures, curriculum questions, etc. Every attempt will be made to assign advisors in the grade level or content area. If for any reason the advisor relationship is not working for either the advisor or teacher, either can request a change.

**Beginning Teachers - Teacher Education and Mentoring Program (TEAM)**

Teachers who hold an initial educator, interim initial educator or 90 day certificate will participate in TEAM. The purpose of this program is to provide support and professional growth for beginning teachers using a mentor model. TEAM is designed as five modules based on the *Common Core of Teaching* (2010): classroom environment, planning, instruction, assessment and professional responsibility. Mentors and beginning teachers will work together to establish the focus of each module. The development of TEAM professional growth plans for the beginning teacher will be based on an individualized needs' assessment. As part of each module, mentors and beginning teachers will focus on classroom practice – within the context of the teacher's own students, content area being taught, grade level, curriculum requirements, and school and district improvement plans. At the culmination of each module, a written, reflection paper will be submitted by the beginning teacher to a regional review committee to determine if the beginning teacher has successfully completed the module ([http://ctteam.org/resources/df/Q&A\\_Updated\\_Jan.pdf](http://ctteam.org/resources/df/Q&A_Updated_Jan.pdf)).

Please note, while there might be overlap, the professional growth plan developed for TEAM is separate from the fall goal setting conference and process. The TEAM plan will in no way be connected to the evaluation process.

Mentors will be provided by the district for all new teachers participating in the TEAM program, no later than September 30th. Every effort will be made to provide mentors within the building and content area. To avoid conflicts of interest, mentors will not be any persons, who in any way evaluate the new teachers.

All mentors will be selected based on overall effectiveness ratings. To be selected as a mentor, the educator needs to have an overall rating of a Goal (3) or higher. All mentors will receive both initial support training and TEAM training. If for any reason the mentor relationship is not working for either the mentor or new teacher, either can request a change.

## **SECTION 2: Educator Practice**

**Category #1: Teacher Practice and Performance (40%)**

A core belief of New London Public Schools is that all students can learn at high levels and that effective instruction will directly impact student achievement. As a result of this belief, effective instruction should be evident at all times, not just during the “formal” observation process. Therefore, the standards of effective instruction will be looked for in both formal observations and daily practice.

Effective instructional practices include:

1. Standards or components of effective lesson design and delivery, and
2. Evidence that instruction is directly related to the curriculum standards for the grade level and/or content area.

The New London Public Schools utilizes a scale to evaluate observation data to measure effective practice related to the **Teacher Practice and Performance Framework** (40%). The observation tool is founded on the Eleven Research-Based Strategies. *The Eleven Research-Based Strategies evaluation form* informs **Domains 2** through **5** of the *Common Core of Teaching*. **Domain 4** of the *Common Core of Teaching* is measured with the revised 2014 CCT Rubric for Effective Teaching generated by the State Department of Education.

The philosophy behind the CCT is that teaching requires more than simply demonstrating a certain set of technical skills. It requires command of subject matter and pedagogical skills, combined with caring deeply about students and their successes. Effective teaching also requires:

- A deep commitment to student achievement and the belief that all students should be challenged to achieve,
- A willingness to work in collaboration with colleagues and families to meet the diverse learning needs of all students, and
- A commitment to analysis of one’s teaching and continuous professional development.

The best teachers model a passion for learning and ignite the curiosity of their students. Teachers’ help students develop a sense of who they want to be in the world and find their own passions and directions for future learning.

New London Public Schools has adopted portions of the frameworks developed and adopted by the State Department of Education as a rubric by which teachers will be evaluated. The Rubric covers **Domain 4** of the Revised CCT Rubric for Effective Teaching, which include:

- ✓ **Domain 4:** Professional Responsibilities and Teacher Leadership (instructional): *Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.*

**Evaluator Training to Be Deemed Proficient:** Every year, professionals who are responsible for evaluating teachers will be trained in evidence-based observation of practice and how to provide specific and actionable feedback. The district will provide on-going calibration among evaluators. Activities will allow teams of evaluators to collaboratively observe lessons, apply the NLPS Observation Tool to collect and align evidence, and generate feedback statements that will lead to improved instructional practices. Training will be facilitated by in-district staff and occur at least two times per year. **Successful completion of these** professional learning activities will ensure common understanding of effective practice and enhance evaluators’ ability to provide quality feedback to teachers **in order to be deemed proficient**. Additional training will be provided so that all evaluators can successfully use the evaluation data platform, Teachscape, to document goals, observations, conferences, and summative ratings.



## Effective Lesson Delivery – Eleven Research-Based Strategies

A core belief of New London Public Schools is that the standards for effective instruction should be clearly defined with the expectation that teachers know “what to do” and evaluators know “what to look for.”

The components of an effective lesson, as defined by the Eleven Research-Based Strategies, include a clear beginning or lesson initiation, a clear middle, and a clear end to a lesson or closure. The Eleven Research-Based Strategies include:

1. Lesson Development (**CCT Domain 3,4**)
2. Initiation (**CCT Domain 3, 4**),
3. Closure (**CCT Domain 4**),
4. Positive Learning Environment (**CCT Domain 2**),
5. Appropriate Standards for Behavior (**CCT Domain 2,3**),
6. Student Engagement (**CCT Domain 2**),
7. Routines and Transitions (**CCT Domain 2,3**),
8. Appropriate Questioning (**CCT Domain 3,4**),
9. Appropriate Lesson Content (**CCT Domain 3**),
10. Communication, and
11. Assessment (**CCT Domain 5**).

To that end, instructional lessons will be evaluated using the Eleven Research-Based Strategies Observation Tool. The Tool will provide the criteria for “what it looks like in practice” for each of the eleven strategies. The bolded indicators inform teachers and administrators as to which [descriptors](#) are critical to meeting the standard during a lesson.

To that end, instructional lessons will be evaluated using the Eleven Research-Based Strategies Observation Tool. The tool will provide the criteria for “what it looks like in practice” for each of the eleven strategies. In order to meet the standard, **the bold indicators must be observed.**

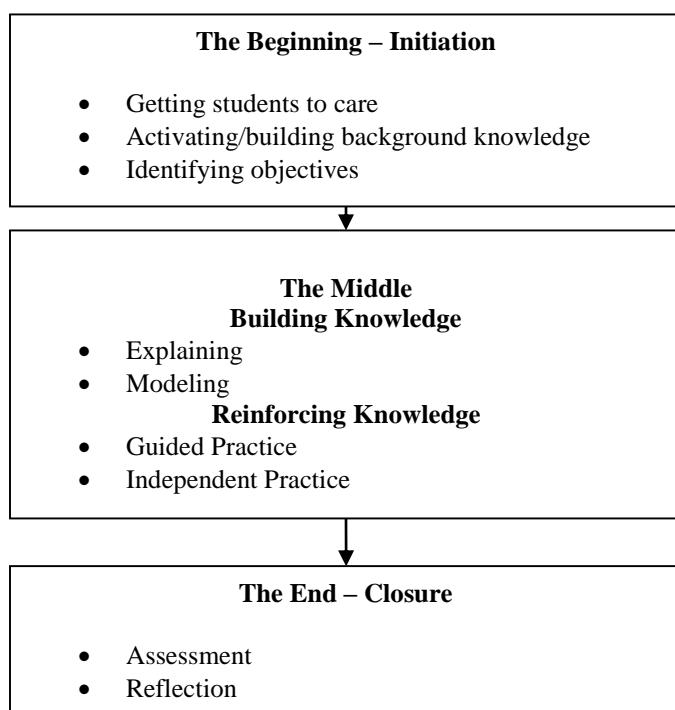
Effective lesson development has the following components:

Standard	Strategies	What does it look like in the classroom?
(1) Lesson Development	Use of instructional arrangements and materials.	<ul style="list-style-type: none"><li>• <b>Teacher sets rigorous objectives that meet goals of curriculum.</b></li><li>• Teacher links new knowledge to what students already know about the topic.</li><li>• <b>Teacher explanation is clear, concise, and focused.</b></li><li>• <b>Teacher emphasizes or reinforces vocabulary that supports the lesson.</b></li><li>• <b>Teacher models/demonstrates the skills, providing opportunities for students to practice the skills.</b></li><li>• <b>Teacher ensures students have a chance to work independently.</b></li></ul>

The following graphic provides a visual overview of the components of an effective lesson:

Standard	Strategies	What does it look like in the classroom?
(2) Initiation	Getting Students to Care	<ul style="list-style-type: none"> <li>Teacher lets students know how this work will help to make them more successful now or help them in the future, emphasizing skill application to “real life”.</li> <li>Teacher uses a “hook” (i.e., concrete object, real life example, text or graphic, etc.) to focus learner.</li> </ul>
	Activating Prior Knowledge	<ul style="list-style-type: none"> <li>Teacher monitors, reinforces and activates students’ background knowledge through questioning, adhering to the time frame.</li> <li>Teacher links new learning to prior learning.</li> </ul>
	Identifying Objective(s) and Outcome(s)	<ul style="list-style-type: none"> <li>Teacher has a clearly defined, rigorous objective which is measurable and achievable, in “grade appropriate terms” and has communicated objective both orally and in writing.</li> <li>Teacher communicates to students what the learning outcome or product of the lesson will be.</li> <li>Through questioning, the teacher assesses whether or not the student understands the objective and outcome of the lesson.</li> </ul>

*Initiation should take approximately 5 minutes in a 45-minute period or 5-10 minutes in a 90-minute period unless the teacher is introducing a new topic or unit of study.*



These components of an effective lesson should be evident all times, not just in the formal observation process.

### **The Beginning –Initiation**

The purpose of initiation is to make connections to prior learning: (1) help students identify why the learning is important, (2) activate prior knowledge to enhance comprehension of content, and (3) to identify the learning objectives and outcome of learning.

## The Middle

### Building Knowledge – Reinforcing Knowledge

After initiation of the lesson, the middle of the lesson should be focused on building and reinforcing knowledge. Regardless of the grade level, the majority of the time should be focused on learning (what students know and do) versus teaching (what the teacher knows and does). The “teaching” or “explaining” portion of the lesson should be limited, and every lesson should contain some demonstration of student learning in the form of student work. After the teacher explains the task or the new learning, the teacher should model (I do) what the students are expected to do. The teacher then should allow time for guided practice (we do) during which students demonstrate their understanding of the task. The last component of the lesson is independent practice (you do), where teachers allow students to demonstrate knowledge or skills independently.

The following table provides an overview and examples of what the middle of the lesson building and reinforcing knowledge should look like:

Component	Definition
EXPLAINING	When the teacher explains the new learning or task.
MODELING	When the teacher demonstrates what to do. “I do.”
GUIDED PRACTICE	When the teacher does the task with the students. “We do.”
INDEPENDENT PRACTICE	When the teacher allows students to complete the task independently. “You do.”

### The End of the Lesson or Closure

The purpose of closure is to assess students’ understanding of their new learning, clarify any questions they may have and provide a link to future learning. Closure includes both assessment (what students learn) and reflection on the learning process. Closure should last approximately 10 minutes in a 45-minute period or 5-10 minutes in a 90-minute block.

Standards	Strategies	What does it look like in the classroom?
<b>(3) Closure</b>	Assessment and Reflection	<ul style="list-style-type: none"> <li>• The teacher asks students to talk about what they learned today and how they think this will connect to tomorrow’s work; <i>or</i></li> <li>• The teacher asks students to share evidence from their independent work or application activities that demonstrates mastery of the objective; <i>or</i></li> <li>• The teacher creates a short assessment (verbally or written) to assess student knowledge of the concepts; <i>or</i></li> <li>• The teacher asks students to summarize their learning for the day; <i>or</i></li> <li>• Students complete exit slip.</li> </ul>

### Additional Aspects of Effective Teaching During a Lesson

In addition to appropriate lesson development or the components of an effective lesson, the Common Core of Teaching or the CCT provides other indicators of effective instructional practices. They include: (3) positive learning environment, (4) appropriate standards for behavior, (5) student engagement, (6) routines and transitions, (7) appropriate questioning strategies, (8) appropriate lesson content, (9) communication and (10) assessment.

# Eleven Research-Based Practice Descriptors

## Additional Aspects of Effective Teaching During a Lesson

In addition to appropriate lesson development or the components of an effective lesson, the Common Core of Teaching (CCT) provides other indicators of effective instructional practices. They include: (3) positive learning environment, (4) appropriate standards for behavior, (5) student engagement, (6) routines and transitions, (7) appropriate questioning strategies, (8) appropriate lesson content, (9) communication and (10) assessment.

The following tables provide an overview of each strategy, the strategies within the standards, and what it might look like in the classroom.

### Positive Learning Environment

Standard	Strategies	What does it look like in the classroom?
(4) Positive Learning Environment	Rapport	<ul style="list-style-type: none"> <li>Teacher uses positive body language (smiling, proximity, etc.).</li> <li>Teacher knows students' names.</li> <li>Teacher does not use sarcasm.</li> <li>Shows fairness to all students.</li> <li>Teacher greets students as they enter the classroom.</li> <li>Teacher celebrates individual student success.</li> </ul>
	Communications of Expectations for Academic Achievement	<ul style="list-style-type: none"> <li>Teacher clarifies for students their accountability in meeting the objective.</li> </ul>
	Physical Environment	<ul style="list-style-type: none"> <li>Current work is displayed demonstrating higher order student thinking.</li> <li>The room is organized. Materials are easily accessible and retrievable, causing minimal transition time.</li> <li>Vocabulary or word walls are present and students use them.</li> <li>The classroom is "print rich" with grade level appropriate resources.</li> </ul>

### Appropriate Standards for Behavior

Standard	Strategies	What does it look like in the classroom?
(5) Appropriate Standards for Behavior	Appropriate Standards for Behavior	<ul style="list-style-type: none"> <li>Clear positively stated expectations of student behavior.</li> <li>Expectations are explicitly taught or re-taught, modeled and consistently reinforced.</li> <li>Expectations are posted.</li> <li>Consequences for misbehavior are explicitly and consistently addressed in a way that does not embarrass the student.</li> <li>Disruptive behaviors are at a minimum.</li> </ul>

### Student Engagement

Standard	Strategies	What does it look like in the classroom?
(6) Student Engagement	Student Engagement	<ul style="list-style-type: none"> <li>Students are actively completing assigned task.</li> <li>Students are actively engaged in discussion - voluntarily asking and answering questions.</li> <li>The majority of students are able to answer questions when they are randomly called upon.</li> </ul>
	Re-Engagement	<ul style="list-style-type: none"> <li>Teacher uses proximity to engage and reengage students throughout the lesson.</li> <li>Teacher questions or redirects behavior if the student appears not to be engaged.</li> <li>Teacher works with the student to understand the task/assignment.</li> </ul>

## Routines and Transitions

Standard	Strategies	What does it look like in the classroom?
<b>(7) Routines and Transitions</b>	Routines	<ul style="list-style-type: none"> <li>• <b>Routines are explicitly taught and re-taught when appropriate.</b></li> <li>• Students follow routines with minimal directions from teacher.</li> <li>• Students are actively engaged in an academic activity while routines are occurring.</li> </ul>
	Transitions	<ul style="list-style-type: none"> <li>• <b>Transition time is minimal.</b></li> </ul>

## Appropriate Questioning Strategies

Standard	Strategies	What does it look like in the classroom?
<b>(8) Appropriate Questioning Strategies</b>	Cognitive Level	<ul style="list-style-type: none"> <li>• <b>Teacher uses a variety of levels of Bloom's Taxonomy.</b></li> </ul>
	Responding to Students	<ul style="list-style-type: none"> <li>• <b>Teacher analyzes students' questions to assess where students are lacking in their understanding of a concept or skill.</b></li> </ul>
	Opportunities for Student Involvement	<ul style="list-style-type: none"> <li>• <b>Teacher encourages students to generate and share their questions on the content.</b></li> </ul>

## Appropriate Lesson Content

Standard	Strategies	What does it look like in the classroom?
<b>(9) Appropriate Lesson Content</b>	Choice of Content	<ul style="list-style-type: none"> <li>• <b>Lesson materials and activities are based on the curriculum standards for the grade level and lesson objective.</b></li> <li>• <b>Teacher selects appropriate materials that sequence the content so it is meaningful for the students and provides real world connections (i.e., application to everyday life).</b></li> </ul>
	Level of Difficulty	<ul style="list-style-type: none"> <li>• <b>Teacher designs activities and questions to cover all levels of Bloom's Taxonomy.</b></li> <li>• <b>Teacher designs lessons to promote the development of critical, creative thinking, problem-solving and decision-making skills and the deeper understanding of concepts.</b></li> </ul>
	Accuracy	<ul style="list-style-type: none"> <li>• <b>Teacher presents content that is accurate.</b></li> </ul>

## Communication

Standard	Strategies	What does it look like in the classroom?
<b>(10) Communication</b>	Precision	<ul style="list-style-type: none"> <li>• <b>Teacher articulates expectations, steps of lessons, and criteria for assessment in a clear manner.</b></li> <li>• <b>Conventions of Standard English or language of instruction will be used.</b></li> </ul>
	Clarity of Speech	<ul style="list-style-type: none"> <li>• <b>Teacher communicates in a language that is "kid friendly".</b></li> <li>• <b>Rate of speech is appropriate to the developmental age of the student.</b></li> </ul>
	Oral Expressions	<ul style="list-style-type: none"> <li>• <b>Teacher models appropriate communication skills with the entire class as well as with individual students.</b></li> </ul>

## Assessment

Standard	Strategies	What does it look like in the classroom?
<b>(11) Assessment</b>	Monitoring for Understanding	<ul style="list-style-type: none"> <li>• <b>Teacher uses explicit data (tests, quizzes, writing samples, etc.) and implicit data (questioning, nonverbal cues, etc.) to gauge the progress of students and monitor understanding.</b></li> <li>• <b>Teacher composes feedback (either orally or in writing) targeting areas for improvement.</b></li> </ul>
	Adjusting When Necessary	<ul style="list-style-type: none"> <li>• <b>Teachers use students' errors, comments or misunderstandings as an opportunity to clarify material or assignment.</b></li> </ul>

## Professional Standards – Related Services Staff (TBD)

A core belief of New London Public Schools is that there should be a separate set of criteria and standards to evaluate the effectiveness of School Psychologist, Guidance Counselors, Speech and Language Pathologist, and Social Workers. These standards should be tied to state guidelines or best practices for related services staff.

There are common domains for evaluation of related services staff:

**DOMAIN 1:** Intervention/Direct Service

**DOMAIN 2:** Professional Growth and Responsibilities

**DOMAIN 3:** School, Home and Community Relationships

**DOMAIN 4:** Effective Use of Technology

Within each Domain, specific **Performance Standards** and sample **Performance Indicators** are developed for Guidance Counselors, School Psychologists, School Social Workers, and Speech-Language Pathologists.

## Professional Standards for School Psychologists Rubric

**Domain 1:** Intervention Direct Services

**Domain 2:** Professional Growth and Responsibilities

**Domain 3:** School, Home and Community Relationships

**Domain 4:** Effective Use of Technology

## Professional Standards for School Counselors Rubric

**Domain 1:** Intervention Direct Services

**Domain 2:** Professional Growth and Responsibilities

**Domain 3:** School, Home and Community Relationships

**Domain 4:** Effective Use of Technology

## Professional Standards for School Social Workers Rubric

**Domain 1:** Intervention Direct Services

**Domain 2:** Professional Growth and Responsibilities

**Domain 3:** School, Home and Community Relationships

**Domain 4:** Effective Use of Technology

## Performance Standards for Speech and Language Pathologists Rubric

**Domain 1:** Intervention Direct Services

**Domain 2:** Professional Growth and Responsibilities

**Domain 3:** School, Home and Community Relationships

**Domain 4:** Effective Use of Technology

## **SECTION 3: Teacher\* Evaluation**

\*In this section, *teacher* refers to regular education teachers, special education teachers, itinerant or elective teachers and teachers of English Language Learners.

## Teacher Evaluation Overview (Tenured and Non-Tenured)

Teacher Evaluation Overview			
	Tenured (Goal or Exemplary)	Tenured (Developing or Below Standard)	Non-Tenured
Goal Setting Conference	<p><b>September 30<sup>th</sup> but no later than October 15<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>Each educator will write one Student Learning Outcome. At the discretion of the teacher, he or she may <u>choose</u> to write an additional SLO. (Note: <i>The NLPS TE&amp;PGP requires 1 SLO w/ multiple IAGDs.</i>) SLO(s) must be mutually agreed upon by the evaluator and the teacher.</li> <li>Minimum of 1 Parent Feedback Goal</li> <li>Form A</li> </ul>	<p><b>September 30<sup>th</sup> but no later than October 15<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>Each educator will write one Student Learning Outcome. At the discretion of the teacher, he or she may <u>choose</u> to write an additional SLO. (Note: <i>The NLPS TE&amp;PGP requires 1 SLO w/ multiple IAGDs.</i>) SLO(s) must be mutually agreed upon by the evaluator and the teacher.</li> <li>Minimum of 1 Parent Feedback Goal</li> <li>Form A</li> </ul>	<p><b>September 30<sup>th</sup> but no later than October 15<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>Each educator will write one Student Learning Outcome. At the discretion of the teacher, he or she may <u>choose</u> to write an additional SLO. (Note: <i>The NLPS TE&amp;PGP requires 1 SLO w/ multiple IAGDs.</i>) SLO(s) must be mutually agreed upon by the evaluator and the teacher.</li> <li>Minimum of 1 Parent Feedback Goal</li> <li>Form A</li> </ul>
Mid-Year Check-in	<p><b>By March 1<sup>st</sup></b></p> <p>Educator Practice and Performance Form</p>	<p><b>By March 1<sup>st</sup></b></p> <p>Educator Practice and Performance Form</p>	<p><b>By March 1<sup>st</sup></b></p> <p>Educator Practice and Performance Form</p>
Number and Dates for Observations	<p>At least <b>1 Full Length Observation</b> completed by January 31<sup>st</sup></p> <p>At Least <b>2 Informal Walk Throughs</b>, one of which must occur before the formal observation*</p> <ul style="list-style-type: none"> <li>Minimum 1 Review of Practice</li> </ul>	<p>At least <b>3 Full Length Observations</b> with written feedback</p> <ul style="list-style-type: none"> <li>1 by October 30<sup>th</sup></li> <li>1 by January 31<sup>st</sup></li> <li>1 by March 31<sup>st</sup></li> </ul> <p><b>Walk Through Observations</b> (as needed) in order to gather at least 3 pieces of evidence in order to complete the research-based strategies rubric</p>	<p>At least <b>3 Full Length Observations</b> with written feedback</p> <ul style="list-style-type: none"> <li>1 by October 30<sup>th</sup></li> <li>1 by January 31<sup>st</sup></li> <li>1 by March 31<sup>st</sup></li> </ul> <p><b>Walk Through Observations</b> (as needed) in order to gather at least 3 pieces of evidence in order to complete the research-based strategies rubric</p>
Self-Assessment	<b>By May 15<sup>th</sup></b>	<b>By May 15<sup>th</sup></b>	<b>By May 15<sup>th</sup></b>
Summative Evaluation	By last teacher work day for school year.	By last teacher work day for school year.	By last teacher work day for school year.
Summative - Adjustment	<b>By July 31<sup>st</sup></b>	<b>By July 31<sup>st</sup></b>	<b>By July 31<sup>st</sup></b>

### Additional Guidance for *Tenured Goal and Exemplary Teachers Only*

This will apply to all tenured teachers performing at the Goal or Exemplary level on an annual basis (no rotation).

- ☐ At least 1 formal in-class observation
- ☐ At least 2 informal walk throughs
  - *Informal walk throughs will not be evaluative or used to determine the teacher's summative rating. Informal walk throughs must include written feedback (within 5 school days following completion of the walkthrough) and are intended to inform coaching to improve instruction.*
  - *\*One of the informal walk throughs must occur by October 30<sup>th</sup>.*
  - *The formal in-class observation will take place no sooner than 10 school days after the initial informal written feedback is provided. The formal in-class observation will be completed by January 31<sup>st</sup>.*
- ☐ 1 Review of Practice measured by the Revised CCT for Effective Teaching Rubric, Domain 4 (e.g., observation of data team meetings, observations of coaching/mentoring other teachers, or other teaching artifacts)

Additional in-class formal observations occur when:

- Teachers performing at goal or exemplary whose **formal in-class observation** reveals a score of 7 or below will receive two subsequent **formal in-class observation** in order to gather at least 3 pieces of evidence in order to complete the research-based strategies rubric.



## Educator Evaluation Process

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



### Goal-Setting and Planning

Timeframe: Target deadline is **September 30<sup>th</sup>**; but no later than **October 15<sup>th</sup>**

1. Orientation Process – To begin the process, evaluators meet with educators, 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 educator practice goals and student learning objectives; and
  - set time aside for the types of collaboration required by the evaluation process.
2. Educator Reflection and Goal-Setting – The educator examines:
  - 1) student data,
  - 2) prior year evaluation,
  - 3) survey results; and
  - 4) the rubrics used to evaluate the teacher's performance

This information is used by the teacher to:

- (a) Draft one required Student Learning Outcome (SLO) and
- (b) Draft one parent feedback goal

The teacher will work towards and monitor progress toward achievement of these goals throughout the school year. The educator may collaborate in grade-level or content area teams to support the goal-setting process.

Note: At the discretion of the teacher, he or she may choose to write an additional SLO.

3. Goal-Setting Conference - The educator and evaluator meet to:

- discuss and reach mutual agreement regarding the educator’s proposed goals and objectives; and
- determine the evidence that will be collected to support the goals and objectives.

The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

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

Timeframe: **March 1st**

1. Reflection and Preparation - The educator and evaluator reflect on evidence collected to date about the educator’s practice and student learning in preparation for the check-in.
2. Mid-Year Conference - The evaluator and educator complete at least one mid-year check-in conference at which they review progress on professional growth goals, student learning objectives and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of student learning goals to accommodate changes (e.g., student populations, assignment). They also discuss actions that the educator can take, and support the evaluator can provide, to promote educator growth in his/her development areas.

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

Timeframe: **May and June**; must be completed by last teacher work day.

1. Educator Self-Assessment - The educator reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference and will be completed by May 15<sup>th</sup>.
2. Scoring –The evaluator reviews submitted evidence, self-assessments, and observation data to generate component and category ratings based on the timeframe listed above. The category ratings generate the final, summative rating. After all data (including state test data) is available, the evaluator may adjust the summative rating if the state test data impacts the student-related indicators enough to change the final rating. Such revisions should take place as soon as state test data are available and before July 31<sup>st</sup>.
3. End-of-Year Conference - The educator and evaluator meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

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

All evaluators are required to complete extensive training on the model. The State Department of Education will provide districts with training opportunities and tools throughout the year to support district administrators and evaluators in implementing the model across their schools. Districts will adapt and build on these tools to provide comprehensive training and support to their schools and to ensure that evaluators are on Goal in conducting educator evaluations.

At the request of a district or employee, the State Department of Education (or a third-party designated by the SDE) will review evaluation ratings that include dissimilar ratings in different components (i.e., include both exemplary and below standard ratings). In these cases, SDE will determine a final summative rating.

In addition, SDE will select districts at random, annually, to review evaluation evidence files for a minimum of two educators rated exemplary and two educators rated below standard.

## Observations

### Teachers performing at Below Standard or Developing:

All observations, whether formal or informal, are used to create a judgment of a teacher's instructional performance as defined by the district definition of effective instructional practice. As a result, both formal (full length) and informal (walk through or partial period) observations will be used towards the final evaluation.

### Teachers performing at Goal or Exemplary:

The formal in-class observation(s) will be used to determine the teacher's summative rating. The informal walk throughs will not be evaluative or used to determine the teacher's summative rating. *Informal walk throughs must include written feedback (within 5 school days following completion of the walkthrough) and are intended to inform coaching to improve instruction.*

### Observation Schedule for Non-Tenured Teachers

Non-Tenured teachers will be formally observed a minimum of five times. Evaluators have the discretion to conduct additional observations as they deem appropriate. Non-Tenured teacher observations will occur according to the following timeline\*:

- ✓ At least **3 full length or formal observations** with written feedback
  - 1 by October 30<sup>th</sup>
  - 1 by January 31<sup>st</sup>
  - 1 by March 31<sup>st</sup>
- ✓ At Least **2 walk through (minimum of 15 minutes) observations** with written feedback
  - 1 by January 31<sup>st</sup>
  - 1 by March 31<sup>st</sup>

\*Per Article XXV of the New London Education Association's Collective Bargaining Agreement, non-tenured are required to be observed a minimum of three times. If a teacher is hired after the start of school year, regardless of the timeline above, they will need three observations.

### Observation Schedule for Tenured Educators

#### Below Standard or Developing:

- ✓ At least **3 formal or full length observations** (2 of which must include a pre-conference) with written feedback

- 1 by October 30<sup>th</sup>
- 1 by January 31<sup>st</sup>
- 1 by March 31<sup>st</sup>
- ✓ At Least **2 walk through or partial period observations (no less than 15 minutes)** with written feedback
  - 1 by January 31<sup>st</sup>
  - 1 by March 31<sup>st</sup>

#### **Goal and Exemplary:**

- ✓ At Least **2 informal walk through observations (no less than 15 minutes)** one of which must occur by October 30<sup>th</sup> and before the formal in-class observation. Written feedback must accompany the informal walk through and be provided to the teacher within 5 school days following completion of the informal walk through.
- ✓ One formal observation will take place no sooner than 10 school days after initial informal feedback is provided. At least **1 formal in-class observation** must be completed by January 31<sup>st</sup>.

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

A pre-conference is required for teachers rated at goal or exemplary for the requisite formal observation.

If a teacher is rated at below standard or developing, two of the three observations must include a preconference. In addition, a preconference can be requested for any subsequent observation by either the teacher or the evaluator. The purpose of the preconference is to share any relevant information regarding individual or groups of students, broad instructional issues and/or any other information. The purpose of the preconference is not to share specifics regarding lesson objectives, lesson outcomes, etc. Request of a pre-conference does not indicate that the date and time of the evaluation will be shared with the teacher, nor is there a timeline between the pre-conference and actual observation. Any additional concerns/issues not shared at the pre-conference can and should be discussed at the post conference.

Post-conferences provide a forum for reflecting upon the evidence gathered during the observation using the 11 Research-Based Strategies and/or the CCT Rubric for Effective Teaching, Domain 4, and for generating action steps that lead to the educator's growth.

A good post-conference:

- begins with an opportunity for the educator to share his/her self-assessment of the lesson observed;
- cites objective evidence to paint a clear picture for both the educator and the evaluator about the educator's successes, what improvements will be made, and where future observations may focus; and
- involves written and verbal feedback from the evaluator.

The post-observation conference will be held within two school days of the formal in-class observation; and the Formal Observation Form, Appendix E, will be written and delivered within five school days after the post conference.

The post conference will include the teacher's instructional performance as it relates to the rubrics used to measure the teacher's practice and performance.

Teachers will be told which of the Eleven Research-Based Strategies were met and which were not met. Evidence will only be provided if the teacher does not meet standard.

- Areas in Need of Improvement include: (1) areas in which teachers did not meet the standard; (2) expected improvements; and (3) specific feedback on mechanisms for improvement.
- Strategies for Continued Growth include: areas in which teachers did meet the goal, but feedback is provided for continuous growth. As a community of learners focused on growth, this area should never be left blank.

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

Because the model aims to provide educators with comprehensive feedback on their practice as defined by the five domains of the *CCT*, all interactions with educators that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to: reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, student planning meetings, Planning and Placement Team meetings, observations of coaching/mentoring other educators, and observation of the participation in professional development or school-based activities/events.

### **Feedback**

The goal of feedback is to help educators grow and become more effective. Verbal feedback may include a scheduled conversation or post-conference. Written feedback may include email or a brief or comprehensive write-up. With this in mind, evaluators should be clear and direct, presenting comments in a way that feels supportive and constructive. Feedback should include:

- specific evidence, where appropriate, on observed components of the *11 Research-Based Strategies or the Revised CCT Rubric for Effective Teaching, Domain 4*
- selected prioritized recommendations for development actions;
- next steps and supports the educator can pursue to improve his or her practice; and
- a timeframe for follow up.

## **Component #1: Educator Practice and Performance (40%)**

### **Educator Practice and Performance Scoring**

## Individual Observations

Evaluators are required to provide teachers with a clear list of what standards were and were not met in an observation. During observations, evaluators should take evidence-based notes, capturing specific instances of what the educator and students said and did in the classroom. Evidence-based notes are factual (e.g., The educator asks: Which events precipitated the fall of Rome?) not judgmental (e.g., The educator asks good questions.) Once the evidence has been recorded, the evaluator can align the evidence with the appropriate standard and indicators and decides if the standard was met or not.

### Summative Observation of Educator Performance and Practice Rating

#### **For Teachers Performing at Below Standard or Developing AND Non-Tenured Teachers:**

At the end of the year, primary evaluators must determine a final educator performance and practice rating and discuss this rating with educators during a summative evaluation conference. It is mandatory for each of the Eleven Research-Based Strategies that there are three observed data points. The final educator performance and practice rating will be calculated by the evaluator in a three-step process:

1. Evaluator holistically reviews evidence collected through observations and interactions (i.e. team meetings, conferences).
2. Evaluator averages components within each of the Eleven Research-Based Strategies and Domain 6 rating on the CTT Rubric to a tenth of a decimal to calculate domain level scores of 1.0-4.0.
3. Evaluator averages each standard from the Eleven Research-Based Strategy.
4. Evaluator applies the domain weights to domain scores to calculate an overall Observation of Educator Performance and Practice rating of 1.0-4.0 as follows:
  - 90% - 11 Research Based Strategies
  - 10% - Revised CCT Rubric for Effective Teaching, Domain 4

Each step is illustrated below:

- 1) Evaluator holistically reviews evidence collected through observations and interactions, and determines component ratings for each of the components of the *CCT Rubric (Domain 6)* and *Eleven Research-Based Strategies Rubric*.

By the end of the year, evaluators should have collected a variety of evidence on educator practice from the year's observations and interactions. Evaluators then analyze the consistency, trends, and significance of the evidence to determine a rating for each of components of the *Revised CCT Rubric for Effective Teaching (Domain 4)* and *Eleven Research-Based Strategies Rating Scale*.

#### **Overall Standard Ratings**

4	3	2	1
Rounded Score: 100	Rounded Score: 70-90	Rounded Score: 50-60	Rounded Score: 40 or below

It is mandatory for each of the Eleven Research-Based Strategies that there are at least three observed data points. 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 Eleven Research-Based Strategies:

Research Based Strategies Rubric	Rating	Rating	Rating	Ratio	Rounded Score	Evaluator's Score
1. Lesson Development,	Met (1)	Not Met (0)	Met (1)	2/3=66	70	3
2. Initiation,	Not Met (0)	Met (1)	Met (1)	2/3=66	70	3
3. Closure,	Met (1)	Met (1)	Met (1)	3/3=100	100	4
4. Positive Learning Environment,	Met (1)	Met (1)	Met (1)	3/3=100	100	4
5. Appropriate Standards for Behavior,	Not Met (0)	Met (1)	Not Met (0)	1/3= 33	30	1
6. Student Engagement,	Met (1)	Met (1)	Met (1)	3/3=100	100	4
7. Routines and Transitions,	Met (1)	Met (1)	Met (1)	3/3=100	100	4
8. Appropriate Questioning,	Met (1)	Not Met (0)	Met (1)	2/3=66	70	3
9. Appropriate Lesson Content,	Met (1)	Met (1)	Met (1)	3/3=100	100	4
10. Communication, and	Met (1)	Not Met (0)	Met (1)	2/3=66	70	3
11. Assessment.	Not Met (0)	Met (1)	Not Met (0)	1/3= 33	30	1

2) Evaluator averages components within each domain to a tenth of a decimal to calculate standard level scores based on the multiple observations:

Research Based Strategies Rubric	Average Score
1. Lesson Development,	3
2. Initiation,	3
3. Closure,	4
4. Positive Learning Environment,	4
5. Appropriate Standards for Behavior,	1
6. Student Engagement,	4
7. Routines and Transitions,	4
8. Appropriate Questioning,	3
9. Appropriate Lesson Content,	4
10. Communication, and	3
11. Assessment.	1
Rating Average:	3.1

CCT Domains: Professional Responsibilities and Teacher Leadership	Average Score
6	3.5

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

Each of the domain ratings is weighted according to importance and summed to form one overall rating. Strong instruction and classroom environment matter more than anything else an educator can do to improve student outcomes. Therefore, the Eleven Research-Based Strategies are weighted significantly more than the others at 90%. The Common Core of Teaching Rubric for Domain 6 is weighted 10%.

	Score (average)	Weighting	Weighted Score
Professionalism (non-instructional) CCT 6	3.5	10%	.35
11 Research Based Strategies	3.1	90%	2.79
<b>Total Score:</b>			<b>3</b>

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

Related services staff will be evaluated based on the 4 practice domains:

- **Domain 1:** Intervention Direct Services
- **Domain 2:** Professional Growth and Responsibilities
- **Domain 3:** School, Home and Community Relationships
- **Domain 4:** Effective Use of Technology

The summative Educator Performance and Practice rating and the component ratings will be shared and discussed with educators in the end-of-year conference. This process can also be followed in advance of the mid-year check-in to develop a formative, mid-year Educator Performance and Practice rating.

### **For Teachers Performing at Goal or Exemplary:**

At the end of the year, primary evaluators must determine a final educator performance and practice rating and discuss this rating with educators during a summative evaluation conference. The final educator performance and practice rating will be calculated by the evaluator adhering to the guidelines shown below:

- 1) If the formal in-class observation indicates that the teacher met all 11 of the Research-Based Strategies, the teacher receives an Exemplary (4) rating.
- 2) If the formal in-class observation indicates that the teacher met 8, 9 or 10 of the 11 Research-Based Strategies, the teacher receives a Goal (3) rating.
- 3) If the formal in-class observation indicates that the teacher met 0 - 7 of the Research-Based Strategies, the teacher will receive at least two subsequent **formal in-class observations so that there are three data points to determine the teacher's summative rating.**
- 4) Evaluator applies the domain weights to domain scores to calculate an overall Observation of Educator Performance and Practice rating of 1.0-4.0 as follows:
  - 90% - 11 Research Based Strategies
  - 10% - Revised CCT Rubric for Effective Teaching, Domain 4

### **COMPONENT #2: Parent Feedback (10%)**

Feedback from parents will be used to help determine the remaining ten percent of the Educator Practice Indicators category.



The process described below focuses on:

- the school conducts a whole-school parent survey (meaning data is aggregated at the school level);
- the school staff determines at least one school-level parent engagement goal based on the survey feedback;
- the educator and evaluator identify one, related, parent engagement goal and set improvement targets;
- the educator measures progress on improvement targets; and
- the evaluator determines an educator's summative rating. This parent feedback rating shall be based on four performance levels.

### **Administration of a Whole-School Parent Survey**

Parent surveys will be deployed by New London Public Schools and will be valid (i.e., the instrument measures what it is intended to measure) and reliable (i.e., the use of the instrument is consistent).

Parent surveys will be conducted at the whole-school level to ensure adequate response rates from parents.

Surveys will be confidential, and survey responses will not be tied to parents' names. The parent survey will be administered every spring and trends analyzed from year-to-year.

### **Determining School-Level Parent Goals**

Administrators and educators will review the parent survey results at the beginning of the school year to identify areas of need and set general, parent engagement goals based on the survey results. This goal-setting process will occur in August or September so agreement can be reached on at least one goal for the entire school by September 30<sup>th</sup>.

### **Selecting a Parent Engagement Goal and Improvement Targets**

After the whole-school level goal(s) has/have been set, educators will determine, through consultation and mutual agreement with their evaluators, one, related parent goal they will pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-educator conferences, etc.

Educators will set improvement targets related to their chosen goal. 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 goal(s), and (2) that the improvement targets are ambitious but achievable.

### **Measuring Progress on Improvement Targets**

There are two ways an educator can measure and demonstrate progress on his/her improvement targets. An educator can (1) measure how successfully they implement a strategy to address an area of need, and (2) collect evidence directly from parents to measure parent-level indicators they generate.

## Arriving at a Parent Feedback Rating

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

Exemplary [4]	Goal [3]	Developing [2]	Below Standard [1]
Exceeded the goal	Met the goal	Partially met the goal	Did not meet goal
110%	90%	80%	79% or below

## Student-Related Indicators (50%)

The Student-Related Indicators, half of the New London Public School Educator Evaluation Plan, captures the educator's impact on students. Every educator is in the profession to help children learn and grow, and educators already think carefully about what knowledge, skills and talents they are responsible to nurture in their students each year. As a part of the evaluation process, educators will document those aspirations and anchor them in data.

Student-Related Indicators includes two components:

- Student growth and development, which counts for 45%; and
- Whole-school student learning, which counts for 5% of the total evaluation rating.

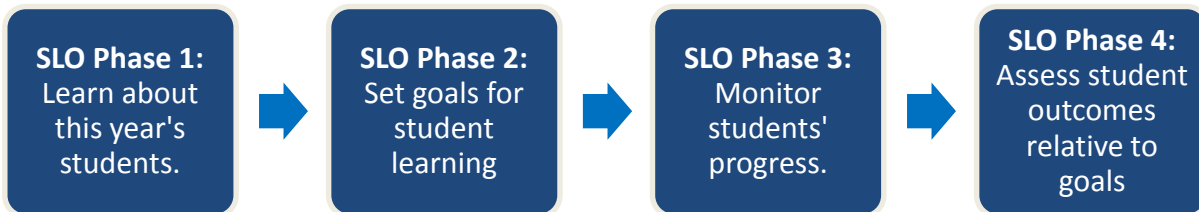
*These components will be described in detail below.*

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

### Overview of Student Learning Objectives

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

Student Learning Outcomes will support educators in using a planning cycle that will be familiar to all educators:

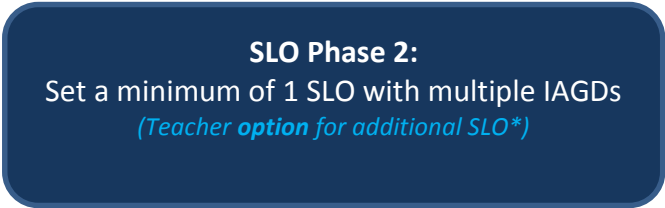


While this process should feel generally familiar, it will ask educators to set more specific and measureable targets than they may have done in the past and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors and/or evaluators. The four SLO phases are described in detail:



This first phase is the discovery phase during the first few weeks of school. Once educators know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the educator is teaching.

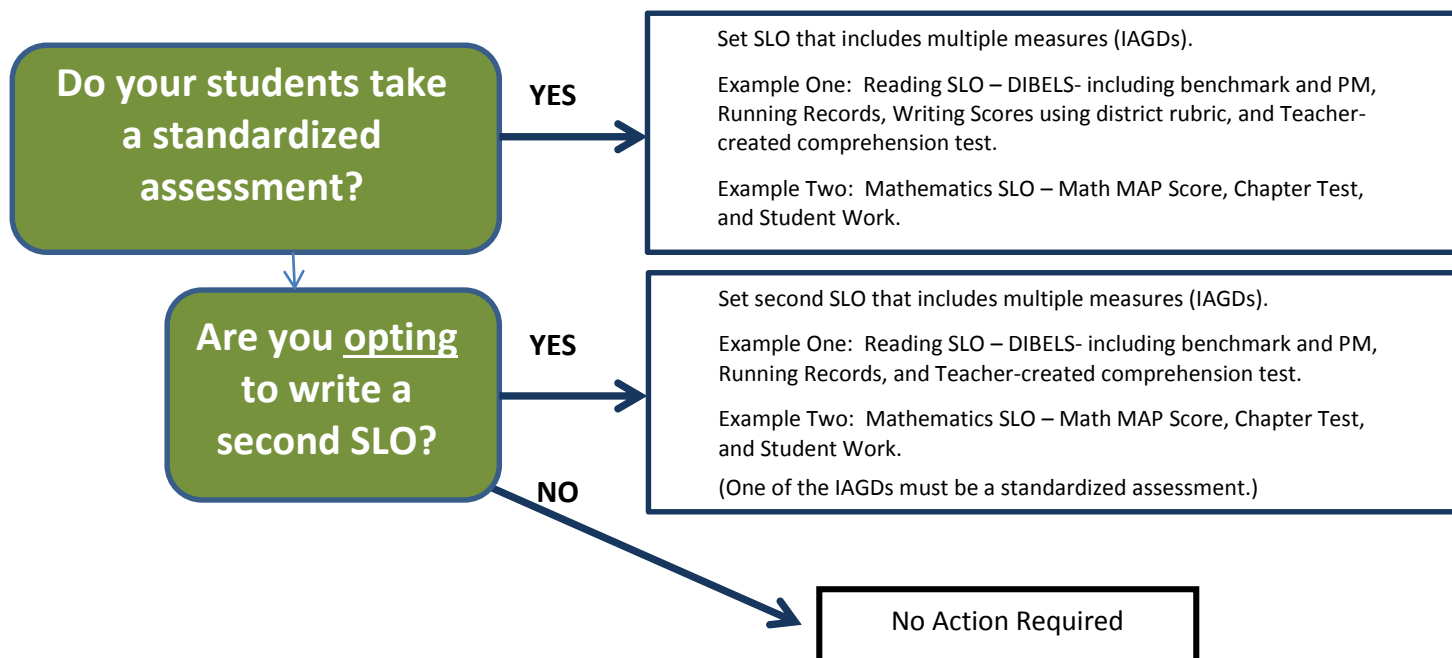
End-of-year tests from the prior spring, prior performance, benchmark and/or common formative assessments and quick demonstration assessments are all examples of sources educators can tap to understand both individual student and group strengths and challenges. This information will be critical for goal-setting in the next phase.



- Each educator will write one Student Learning Outcome. \*At the discretion of the teacher, he or she may choose to write an additional SLO. (Note: The NLPs TE&PG Plan requires 1 SLO w/ multiple IAGDs.) *SLO(s) must be mutually agreed upon by the evaluator and the teacher.*

One half (or 22.5%) of the IAGDs used as evidence of whether goals /objectives are met shall not be determined by a single, isolated 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. For the other half (22.5%) of the indicators of academic growth and development, a minimum of 1 non-standardized indicator must be used in rating 22.5% of IAGDs (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.) and a maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute-resolution procedure.

For the [waiver]. To decide which SLO to write, educators will consult the following decision tree: the CSDE



New London Public Schools TE&PGP uses a specific definition of “standardized assessment,” a standardized assessment has **all** of these features:

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

To create the SLO(s), educators will follow these four steps:

#### Step 1: Decide on the Outcome:

The objective will be a broad goal for student learning. It should address a central purpose of the educator’s assignment and it should pertain to at least half of his/her students, or as determined appropriate by the educator and evaluator. For example, if a secondary level educator teaches four sections of Algebra I and one section of Geometry, one of his/her two SLO’s must focus on the needs identified among the Algebra I students. It 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), or district standards for the grade level or course. Depending on the educator’s assignment, the objective might aim for content mastery or it might aim for skill development, based on identified area(s) of student need.

Educators are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLOs. Educators with similar assignments may have identical SLOs, however, the IAGDs will be classroom/student-specific.

*The following are examples of Student Learning Outcomes:*

Educator Category	Student Learning Outcome
Kindergarten	My students will improve in reading through mastery of phonemic awareness, phonics skills and concepts.
Fourth Grade Classroom Educator	My students will demonstrate a year's growth in reading.
Eighth Grade Science	My students will master grade 8 science inquiry standards and concepts.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.
High School World Language	My Spanish IV students will increase the length of time they can speak about a familiar topic.

### Step 2: Select Indicators of Academic Growth and Development:

Indicators of Academic Growth and Development are the specific evidence, with quantitative targets, that will demonstrate whether the objective was met. The SLO must include at multiple indicators.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what percentage of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high- or low-performing students or ELL students. The Phase I examination of student data will help educators determine improvement targets for identified students.

Educators select aligned grade level and/or content area indicators from a list of commonly used assessments from the appendix of this document.

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

Following are examples of indicators that might be applied to the previous SLO examples:

Educator Category	Student Learning Objectives	Indicators of Academic Growth and Development
<b>Kindergarten</b>	My students will improve in reading through mastery of phonemic awareness, phonics skills and concepts	1) 80% of my students will be at low risk as measured by the DIBELS benchmark and/or progress monitoring. 2) 80% of my students will master 100% of the K Sight Words. 3) 80% of students will improve their oral reading accuracy rate as documented in running records.
<b>Fourth Grade Classroom Educator</b>	My students will demonstrate a year's growth in reading	1) 100% of my students reading below grade level on previous year's CMT will attain an IPI (Individual Performance Index) score increase of at least +0.33. 2) 90% of my students will make one year's growth in reading as measured by the DRA II.
Educator Category	Student Learning Objectives	Indicators of Academic Growth and Development
<b>Eighth Grade Science</b>	My students will master grade 8 science inquiry standards and concepts.	1) 78% of my students will attain at least a 4 on the CMT section concerning science inquiry.

		2) My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
<b>High School Visual Arts</b>	My students will demonstrate proficiency in applying the five principles of drawing.	1) 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts educators in our district. 2) 85% of my students will produce works of art, using personally developed creative ideas.
<b>High School World Language</b>	My students will achieve proficiency in speaking Spanish.	1) 85% of my students will achieve a score of 6 on the oral speaking rubric. 2) 90% of my Spanish I students will be able to conjugate verbs with 80% accuracy as measured by unit tests.

### Step 3: Provide Additional Information Requested on SLO Form:

In addition to the outcome and IAGDs (Indicator of Academic Growth and Development), the SLO form requests:

- the rationale for the SLO, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each indicator;
- interim assessments the educator plans to use to gauge students' progress toward the outcome during the school year (optional); and
- any training /support or professional learning the educator, in consultation with the supervisor/evaluator, thinks would help improve the likelihood of meeting the SLO (optional).

### Step 4: Submit SLO(s) to Evaluator for Approval:

SLO(s) are proposals until the evaluator approves them. Educators and evaluators should confer during the goal-setting process, since the intent is that SLO(s) will be selected through mutual agreement. But ultimately, the evaluator must formally approve all SLO proposals.

The evaluator will examine each SLO relative to three criteria described on the following pages. **SLO(s) must meet all three criteria to be approved.** If they do not meet one or more criterion, the evaluator will provide written comments and discuss his/her feedback with the educator during the fall goal-setting conference. SLO(s) that are not approved must be revised and resubmitted to the evaluator within ten days.

### **SLO Approval Criteria**

<b><u>Priority of Content:</u></b>	<b><u>Quality of Indicators:</u></b>	<b><u>Rigor of SLO:</u></b>
Outcome is deeply relevant to educator's assignment and addresses a large proportion of his/her students.	Indicators provide SMART* evidence (*Specific, Measurable, Aligned and Attainable, Results-Oriented, and Time-Bound). The indicators allow judgment about students' progress over the school year or semester.	Outcome is attainable but ambitious, and represents at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

**SLO Phase 3:**  
Monitor student progress.

Once SLO(s) are approved, educators must monitor students' progress towards the objectives. They can, for example, examine student work products, administer and gather interim assessment data, and track students' accomplishments and struggles through related online practice games. Educators can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If an educator's assignment changes or if his/her student population shifts significantly, the SLO(s) can be adjusted during the mid-year conference, or as needed, between the evaluator and the educator.

**SLO Phase 4:**  
Assess student  
outcomes relative  
to SLO(s).

At the end of the school year, the educator should compile the evidence required by the selected IAGDs and submit it to his/her evaluator. Along with the evidence, educators will complete and submit the top portion of the SLO scoring form, which asks educators to reflect on the SLO results by answering the following:

1. Describe the results and provide evidence for each indicator.
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 apply it.

Evaluators will examine the evidence and the educator's reflection and assign one of four ratings to each SLO: **Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point).**

*These ratings are defined as follows:*

<b>Exceeded [4]</b>	All or most all students met the target(s) and many students exceeded the target(s) contained in the indicator(s) of academic growth and development. Exceeding the target(s) by a few points or percentage points would not qualify as "exceeded."
<b>Met [3]</b>	All students, or nearly all students, met the target(s) in the indicators. Results within a few points on either side of the target(s) are considered "Met."
<b>Partially Met [2]</b>	Many students met the target(s) but many did not. The target(s) was missed by more than a few points or percentage points, but significant progress towards the goal was made.
<b>Did Not Meet [1]</b>	A substantial proportion of students did not meet the target(s). Little progress toward the goal was made.

### Scoring the SLO:

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 it holistically. *Note: For teachers who opt to write two SLOs, the final student growth and development rating is*

*the average of their two SLO scores. For example, if one SLO was partially met, for 2 points, and the other SLO was met, for 3 points, the student growth and development rating would be 2.5  $((2+3)/2)$ . (Rounds up in teacher's favor.)*

The individual SLO ratings and the student growth and development rating will be shared and discussed with educators in the end-of-year conference.

## **COMPONENT #4: Whole-School Student Learning Indicators (5%)**

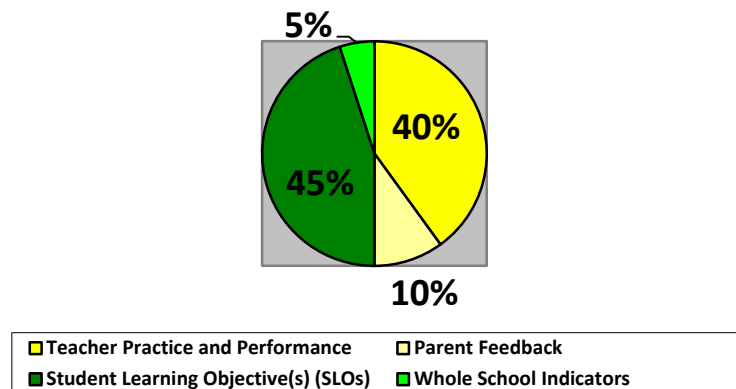
For districts that include the whole-school learning indicator in teacher evaluations, a teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for principal's evaluation rating at that school. For most schools, this will be based on the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

## **Summative Educator Evaluation Scoring**

### **Summative Scoring**



The summative educator evaluation rating will be based on the four components of performance, grouped in two major categories:



Every educator will receive one of four performance ratings:

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

The process for determining summative evaluation ratings has three steps: (a) determining a teacher practice rating, (b) determining a teacher outcome rating and (c) combining the two into an overall rating.

#### B. TEACHER PRACTICE RATING (50%): Teacher Practice and Performance (40%) and Parent Feedback (10%)

The evaluator calculates an Educator Practice rating from a teacher's performance on the five domains of the CCT Instrument and the Parent Feedback target. Evaluators record a rating for the domains that generates an overall rating for teacher practice. The Parent Feedback rating is combined with the Teacher Practice rating and the evaluator uses the matrix to determine an overall Teacher Performance and Practice Rating.

The Observation of Educator 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, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

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

#### Rating Table

Educator Practice Indicators Points	Educator Practice Indicators Ratings
50-80	<b>Below Standard</b>
81-126	<b>Developing</b>
127-174	<b>Goal</b>
175-200	<b>Exemplary</b>

**B. STUDENT OUTCOMES RATING (50%): Student Outcome & Achievement-SLO(s) (45%) and Whole-School Learning Indicators (5%)**

The Student Growth and Development component counts for 45% of the total rating; and the Whole-School Student Learning component counts for 5% of the total rating. The evaluator multiplies these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

**NOTE:** If the Whole-School Student Learning score is not available when the summative rating is calculated, then Student Growth and Development will be weighted 50 and Whole-School Student Learning will be weighted 0.

Component	Score (1 – 4)	Weight	Points (score x weight)
Student Growth and Development [SLOs]	3.5	45	158
Whole-School Student Learning	3	5	15
<b>TOTAL STUDENT RELATED INDICATORS POINTS</b>			<b>173</b>

**Rating Table**

Educator Practice Indicators Points	Educator Practice Indicators Ratings
50-80	<b>Below Standard</b>
81-126	<b>Developing</b>
127-174	<b>Goal</b>
175-200	<b>Exemplary</b>

**C. FINAL SUMMATIVE RATING: Teacher Practice Rating (50%) + Teacher Outcomes Rating (50%) =100**

The evaluator uses the Summative Matrix to determine the educator's Summative Rating:

Identify the rating for each category and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example above, the Educator Practice Indicators rating is Goal and the Student Related Indicators rating is Goal. The summative rating is therefore Goal. If the two categories are highly discrepant (e.g., a rating of 4 for Educator Practice and a rating of 1 for Student Related Indicators), then the evaluator should examine the data and gather additional information in order to make a summative rating.

**Summative Rating Matrix**

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

### **Adjustment Summative Rating**

Summative ratings must be completed for all educators by the last teacher work day of a given school year. These adjustments should inform goal setting in the new school year.



The Teacher Assistance Plan consists of three levels: (1) Awareness, (2) Assistance, and (3) Intensive Assistance. The Assistance Plan applies to Tenured and non-Tenured teachers\*. If you are non-Tenured, non-renewal cannot be recommended unless the teacher has been placed on awareness.

\*The term “*teacher*” in this section refers to both teaching and related services staff.

**Conflict Resolution:** In the event that the evaluator(s) and the teacher do not agree, the teacher or evaluator(s) may request conflict resolution. In the first step, the two individuals select an impartial third party evaluator who meets with the two individuals to resolve the issue(s). Typical types of conflict may be related to performance objectives, performance evaluation, implementation of the process, options selected, or timeline.

### **Level I: Awareness**

**Purpose:** The purpose of the awareness level is to discuss a concern, as well as to provide the support necessary to meet the standards.

**Placement:** When the evaluator starts to notice patterns of concerns, prior to placement on awareness, he/she will recommend to the teacher to see their association building representative to receive an informal mentor. The evaluator is encouraged to put the recommendation in writing (i.e., email, etc.). If the evaluator continues to see concerns, the evaluator initiates placement.

**Process:** At this level, the nature of the area of concern (related to teaching standards, professional responsibilities and job description) is communicated through a conference between the teacher and the evaluator. The teacher will receive written notification of the date and time of the conference and the areas of concern. At that conference, the evaluator will: (1) provide an overview of the concern(s), (2) identify the expectations for performance, (3) discuss the support that will be provided to the teacher, and (4) identify a timeline for improvement. The Superintendent is advised of the placement of this individual and receives ongoing communication as well. A written summary of the meeting will be provided within 48 hours of the conference.

**Disposition:** Progress and outcomes will be discussed throughout the process.

**Timeline:** Teachers may remain at this level for a varied period of time depending on the nature of the situation, the support needed, and the commitment of the individual.

### **Level II: Assistance**

**Purpose:** The purpose of this level is to provide the support necessary to ensure that the teacher meets the standards contained herein.

**Placement:** The evaluator initiates placement of a teacher into this format. The process is formal with written notification and ongoing documentation of (1) practice, (2) communications and (3) efforts to improve. The Superintendent is advised of the placement of this individual and receives ongoing communication as well.

**Process:** The evaluator sends the teacher written notification (Appendix G) of placement at this level. The evaluator will recommend the involvement of NLEA representation to ensure due process, provide support and

encourage positive resolution of concerns. At the subsequent conference, the evaluator (1) identifies the concern(s) to the standards, (2) specifies the expected improvement through the creation of objectives, and (3) communicates how the objectives will be assessed. Supports will be identified, and may include, but are not limited to: team support; peer support; outside content expert; professional development; supplementary supervisor(s); observations; conferences; coaching; reading materials; reviewing of curriculum; videotaping; modeling; lesson plan review; visitations; review of student work; and other approaches. Forms used during this process are Notification of Change of Status (Attachment I), Assistance Plan (**Attachment J**), and Assistance Plan Summary (**Attachment K**).

**Disposition:** From this level, a teacher may return to the original teacher evaluation format or move to the third level termed, “Intensive Assistance.”

**Timeline:**

- The teacher will receive written notification of the date and time of the conference and the areas of concern.
- Written notification of placement in this level with meeting scheduled within 5 working days to develop action plan.
- Implementation of action plan.
- Teacher demonstrates improvement/change every 5 working days.
- Conference with evaluator at least every 10 – 15 working days.
- Maximum limit in this level is 60 working days.

**Level III: Intensive Assistance**

**Purpose:** Individuals placed in the level have been unsuccessful in demonstrating improvement under Assistance Level. This level will include additional or continued assistance to help the teacher meet the standards.

**Placement:** The evaluator initiates placement of a teacher into this format. The process is formal with written notification and ongoing documentation of (1) concerns, (2) communications, and (3) efforts to improve. The Superintendent is advised of the placement of this individual and receives ongoing communication as well.

**Process:** The evaluator sends the teacher written notification of placement at this level as well as the consequences of lack of success. Within 10 working days, a conference is held at which the evaluator reviews concerns expressed, support provided, teacher efforts to date, and expectations for performance. At this conference, the evaluator builds an action plan, to support strategies listed in Level II.

**Disposition:** At this level, a teacher may be returned to the district evaluation format, or the Superintendent may institute termination proceedings.

**Timeline:**

- The teacher will receive written notification of the date and time of the conference and the areas of concern.
- Written notification of placement on this level with a meeting scheduled to develop action plan.
- Implementation of action plan.
- Teacher demonstrates improvement within 15 working days.
- Conferences with evaluator every 10 –15 working days.
- Maximum limit in this level is 45 working days.

## **SECTION 5:**

# **Forms and Appendices**



Form A – Goal Setting			
Educator Name:	School: Grade: Subject:	Date:	
		# of students this SLO #1 pertains to:	# of students this SLO#2 (optional) pertains to:
		% of students this SLO #1 pertains to:	% of students this SLO #2 (optional) pertains to:
Student Learning Objective (SLO):			
SLO #1		SLO #2 (optional)	
Rationale for Objective (1) Why was objective chosen? (2) What specific Connecticut and/or national standards does it address?			
SLO #1		SLO #2 (optional)	
Indicator(s) of Academic Growth and Development (IAGD) <i>An IAGD is evidence you use to determine success in achieving the SLO. Multiple IAGDs are required. At least one standardized IAGD is required. An IAGD should represent at least one year's growth and/or mastery of grade level content standards. . Please number the IAGD(s) and clearly indicate the targeted performance expectation for the selected students.</i>			
SLO #1		SLO #2 (optional)	
Baseline Data/Background Information <i>Please include what you know about targeted students' performance, skills and achievement levels at the beginning of the year (relevant to the SLO), as well as any additional student data or background information that you used in setting your objective. Provide this information for each indicator, if specific pre-test or baseline data are available.</i>			
SLO #1		SLO #2 (optional)	

<b>Strategies/Actions to Achieve the SLO (include additional strategies as needed):</b>	
SLO #1	SLO #2 (optional)
<b>Interim Assessments</b> What interim assessments do you plan to use to gauge student progress toward this SLO?	
SLO #1	SLO #2 (optional)
<b>Data Collection/Assessment of Progress Toward Achieving the SLO</b> What data will you collect to assess progress toward achieving the SLO? <i>Note: Please indicate when standardized results are available.</i>	
SLO #1	SLO #2 (optional)
<b>Professional Learning/Support</b> What professional learning and/or other type of support would help you to achieve this SLO?	
SLO #1	SLO #2 (optional)

<b><u>Priority of Content</u></b> Objective is deeply relevant to educator's assignment. <i>Comments:</i>	<b>Acceptable</b> <input type="checkbox"/>	<b>Unacceptable</b> <input type="checkbox"/>
<b><u>Quality of Indicators</u></b> Indicators provide specific, measurable evidence and allow judgment about students' progress over the school year or semester. <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Rigor of Objective</u></b> Objective is attainable, but ambitious, and represents at least one year's student growth (or appropriate growth for a shorter interval of instruction). <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Signatures</b> <i>(to be completed after discussion of SLO)</i>	
<input type="checkbox"/> Revisions Required	Resubmit By:
<b>Approved:</b>	
_____ <i>Educator</i>	_____ <i>Date</i>
_____ <i>Evaluator</i>	_____ <i>Date</i>

## Parent Feedback (10%) and Whole-School Learning Indicator (5%)

### Parent Engagement Goal (10%):

- (1) Principals and teachers should review parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. After school level goals have been set, you and your evaluator will collaborate to determine one parent related goal to pursue. *Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.*

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

☐ Discussed with evaluator/supervisor on \_\_\_\_\_ (date)

### Growth/ Improvement Targets:

- (1) Set growth/improvement targets related to your goal. There are two ways you can measure and demonstrate progress on your growth targets.
- (a) You can choose to measure how successfully you implement a strategy to address an area of need, and/or
  - (b) You can collect evidence directly from parents to measure parent-level indicators you generate. *For example, you might conduct interviews with parents or a brief parent survey to see how well you have met your target goal.*

### Evaluator Approval:

- ☐ Goal is related to overall school improvement parent goals. ☐ The improvement targets are ambitious but achievable.

\_\_\_\_\_  
**Teacher**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Evaluator**

\_\_\_\_\_  
**Date**

## Form B - Observation Form – Teaching Staff

Staff Member: \_\_\_\_\_

School: \_\_\_\_\_

Subject: \_\_\_\_\_

Program or Grade: \_\_\_\_\_

### 1. Teacher performance related to the Eleven Research-Based Strategies:

Standard	Strategies	Evidence (To be provided only if standard is rated below a 2 or lower):	Met Standard	Standard Not Met	Not Applicable
<b>1. Lesson Development</b>	Lesson Development Use of Instructional Arrangements and Materials				
<b>2. Initiation</b>	Getting Students to Care Activating Prior Knowledge Identifying Objectives and Outcomes				
<b>3. Closure</b>	Assessment and Reflection				
<b>4. Positive Learning Environment</b>	Rapport Communication of Expectations for Academic Achievement Physical Environment				
<b>5. Appropriate Standards for Behavior</b>	Appropriate Standards for Behavior				
<b>6. Student Engagement</b>	Student Engagement Re-Engagement				
<b>7. Routines and Transitions</b>	Transitions Routines				
<b>8. Appropriate Lesson Content</b>	Choice of Content Level of Difficulty Accuracy				

<b>9. Appropriate Questioning Strategies</b>	Responding to Students Cognitive Level Opportunities for Student Involvement				
<b>10. Communication</b>	Precision Clarity of Speech Oral Expressions				
<b>11. Assessment</b>	Monitoring for Understanding Adjusting when Necessary				

**2. Areas in Need of Improvement include:** (1) areas in which teachers did not meet the standard, (2) expected improvements, and (3) specific feedback on mechanisms for improvement.

**3. Strategies for Continuous Growth include:** areas in which teachers did meet the standard, but feedback is provided for continuous growth.

*Signed by:*

**Evaluators:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

***Signature by teacher indicates the teacher has received a copy of this report.***

## Form C - Observation Form – Related Service Staff

Staff Member: \_\_\_\_\_

School: \_\_\_\_\_

Subject: \_\_\_\_\_

Program or Grade: \_\_\_\_\_

### 1. Teacher performance related to the Standards for Related Service Staff:

Standard	Evidence ( <i>To be provided only if standard is rated below a 2 or lower</i> ):	Rating	Not Applicable
<b>Domain 1:</b> Intervention Direct Services			
<b>Domain 2:</b> Professional Growth and Responsibilities			
<b>Domain 3:</b> School, Home and Community Relationships			
<b>Domain 4:</b> Effective Use of Technology			

**3. Areas in Need of Improvement include:** (1) areas in which teachers did not meet the standard, (2) expected improvements and (3) specific feedback on mechanisms for improvement.

**4. Strategies for Continuous Growth include:** areas in which teachers did meet the standard, but feedback is provided for continuous growth.

*Signed by:*

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

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

*Signature by teacher indicates the teacher has received a copy of this report.*

## Form D - End-of-year Summative Educator Self-Assessment

Educator Name:	School:	Date:
	Grade:	
	Subject:	

### Educator Self-Assessment/Reflection

Describe the results and provide evidence for each component:

- (a) provide your overall assessment of progress toward the objective,
- (b) describe what you have done that produced these results,
- (c) describe what you have learned and how you will use it going forward,
- (d) what professional learning and/or other type of support would help you to achieve your goals.

Write your reflection in the appropriate boxes below. Using the rubric, indicate your progress toward goal in each area, using the check boxes below.

Student Growth Indicators			
Student Growth and Development (45%)			
SLO #1:			
SLO #2 (optional):			
Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet(1) <input type="checkbox"/>
Whole-School Student Learning Indicators or Student Feedback (5%)			
Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet(1) <input type="checkbox"/>

Educator Practice Indicators			
Observation of Educator Performance and Practice (40%)			
Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet(1) <input type="checkbox"/>
Parent or Peer Feedback including surveys (10%)			
Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet(1) <input type="checkbox"/>

Educator:	Date:
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## Form E - Summative Evaluation – Teachers

Educator Name:	School:	Date:
	Grade:	Subject:

Revised CCT Rubric for Effective Teaching, Domain 4:		
	Performance Level	Evaluator's Score
Revised CCT Rubric for Effective Teaching, Domain 4:		
	Average Rating:	
Eleven Researched-Based Strategies		
	Performance Level	Evaluator's Score
Lesson Development		
Initiation		
Closure		
Positive Learning Environment		
Appropriate Standards for Behavior		
Student Engagement		
Routines and Transitions		
Appropriate Lesson Content		
Appropriate Questioning Strategies		
Communication		
Assessment		
	Average Rating:	

### SUMMATIVE RATING FOR OBSERVATION

	Score (avg.)	Weighting	Weighted Score
Revised CCT Rubric for Effective Teaching (Domain 4)		10%	
11 Research Based Strategies		90%	
		<b>Total Score:</b>	

**Parent Engagement Goal:**

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

<b>Exceeded (4)</b> <input type="checkbox"/>	<b>Met (3)</b> <input type="checkbox"/>	<b>Partially Met (2)</b> <input type="checkbox"/>	<b>Did Not Meet (1)</b> <input type="checkbox"/>
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### EVALUATOR:

Describe the results of the growth/improvement targets related to the goal: (a) provide your overall assessment of whether this objective was met, (b) describe what the teacher did that produced these results, and (c) describe what was learned and how it will be used going forward.

**Area for Continued Growth:**

Component	Score	Points
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	(1-4)	Weight	(Score x Weight)
Observation of Educator Performance and Practice		40%	
Parent Feedback		10%	
<b>TOTAL EDUCATOR PRACTICE INDICATOR POINTS</b>			
<b>*EDUCATOR PRACTICE INDICATOR RATING:</b>			.

\*See rating table below for indicator ratings.

#### STUDENT GROWTH OUTCOME RATING: (50%)

##### Student Learning Objectives (45%)

##### Evaluator:

Check the box that best indicates the attainment of each objective. If the objective has multiple indicator use a separate rating for each indicator that can be averaged for the overall SLO score.

<b>Student Learning Objective #1:</b>				
IAGD 1	Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
IAGD 2	Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
IAGD 3	Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
Describe the results of the growth/improvement targets related to the goal: (a) provide your overall assessment of whether this objective was met, (b) describe what the teacher did that produced these results, and (c) describe what was learned and how it will be used going forward.				
<b>Student Learning Objective #2 (optional):</b>				
IAGD 1	Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
IAGD 2	Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
IAGD 3	Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
Describe the results of the growth/improvement targets related to the goal: (a) provide your overall assessment of whether this objective was met, (b) describe what the teacher did that produced these results, and (c) describe what was learned and how it will be used going forward.				

**NOTE:** For teachers who opt to write two SLOs, the final student growth and development rating is the average of their two SLO scores. For example, if one SLO was partially met, for 2 points, and the other SLO was met, for 3 points, the student growth and development rating would be 2.5 ((2+3)/2).

##### Final SLO Rating:

Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
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<b>Whole-School Learning Indicators:</b>
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Check the box that best indicates the attainment of this parent engagement goal.

Exceeded (4) <input type="checkbox"/>	Met (3) <input type="checkbox"/>	Partially Met (2) <input type="checkbox"/>	Did Not Meet (1) <input type="checkbox"/>
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Component	Score (1-4)	Weight	Points (Score x Weight)
Student-Related Outcomes (SLOs)		45%	
Whole-School Student Learning Indicator		5%	
<b>TOTAL STUDENT RELATED INDICATOR POINTS</b>			
<b>*STUDENT OUTCOME INDICATOR RATING:</b>			

\*See rating table below for indicator ratings.

**\*Rating Table**

Educator Practice / Student-Related Outcome Indicator Points	Educator Practice / Student-Related Outcome Indicator Rating
50-80	<b>Below Standard</b>
81-126	<b>Developing</b>
127-174	<b>Goal</b>
175-200	<b>Exemplary</b>

**FINAL SUMMATIVE RATING:** Use the Summative Rating Matrix to determine the final summative rating.

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

☐ Exemplary (4)    ☐ Goal (3)    ☐ Developing (2)    ☐ Below Standard (1)

**Target Areas for Professional Growth:**

<b>Educator</b>	<b>Date</b>
<b>Evaluator</b>	<b>Date</b>

## Form E - Summative Evaluation – Related Services Staff

Educator Name:	School:	Date:
	Grade:	Subject:

### EDUCATOR PRACTICE RATINGS: (50%)

#### SUMMATIVE RATING FOR OBSERVATION

	Score (avg.)	Weighting	Weighted Score
<b>Domain 1:</b> Intervention Direct Services			
<b>Domain 2:</b> Professional Growth and Responsibilities			
<b>Domain 3:</b> School, Home and Community Relationships			
<b>Domain 4:</b> Effective Use of Technology			
<b>Total Score:</b>			

Parent Engagement Goal:

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

<b>Exceeded (4)</b> <input type="checkbox"/>	<b>Met (3)</b> <input type="checkbox"/>	<b>Partially Met (2)</b> <input type="checkbox"/>	<b>Did Not Meet (1)</b> <input type="checkbox"/>
--	---	---	--

#### EVALUATOR:

Describe the results of the growth/improvement targets related to the goal: (a) provide your overall assessment of whether this objective was met, (b) describe what the teacher did that produced these results, and (c) describe what was learned and how it will be used going forward.

Areas for Continuous Growth

Component	Score (1-4)	Weight	Points (Score x Weight)
Observation of Educator Performance and Practice		40%	
Parent Feedback		10%	
<b>TOTAL EDUCATOR PRACTICE INDICATOR POINTS</b>			
<b>*EDUCATOR PRACTICE INDICATOR RATING:</b>			.

*\*See rating table below for indicator ratings.*

**STUDENT-RELATED OUTCOME RATING: (50%)****Evaluator:**

Check the box that best indicates the attainment of each objective. If the objective has multiple indicator use a separate rating for each indicator that can be averaged for the overall SLO score.

<b>Student Learning Objective #1:</b>				
IAGD 1	<b>Exceeded (4)</b> <input type="checkbox"/>	<b>Met (3)</b> <input type="checkbox"/>	<b>Partially Met (2)</b> <input type="checkbox"/>	<b>Did Not Meet (1)</b> <input type="checkbox"/>
IAGD 2	<b>Exceeded (4)</b> <input type="checkbox"/>	<b>Met (3)</b> <input type="checkbox"/>	<b>Partially Met (2)</b> <input type="checkbox"/>	<b>Did Not Meet (1)</b> <input type="checkbox"/>
IAGD 3	<b>Exceeded (4)</b> <input type="checkbox"/>	<b>Met (3)</b> <input type="checkbox"/>	<b>Partially Met (2)</b> <input type="checkbox"/>	<b>Did Not Meet (1)</b> <input type="checkbox"/>
Describe the results of the growth/improvement targets related to the goal: (a) provide your overall assessment of whether this objective was met, (b) describe what the teacher did that produced these results, and (c) describe what was learned and how it will be used going forward.				
<b>Student Learning Objective #2 (optional):</b>				
IAGD 1	<b>Exceeded (4)</b> <input type="checkbox"/>	<b>Met (3)</b> <input type="checkbox"/>	<b>Partially Met (2)</b> <input type="checkbox"/>	<b>Did Not Meet (1)</b> <input type="checkbox"/>
IAGD 2	<b>Exceeded (4)</b> <input type="checkbox"/>	<b>Met (3)</b> <input type="checkbox"/>	<b>Partially Met (2)</b> <input type="checkbox"/>	<b>Did Not Meet (1)</b> <input type="checkbox"/>
IAGD 3	<b>Exceeded (4)</b> <input type="checkbox"/>	<b>Met (3)</b> <input type="checkbox"/>	<b>Partially Met (2)</b> <input type="checkbox"/>	<b>Did Not Meet (1)</b> <input type="checkbox"/>
Describe the results of the growth/improvement targets related to the goal: (a) provide your overall assessment of whether this objective was met, (b) describe what the teacher did that produced these results, and (c) describe what was learned and how it will be used going forward.				

**NOTE:** For teachers who opt to write two SLOs, the final student growth and development rating is the average of their two SLO scores. For example, if one SLO was partially met, for 2 points, and the other SLO was met, for 3 points, the student growth and development rating would be 2.5  $((2+3)/2)$ .

**Final SLO Rating:**

<b>Exceeded (4)</b> <input type="checkbox"/>	<b>Met (3)</b> <input type="checkbox"/>	<b>Partially Met (2)</b> <input type="checkbox"/>	<b>Did Not Meet (1)</b> <input type="checkbox"/>
--	---	---	--

**Whole-School Learning Indicators:**

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

<b>Exceeded (4)</b> <input type="checkbox"/>	<b>Met (3)</b> <input type="checkbox"/>	<b>Partially Met (2)</b> <input type="checkbox"/>	<b>Did Not Meet (1)</b> <input type="checkbox"/>
--	---	---	--

Component	Score (1-4)	Weight	Points (Score x Weight)
Student Growth and Development (SLOs)		45%	
Whole-School Student Learning or Student Feedback		5%	
<b>TOTAL STUDENT RELATED INDICATOR POINTS</b>			
<b>*STUDENT OUTCOME INDICATOR RATING:</b>			

\*See rating table below for indicator ratings.

**\*Rating Table**

Educator Practice / Student Growth Indicator Points	Educator Practice / Student Growth Indicator Rating
50-80	<b>Below Standard</b>
81-126	<b>Developing</b>
127-174	<b>Goal</b>
175-200	<b>Exemplary</b>

**FINAL SUMMATIVE RATING:**

Use the Summative Rating Matrix to determine the final summative rating.

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

☐ Exemplary (4)      ☐ Goal (3)      ☐ Developing (2)      ☐ Below Standard (1)

Target Areas for Professional Growth:

<i>Educator</i>	<i>Date</i>
<i>Evaluator</i>	<i>Date</i>

## Form F - Assistance Plan

### Notification of Change of Evaluation Status

Name of Evaluatee: \_\_\_\_\_ Grade/Subject/School: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

1. You are being assigned to

\_\_\_\_ **Level II Assistance**

\_\_\_\_ **Level III Intensive Assistance**

of the New London Teacher Assistance Plan to ensure that you meet the standards contained in the evaluation plan. Your evaluator will schedule a conference with you within 5 working days.

2. Identification of the standard not met, including supporting data:

3. A conference to develop an action plan has been scheduled for (time, place, date):

\_\_\_\_\_

*(Teachers are encouraged to contact their NLEA representative for support and assistance throughout this process.)*

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

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

*Sign and return to your evaluator, confirming your receipt and attendance at the conference.*

***Copies are maintained for the personnel file. A copy of this document will be forwarded to the Superintendent.***

## Form G - Assistance Plan

Name of Evaluatee: \_\_\_\_\_ Grade/Subject/School: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

1. Purpose: The purpose of this level is to provide the support necessary to ensure that the teacher meets the standards (*Common Core of Teaching* and Job Description).

2. Process:

a. Teacher received written notification on \_\_\_\_\_.

b. Identification of concern(s) related to standards:

c. Specified/expected improvement objectives:

Expectations/Objectives	Action Steps	Monitoring Steps/How action steps will be assessed?	Expected Completion Date	Support

Conference Dates	Improvement/Changes Noted

Signature of Evaluator: \_\_\_\_\_ Date \_\_\_\_\_

Signature of Evaluatee: \_\_\_\_\_ Date \_\_\_\_\_

Others Present: \_\_\_\_\_

*Signatures indicate that both parties have discussed this plan. A copy will be forwarded to the Superintendent's Office.*



## Form H- Assistance Plan Summary

*(To be completed by evaluator within 60 days of placement of teacher)*

Name of Evaluatee: \_\_\_\_\_ Grade/Subject/School: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

**1. The Assistance Plan:**

\_\_\_ Has been achieved

\_\_\_ Has resulted in little or no change

**2. Comments (Evaluator comments on assistance plan--process and content)**

**3. Comments (Evaluatee comments on assistance plan--process and content)**

**4. Recommendations:**

\_\_\_ Teacher returns to Teacher Evaluation Process.

\_\_\_ Teacher is placed on Intensive Assistance.

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

***Signatures indicate that both parties have discussed this plan. A copy will be forwarded to the Superintendent's Office.***

## Form I - Intensive Assistance Plan

Name of Evaluatee: \_\_\_\_\_ Grade/Subject/School: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Purpose: The purpose of this level is to provide the support necessary to ensure that the teacher meets the standards (*Common Core of Teaching* and Job Description).

Process:

- a. Teacher received written notification on \_\_\_\_\_.
- b. Identification of concern(s) related to standards:
- c. Specified/expected improvement objectives:

Expectations/Objectives	Action Steps	Monitoring Steps/How action steps will be assessed?	Expected Completion Date	Support

Conference Dates	Improvement/Changes Noted

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

Others Present: \_\_\_\_\_

*Signatures indicate that both parties have discussed this plan. A copy will be forwarded to the Superintendent's Office.*

## Form J - Intensive Assistance Plan Summary

*(To be completed by evaluator within 45 days of placement of teacher)*

Name of Evaluatee: \_\_\_\_\_ Grade/Subject/School: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

1. The Intensive Assistance Plan:

\_\_\_ Has been achieved

\_\_\_ Has resulted in little or no change

2. Comments (Evaluator comments on assistance plan--process and content)

3. Comments (Evaluatee comments on assistance plan--process and content)

4. Recommendations:

\_\_\_ Teacher returns to Teacher Evaluation Process.

\_\_\_ Data on the lack of progress is forwarded to the Superintendent with a recommendation for termination.

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

***Signatures indicate that both parties have discussed this plan. A copy will be forwarded to the Superintendent's Office.***

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

## 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 (Goal in NLPs Plan)	Exemplary
<b>Attributes</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Teacher self-evaluation/ reflection and impact on student learning</b>	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.
<b>Response to feedback</b>	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.
<b>Professional learning</b>	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 (Goal in NLPS Plan)	Exemplary
<b>Attributes</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Collaboration with colleagues</b>	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.
<b>Contribution to professional learning environment</b>	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.
<b>Ethical use of technology</b>	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 (Goal in NLPS Plan)	Exemplary
<b>Attributes</b>				<i>In addition to the characteristics of Proficient, including one or more of the following:</i>
<b>Positive school climate</b>	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.
<b>Family and community engagement</b>	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.
<b>Culturally responsive communications<sup>21</sup></b>	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families <b>OR</b> 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.

<sup>21</sup> **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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For purposes of clarity, New London has defined Teacher's Responsibilities in regards to Professional Behavior(Non-Instructional):

**SEE BELOW:**

## Professional Responsibilities (Non-Instructional)

We recognize that professional responsibilities directly impact instruction and student achievement. The quality of our approach to non-instructional responsibilities conveys the overall expectations to students about what being a professional means. Our actions, appearance, and demeanor all support a climate that leads to student success. New London Public Schools defines professional responsibilities as: (1) attendance, (2) reliability/punctuality, (3) professionalism, (4) judgment, (5) teamwork/collaboration, (6) communication, and (7) openness to self-improvement. *In this section, the term "teacher" refers to both teaching and related services staff.*

Expectations or definitions of professional responsibilities include:

### **Attendance:**

- **Daily Attendance:** There is a direct correlation between teacher attendance, effective instruction, and student achievement. It is expected that teachers will follow all contractual definitions for reporting absences. Excessive absenteeism is defined as exceeding the contractual limit for absences (15 days) not due to an illness in a contractual year and/or if a pattern of absenteeism is identified (e.g., every Friday, before holidays, etc.).
- **Attendance at Professional Learning/Afterschool Meetings:** Professional learning opportunities provide Continuing Education Units (CEU's) and allows for professional growth to support improvement efforts. All teachers are expected to attend all contractual afterschool meetings and designated professional learning opportunities (e.g., Professional Development Days, Professional Learning Communities, Data Teams, etc.). Scheduling of non-emergency medical or personal appointments, etc. should not conflict with the scheduled dates and/or times. Family arrangements need to be made in advance so as not to conflict with scheduled meetings.

### **Reliability/Punctuality:**

- **Reliability:** Teachers are expected to carry out assignments conscientiously and punctually as directed by building administration. Examples include: Entering data into the student information system, daily attendance, grades/report cards, duties, information needed for Planning and Placement Team Meetings (PPTs), lesson plans, SRBI documentation, etc.
- **Daily Punctuality:** Teachers are expected to arrive at and depart from school according to the "teacher" hours designated in the staff handbook. Teachers are expected to arrive to class on time.
- **Meeting Punctuality:** Teachers are expected to arrive and leave all meetings according to administrative directives and contractual agreements.

### **Professional Conduct:**

Teachers will maintain a professional demeanor and appropriate boundaries/interactions with students, parents and staff. Violations of appropriate boundaries/interactions with students and parents include: (1) flirting with students or family members, (2) texting, phoning or emailing students, and families in any type of personal nature, (4) providing personal email address to students, (6) sharing intimate information about a teachers' personal life, (6) sharing personal social media pages with students and/or parents, (7) using sarcasm, (8) making derogatory comments about racial, gender, ethnicity, and or sexual orientation, (9) using profanity, (10) transporting students without permission from an administrator and/or without another adult in the vehicle, (11) leaving your students unsupervised, (12) using cell phones in front of students. *If a student shares confidential information, the teacher should not discuss the issue with the student, but refer the issue to appropriate personnel. Appropriate personnel could include: the building administrators, school administrators, workers, school psychologist, school counselors and/or nurse.*

#### **Judgment:**

Teachers are expected to adhere to ethical behavior. This includes following all district policies, procedures, and State and federal laws. Judgment includes respecting confidentiality. Teachers should not discuss publicly any confidential student, family or staff information outside of the designated for that purpose. Student records should not be distributed to any parties not designated by district policies or procedures.

#### **Teamwork/Collaboration:**

Teachers are important members of teams and committees. Expectations include: (1) being an active contributing member of the team, (2) being punctual and prepared for all team meetings, (3) adhering to established group norms, (4) refraining from use of personal electronic devices, (5) implementing the common agreements, and (6) being a reflective listener.

#### **Communication:**

Teachers are expected to inform administration of any concerns, share valuable ideas and seek assistance and/or suggestions when needed. Teachers are expected to check email and respond daily. Teachers are expected to follow the district Acceptable Use Policy.

#### **Openness to Self-Improvement:**

Teachers are expected to listen thoughtfully to other viewpoints and respond constructively to suggestions and criticisms. It also includes seeking out effective teaching ideas from colleagues, and research.

Teachers will be evaluated on meeting standards of the Professional Responsibility (Instructional) as part of their mid-year reflection conference and final evaluation.



If a concern, regarding professional responsibility (non-instructional), is identified by the building administration (within and outside of the mid-year conference and final evaluation), the following actions will be taken:

1. A verbal conversation regarding the concern.
2. Written documentation stating the area of concern, expectations for behavior, a timeline for the completion of the expectations and the support provided to meet the expectations (Assistance Level).
3. A formal directive will be issued and the teacher will be placed on the Assistance Level.

If the severity of the concern, as determined by the building administration, involves issues of safety, safety of the learning environment or some other blatant violation of expectations or professional responsibilities (non-instructional), the teacher may be placed directly on the Assistance Level step.

# Connecticut Code of Professional Responsibility for Educators

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

## **(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.

## **(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 the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area 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 the 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 actions reflect 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 certificated, 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; 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 full 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\***

- (2) 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; and
  
- (2) 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; and
  
- (2) 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) Knowingly misrepresent facts or make false statements.

*\* Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct please seek advice from your school district or preparation institution.*

## **Professional Development**

The General Assembly passed An Act Concerning Educational Reform, Public Act 12-116, which includes substantive changes to the requirements for the professional educator certificate and new requirements for professional development in public schools. The law in its entirety may be accessed at: Public Act No. 12-116. The following outlines the specific changes that impact current holders of and future applicants for a professional educator certificate and new requirements for planning and implementing professional development programs.

### **Continuation of the Professional Educator Certificate**

Effective July 1, 2012, continuing education units (CEUs) will not be required for applicants requesting continuation of the professional educator certificate. Section 36 of P.A. 12-116 eliminates the requirement for professional educator certificate holders to complete 9.0 CEUs (90 contact hours) during the five-year period for which the professional educator certificate was issued. Anyone applying on and after July 1, 2012, for a continuation of the professional educator certificate will no longer be required to provide verification of completion of CEUs. Form ED 179 Application for Continuation of Professional Educator Certificate has been revised to reflect this change.

### **Degree Requirements for the Professional Educator Certificate**

Section 36 of P.A. 12-116 requires anyone applying for a professional educator certificate on and after July 1, 2016, to have completed a master's degree in an appropriate subject matter area related to such person's certification endorsement area, as determined by the State Board of Education, in order to be issued a professional educator certificate. The CSDE, in consultation with the Educator Preparation Advisory Council, will be developing a policy related to "appropriate subject matter degrees" and will seek State Board approval for such policy. Once approved, these guidelines on appropriate subject matter degrees will be provided and applied. Principals and administrators may use these guidelines to advise teachers on advanced degrees that will enhance their ability to improve student learning.

### **Program of Professional Development (PD) Requirements**

The following is a summary of Section 39 of P.A. 12-116, subsections (a) through (d), inclusive, pertaining to the mandate for PD. While implementation of professional development as outlined below is not required until 2013-2014, we strongly encourage district leadership, in collaboration with teacher representatives, to begin the PD planning process during the 2012-2013 school year and begin to align the PD with the individualized teacher needs identified through the current evaluation process. In addition, it is the responsibility of the individual teacher, in collaboration with his/her administrator, to identify and participate in appropriate professional development activities to address the needs identified in his/her annual evaluation. Districts and teachers should create a log or other tracking method for the professional development that has been completed which may be reviewed and audited by the CSDE going forward.

**(a) Requirements for PD (effective 7/1/13)**

- ☐ Provide a minimum of 18 hours annually of PD;
- ☐ Preponderance of small group or individual instructional setting;
- ☐ Comprehensive, sustained and in intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
- ☐ Focus on refining and improving various effective teaching methods that are shared between and among educators;
- ☐ Foster collective responsibility for improved student performance; and
- ☐ Shall be comprised of professional learning that meets the following criteria-
  - aligns with rigorous state student academic achievement standards;
  - conducted among educators at the school and facilitated by principals; coaches, mentors, distinguished educators, or other appropriate teachers;
  - occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement; and
  - includes a repository of best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating.

**(b) Planning of PD**

- ☐ Develop a PD plan for certified employees pursuant to C.G.S. subsection (b) of section 10-220a for implementation starting the 2013-2014 school year;
- ☐ Providers may include the board of education, regional educational service center, cooperative arrangement with another board of education or any PD provider approved by the Commissioner of Education;
- ☐ The time and location of PD activities shall be in accordance with either an agreement between the board of education and the exclusive bargaining unit or, in the absence of such agreement or to the extent such agreement does not provide for the time and location of all such activities, in accordance with a determination by the board of education; and
- ☐ Focus of Activities:
  - determined by each board of education with the advice and assistance of the teachers employed by such board, including representatives of teacher's bargaining unit, in full consideration of priorities and needs related to student outcomes as determined by the State Board of Education;
  - based on results and findings of teacher and administrator performance evaluations, to improve teacher and administrator practice and provide professional growth;
  - improve the integration of reading instruction, literacy and numeracy enhancement, and cultural awareness into instructional practice;
  - include strategies to improve English language learner instruction into instructional practice; and
  - include during each five year period a minimum of 15 hours in training in the evaluation and support of teachers for every administrator.

### **(c) Attestation to CSDE about PD Program**

- The CSDE will develop a process for districts to provide attestation about planning, qualification of professional development providers, and communication, evaluation and documentation of PD activities. Over the next year, CSDE will work with superintendents/stakeholders to develop this attestation process for implementation in the 2013-2014 school year.
- Districts should communicate to individual educators their responsibility to participate in the PD that is agreed to within the annual evaluation process. Districts will be attesting to the CSDE on the certification application forms that a person has "served successfully." Included in the determination of "served successfully" will be the review of evidence that the educator has participated in PD in accordance with his/her annual evaluation plan.

### **(d) CSDE Audit of PD Program and Fine for Noncompliance**

- The CSDE will develop a process for auditing school district's professional development programs. If the school district is not in compliance with any provision of section 39 of P.A.12-116, the State Board of Education may require forfeiture of a sum from a grant payment, as determined by the Commissioner of Education, imposed in the fiscal year following the fiscal year in which noncompliance is determined. The forfeiture may be waived if the noncompliance is determined to be due to circumstances beyond the control of the school district.

### **(e) Alliance Districts**

- The CSDE especially requests and requires that Alliance Districts develop plans and protocols for evaluation-informed PD per (d) above.

### **Management of Professional Development Data**

Many school districts have purchased and used specific software to manage CEU data. With the legislative changes related to professional development focusing more on individual or small-group job-embedded processes, school districts will need to evaluate their needs to determine whether your current software remains a resource you want to use or whether you require a different approach to managing and tracking this data. Keep in mind that under the new legislation, professional development needs and activities should be based upon findings of teacher and administrator performance evaluations and based on student outcomes. This may be a specific matter you wish to discuss with your teachers to determine how to best document and track professional development activities in an efficient and accurate way.

The law in its entirety may be accessed at: <http://www.cga.ct.gov/2012/ACT/PA/2012PA-00116-R00SB-00458-PA.htm>

### **Educator Certificate Information and Applications:**

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&Q=321230&sdePNavCtr=|#45442>

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Connecticut Districts Evaluation Plans:

- Capital Region Education Council (CREC)
- Farmington Public Schools
- New Canaan Public Schools
- New Fairfield Public Schools
- New London Public Schools
- Newington Public Schools
- Region 15
- West Hartford Public Schools

Other Public Schools:

- Winchester Public School, Virginia
- Hampton City Public Schools, Virginia
- Hampton City Public Schools, Virginia
- St. John Parish School System, Louisiana

# Administrative Evaluation and Support Plan

Advisory Committee

and Support Plan

134 Williams Street  
New London, CT 06320  
860. 447. 6000  
[www.newlondon.org](http://www.newlondon.org)  
06/26/2013 - Revised  
10/28/2013 - Revised

## Advisory Committee Membership

**Mrs. Katherine Ericson** - *Chief Academic Officer*

**Ms. Cherese Chery** - *Chief Talent/HR Officer*

**Mr. Brian Mahon** - *STEM Teacher, Science and Technology Magnet High School*

**Mrs. Laurelle Texidor** - *Principal, C.B. Jennings Elementary, NLEA Representative*

**Mr. Rich Baez** - *Teacher, C.B. Jennings Elementary, NLEA Representative*

**Mrs. Alison Ryan** - *Principal, Bennie Dover Jackson Middle School*

**Ms. Linda Colondres** - *Dean of Students, C.B. Jennings Elementary*

**Mrs. Elizabeth Sked, Teacher** - *Winthrop Magnet Elementary STEM School*

**Dr. Shalimar Wuyke** - *Assistant Principal, New London High School*

**Mrs. Dorothy Griffis** - *Teacher, Bennie Dover Jackson Middle School*

**Mr. Robert Clark** - *Consultant*

**Mrs. Marcia Gaffey** - *Supervisor of Special Services*

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## **Beliefs and Goals of Leadership Evaluation**

New London Public Schools believes that leadership evaluation should be directly linked to student performance outcomes leading to students achieving at higher levels. Specifically we believe that:

- All beliefs outlined in the teacher evaluation plan are valued and supported.
- All students can learn at high levels and effective instruction will directly impact student achievement.
- Effective leadership promotes, supports, and cultivates effective instruction.
- Effective leadership should be evident at all times.
- Effective leadership needs to have a common definition.
- Effective leadership evaluations impact all facets of teaching and learning.
- Effective evaluations are based on a culture of feedback with the goal of continuous improvement.
- Effective evaluations are linked to multiple data sources.
- Effective Leadership includes the regular collection, analysis and interpretation of class, school and or district data and student work which results in effective adjustments in leadership practices.
- Effective evaluations include a review of all professional responsibilities.
- Effective evaluations may lead to intervention, which are based on clear expectations, and appropriate support.
- Effective evaluations recognize that leaders, like teachers and students, must be continual learners. Therefore, effective evaluations must include professional development and other opportunities that support reflection and continued growth.
- Effective evaluations underscore leadership responsibilities which carry out the school and district improvement plans and goals.
- Effective leaders solicit and value feedback from all constituents.

**The primary goals of leadership evaluations are to:**

1. Improve the quality of administrator's leadership practices, leading to district practices which promote higher levels of efficiency, effectiveness and student achievement.
2. Enhance reflective practices of leaders to create a cycle of improvement.

## **Beliefs and Goals of Professional Development**

**The primary goals of professional development are to:**

1. Improve the leaders' capacity to support effective instructional practices.
2. Increase the content knowledge and skills.
3. Enhance reflective practices of leaders to create a cycle of improvement.
4. Model effective instructional practices.

The New London Public School District believes professional development for teachers needs to be a catalyst for increased student achievement. This belief is founded upon the expectation that the professional learning process incorporates both formal and embedded learning opportunities, providing a cycle of feedback aimed at improving leadership practices. In addition, this belief recognizes that all children can learn, and that it is the direct responsibility of leaders to guide staff to help all students achieve at the highest levels.

Our philosophy of professional learning should model our expectations in the classroom- with a focus on adult learning. Therefore, the professional learning opportunities should promote active learning, incorporating collaboration and practice with feedback. Such active learning will build knowledge and skills, while at the same time focus on reflection of practice. In order to expand leaders' thinking about their practice, these opportunities must explore existing knowledge as well as values and beliefs. It is neither reasonable nor realistic to expect that leaders will learn solely from passive "formal" trainings. Embedded professional growth opportunities (collaboration, coaching, peer and supervisor feedback) need to be provided to ensure a transfer of new skills and thinking to practice.

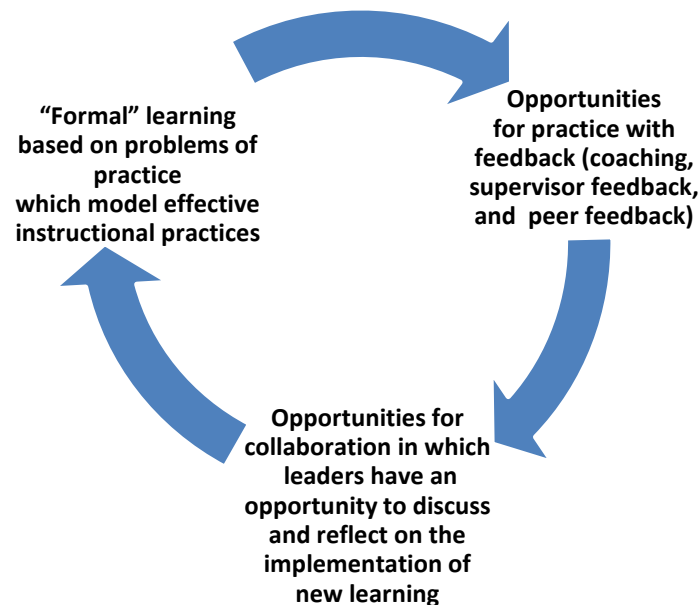
This philosophy of professional learning includes the conviction that leaders should be able to direct and define their own learning to improve their practice. This freedom, however, must be based directly on developing instructional practices of staff to improve student achievement and identified needs. To achieve this, leaders must have a firm understanding of learning standards (*i.e., what students should know*), grade level expectations (*i.e., what students should be able to do*), standards of teaching (*i.e., how instruction should be delivered*), assessment practices (*i.e., how we know students have learned*) and strategies to support teachers.

Leaders will be held accountable for conducting professional development opportunities which are based on the theories of adult learning. Leaders should model the instructional practices of effective teaching and learning in both delivery of the professional learning, but also in supporting the implementation of the learning. It is the responsibility of leaders to provide adequate support and feedback to ensure that implementation is successful.

Leaders are expected to be reflective, using feedback to adjust practice and identify their professional development needs.

# New London Public Schools - Professional Development Opportunities

Professional development of leaders incorporates two central ideas: **(1)** leaders own professional growth and **(2)** how leaders provide professional growth opportunities (delivery) for staff. *The following graphic provides an overview of a model to look at individual's professional growth.*



The “delivery” of professional development of staff is a critical component of a leader’s professional learning. *In general, the ideal professional development learning cycle would be as follows:*





## Collaboration

To be effective, collaboration must:

1. Be leader directed – focused on problems of practice.
2. Use student achievement data to identify patterns of student skill concerns.
3. Develop instructional goals based on the student needs for improvement.
4. Discuss and develop effective teaching practices to address student needs for improvement.

## Professional Learning Communities

The purpose of district-wide Professional Learning Communities (PLC's) are to provide content knowledge, and to collaborate on effective instructional practices, teacher evaluation, and leadership skills. The purpose of the PLC's are to develop a common understanding of effective practice, based on the needs of the leaders.

## Formal Trainings

New London Public Schools will provide evaluators of administrators with training focused on the administrative evaluation system. The training will include:

- Formal Training on the Leadership Practice Rubric;
- Ongoing calibration on the implementation of the rubric; and
- Conducting effective observations and providing high quality feedback.

Formal trainings should only be used to introduce a concept to leaders. The trainings should model expectations for instruction – focused on active learning. Formal training should not be introduced until a plan has been developed to support leaders in the implementation of the new learning, including: **(1)** coaching, **(2)** practice with feedback, and **(3)** formal evaluation.

## Coaching/Mentoring

Coaching is a critical component of leadership development. Cognitive coaching techniques are most effective in deepening leaders' thinking around their practice, resulting in subsequent change in practice. Coaching for leaders can be either, external (coaches from outside the district) or internal (coaches from inside the district).

## Definition of Effectiveness/Ineffectiveness

New London Public Schools defines effective practice as having a summative overall performance rating of 3 or higher based on the four areas outlined in the practice and outcome indicators and ineffective practice as having a summative overall performance rating of 2 or below.

This document outlines a model for the evaluation of administrators within the New London Public School District. A robust, administrator evaluation system is a powerful means to develop a shared understanding of administrator effectiveness. The New London Public School District Administrator Evaluation 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 administrator (teacher effectiveness and student achievement); and
3. the perceptions of the administrator among key stakeholders in their community.

The model describes four (4) levels of performance for administrators and focuses on the practices and outcomes of **Goal** administrators. These administrators can be characterized as:

- Meeting expectations as an instructional administrator,
- Meeting expectations in at least three (3) other areas of practice,
- Meeting one (1) target related to stakeholder feedback,
- Meeting state accountability growth targets on tests of core academic subjects, and
- Meeting and making progress on three (3) student learning objectives, aligned to school and district priorities.

The model includes a level of performance ("**Exemplary**") for those who exceed these characteristics, *but exemplary ratings are reserved for those who could serve as a model for administrators across their district or even statewide*. "Goal" 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 administrators so that we have a basis for assessing their strengths and growth areas so they have the feedback they need for continuous improvement. It also serves as a means for districts to hold themselves accountable for ensuring that all students in the district attend a school with effective administrators.

This model is built upon, both, research on administrator evaluation and the practice of states across the country and within Connecticut. This model meets all of the requirements for the evaluation of 092 license holders outlined in Connecticut Statute and Connecticut State Board of Education regulations.

This document describes the administrator evaluation model, beginning with a set of underlying core design principles. We then describe the four (4) components on which administrators are evaluated; administrator practice, stakeholder feedback, student learning and teacher effectiveness, before describing the process of evaluation and, finally, the steps evaluators take to reach a summative rating for an administrator. The appendices include a number of tools and resources designed to support effective implementation of the model.

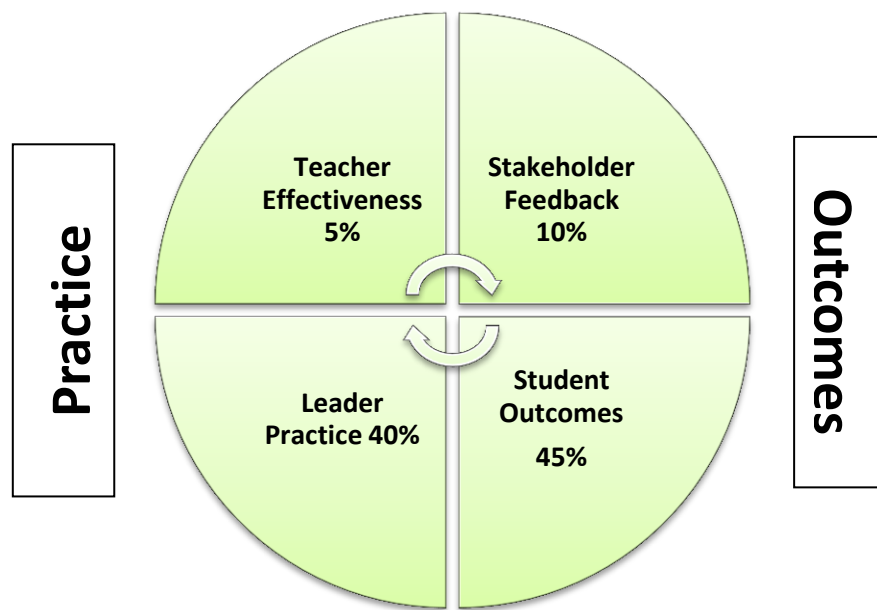
## Core Design Principles

The process for the evaluation of all administrators on the basis of four (4) core design principles:

1. **Focus on what matters most:** The State Board guidelines for evaluation specifies four (4) areas of administrator performance as important to evaluation – *student learning (45%)*, *administrator practice (40%)*, *stakeholder feedback (10%)*, and *teacher effectiveness (5%)*. Since the first two (2) components make up 85% of an administrator’s evaluation, we focus the bulk of our model design on specifying these two components. In addition, we take the view that some aspects of administrator practice, most notably instructional leadership, have a bigger influence on student success, and therefore, demand increased focus and weight in the evaluation model.
2. **Emphasize growth over time:** The evaluation of an individual’s performance should primarily focus on their improvement from an established starting point. This applies to their professional practice goals and the outcomes they are striving to reach. Attaining high levels of performance matters and for some administrators, maintaining high results is a critical aspect of their work, but the model should encourage administrators to pay attention to continually improving their practice. Through the goal-setting processes described below, this model does that.
3. **Leave room for judgment:** In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. We believe that of equal importance to getting better results is the professional conversation between an administrator and his/her supervisor that can be accomplished through a well-designed and well-executed evaluation system. The process requires evaluators to observe the practice of administrators enough to make informed judgments about the quality and efficacy of practice.
4. **Dispute Resolution Process:** A panel composed of the Superintendent or designee, an optional representative of the administrative association and a mutually agreeable neutral third party person who is trained in the evaluation process, shall resolve disputes where the evaluator and administrator cannot agree on objectives, the evaluation period, feedback on the professional development plan, or final summative rating. Resolutions must be topic specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent.

## The Model's Four Components

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on four (4) components:



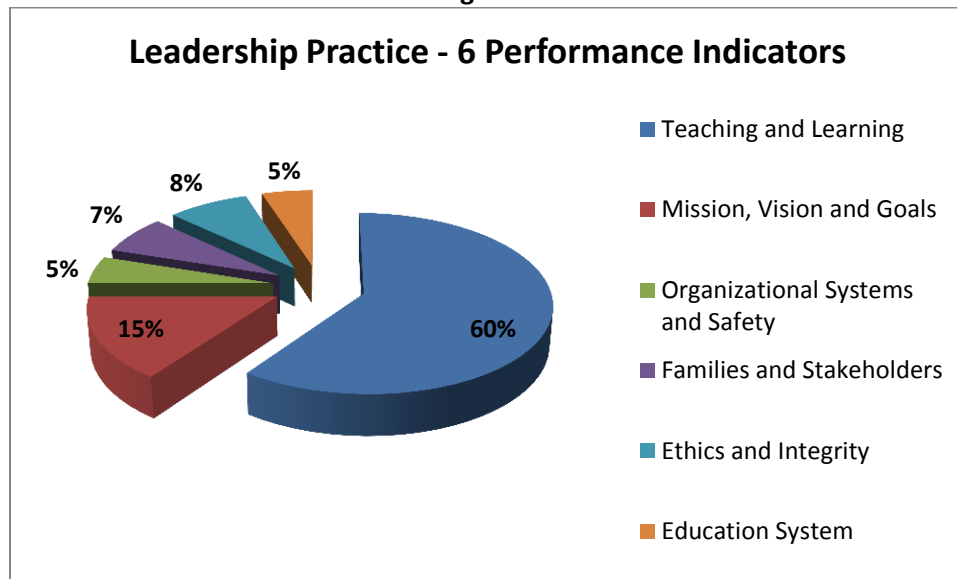
### Leadership practice (40%)

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 *Connecticut School Leadership Standards* (adopted by the Connecticut State Board of Education in June of 2012), which use the national Interstate School Administrators Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through 6 performance expectations.

1. **Vision, Mission, and Goals:** Education leadership ensures 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 leadership ensures the success and achievement of all students by monitoring and continuously improving teaching and learning.
3. **Organizational Systems and Safety:** Education leadership ensures 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 leadership ensures 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 leadership ensures the success and achievement of all students by being ethical and acting with integrity.
6. **The Education System:** Education leadership 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 (6) 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 Administrators do. As such, ***Performance Expectation 2 (Teaching and Learning)***, comprises 60% of the leadership practice rating and the other five (5) performance expectations are weighted according to the Figure 1.

Figure 1:



These weightings should be consistent for all administrators.

In order to arrive at these ratings, administrators are measured against the Administrator Evaluation Rubric (*Appendix F*) which describes administrator actions across four (4) performance levels for each of the six (6) performance expectations and associated elements. The four (4) performance levels are:

- **Goal:** The rubric is anchored at the *Goal* level using the indicator language from the *Connecticut School Leadership Standards*. The specific indicator language is highlighted in **bold** at the *Goal* level.
- **Exemplary:** The *Exemplary* level focuses on the concepts of developing capacity for action and leadership beyond the individual Administrator. Collaboration and involvement from a wide range of staff, students, and stakeholders is prioritized as appropriate in distinguishing *Exemplary* performance from *Goal* performance.
- **Developing:** The *Developing* level focuses on Administrators 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 Administrator.

Each of the concepts demonstrates a continuum of performance across the row, from **Below Standard** to **Exemplary**.

## Strategies for using the Administrator 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 *Connecticut School Leadership Standards* in order to serve as a guide and resource for school administrators 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 an administrator 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 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 administrators should identify a few specific areas for ongoing support and growth.

### Arriving at a Leadership Practice Summative Rating:

Summative ratings are based on the preponderance of evidence for each performance expectation in the *Connecticut School Leadership Standards*. Evaluators collect written evidence about and observe the administrator's leadership practice across the six (6) 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:

1. The administrator and evaluator meet for a goal-setting conference to identify focus areas for development of the administrator's leadership practice (*Appendix A*).
2. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified areas for development. Evaluators must conduct a minimum of three (3) observations of which two (2) must be site-based observations for any administrator and should conduct at least four (4) observations of which three (3) must be site-based observations for principals who are new to their district, school, the profession, or who have received ratings of **developing** or **below standard**. The timeline for observations will be as follows:
  - Half of the observations must be completed by January 1<sup>st</sup>.
  - The remaining observations must be conducted prior to the summative evaluation conference.
  - The evaluator will provide written feedback and conference with the administrator after the observation using *Appendix B*.

3. The administrator and evaluator hold a mid-year formative conference, with a focused discussion of progress toward proficiency in the performance areas identified as needing development (*Appendix C*).
4. Near the end of the school year, but no later than June 30<sup>th</sup>, 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 their focus areas (*Appendix D*).
5. The evaluator and the administrator meet to discuss all evidence collected to date by June 30<sup>th</sup>. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of Exemplary, Goal, 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 (*Appendix E*).

**All Administrators:**

Exemplary	Goal	Developing	Below Standard
<b>Exemplary</b> on Teaching and Learning + <b>Exemplary</b> on at least two (2) other performance expectations + No rating below <b>Goal</b> on any performance expectation	At least <b>Goal</b> on Teaching and Learning + At least <b>Goal</b> on at least three (3) other performance expectations + No rating below <b>Developing</b> on any performance expectation	At least <b>Developing</b> on Teaching and Learning + At least <b>Developing</b> on at least three (3) other performance expectations	<b>Below Standard</b> on Teaching and Learning Or <b>Below Standard</b> on at least three (3) other performance expectations

**Stakeholder Feedback (10%)**

Feedback from stakeholders – assessed by administration of a survey with measures that align to the *Connecticut Leadership Standards*, will be kept anonymous and will demonstrate validity and reliability. – is **10% of an administrator's summative rating**.

New London Public Schools uses a variety of survey instruments to assess Administrators' effectiveness and provide principals with meaningful feedback. These instruments include surveys of leadership practice, school practice, and school climate.

- **Leadership Practice Surveys** focus directly on feedback related to an Administrator's performance and the impact on stakeholders. 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 collect feedback from faculty and staff, students, and parents.
- **School Climate Surveys** cover any 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 collect feedback from all staff as well as from students and their family members.

**For each administrative role, stakeholder’s survey for feedback will include:**

Principals:

- All families (parents or guardians)
- All teachers and staff members

Assistant Principals/Deans:

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

Chief Academic Officer:

- Administrators
- Other direct reporters including supervised employees

Directors/Supervisors

- Administrators
- Specific subsets of teachers and/or specialized staff
- Relevant family members as appropriate

**Arriving at a 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: Assign a timeline to these six (6) steps.

1. Select appropriate survey measures aligned to the *Connecticut Leadership Standards*
2. Review baseline data on selected measures
3. Set one (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	Goal	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.



## 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 administrators' evaluation.

### State Measures of Academic Learning

Currently, the State's accountability system includes four measures of student academic learning:

1. *School Performance Index (SPI) progress* – changes from year to year in student achievement on Connecticut's standardized assessments [Connecticut Mastery Test. (CMT) and the Connecticut Academic Performance Test (CAPT)].
2. *SPI progress for student subgroups* – changes from year to year in student achievement for subgroups on Connecticut's standardized assessments.
3. *SPI rating* – absolute measure of student achievement on Connecticut's standardized assessments.
4. *SPI rating for student subgroups* – absolute measure of student achievement for subgroups on Connecticut's standardized assessments.

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

**Step 1: SPI Ratings and Progress are applied to give the administrator a score between one (1) and four (4), using the table below:**

Score	Exceeds Target (4)	Meets Target (3)	Approaches Target (2)	Does Not Meet Target (1)
SPI Progress	> 125% of target progress	100-125% of target progress	50-99% of target progress	< 50% of target progress
Subgroup SPI Progress	Meets performance targets for all subgroups that have SPI < 88 OR all subgroups have SPI > 88 <b>OR</b> The school does not have any subgroups of sufficient size	Meets Performance Targets for majority* of subgroups that have SI < 88	Meets Performance Targets for at Least one Subgroup that has SPI < 88	Does not meet performance target for any subgroup that has SPI < 88
<b>SPI Rating</b>	<b>89-100</b>	<b>77-88</b>	<b>64-76</b>	<b>&lt; 64</b>
SPI Rating for Subgroups	The gap between the "all students" group and each subgroup is < 10 SPI points or all subgroups have SPI > 88 <b>OR</b> The school has no subgroups	The gap between the "all students" group and the majority of subgroups is < 10 SPI points	The gap between the "all students" group and at least one subgroup is > 10 SPI points	The gap between the "all students" group and all subgroups is > 10SPI points

**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.**

	SPI > 88	SPI between 88 and 64	SPI < 64
School Performance Index (SPI) progress from year to year	10%	50%	50%
SPI progress for student subgroups	40%	50%	50%
<b>SPI rating</b>	<b>10%</b>	<b>0%</b>	<b>0%</b>
SPI rating for student subgroups	40%	0%	0%

**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	Goal	Developing	Below Standard
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

*\*Round to the nearest tenth.*

### Locally-Determined Measures

Administrators establish three student learning objectives (SLOs) on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut or National 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.

	SLO1	SLO 2	SLO 3
Elementary or Deans	Non-tested subjects or grades	Broad discretion from assessments listed in Appendix J.	
High School Principal	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion from assessments listed in Appendix J.	
Middle School Principal AP's and Deans	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/Dean	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	Broad discretion: 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:

- Students' performance or growth on state-administered assessments and/or district adopted assessments not included in the state accountability measures (*Appendix J*).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9<sup>th</sup> and/or 10<sup>th</sup> grade credit accumulation and/or the percentage of students that pass 9<sup>th</sup> and/or 10<sup>th</sup> 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.
- See Appendix J for a non-exhaustive list of assessments and other indicators.

The process for selecting measures and creating student learning objectives 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 established 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/area improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable student learning objective for the chosen assessments/indicators.
- The administrator shares the student learning objectives 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 their performance targets. We describe the broader purpose and structure of this conversation later.
- 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	Goal	Developing	Below Standard
Met all three (3) objectives and substantially exceeded at least two (2) targets	Met two (2) objectives and made substantial progress on the third OR Met all three (3) objectives OR Met all three (3) objectives and made substantial progress on one other	Met one (1) objectives and made substantial progress on at least one other	Met zero (0) objectives OR Met one (1) objective and did not make substantial progress on either of the other two.

### 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 (2) categories are plotted on this matrix:

		State Test Portion			
		Exemplary	Goal	Developing	Below Standard
Locally-determined portion	Exemplary	Exemplary	Exemplary	Goal	Gather more information
	Goal	Exemplary	Goal	Goal	Developing
	Developing	Goal	Goal	Developing	Below Standard
	Below Standard	Gather more information	Developing	Below Standard	Below Standard

\*After all data (including state test data) is available, the evaluator may adjust the summative rating if the state data impacts the student related indicators enough to change the final rating. Such revisions should take place as soon as the state test data are available and before August 15<sup>th</sup>.

## Teacher Effectiveness (5%)

Teacher effectiveness – as measured by an aggregation of teachers’ student learning objectives is 5% of an administrator’s evaluation.

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

In the New London Public Schools’ evaluation model, teachers are assessed in part on their accomplishment of student learning objectives. 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 administrator evaluators and their evaluatees discuss strategies in working with teachers to set rigorous SLOs.

<b>Exemplary</b>	<b>Goal</b>	<b>Developing</b>	<b>Below Standard</b>
>80% of teachers are rated Goal or exemplary on the student growth portion of their evaluation	>60% of teachers are rated Goal or exemplary on the student growth portion of their evaluation	>40% of teachers are rated Goal or exemplary on the student growth portion of their evaluation	<40% of teachers are rated Goal or exemplary on the student growth portion of their evaluation

Administrators will be responsible for the teachers they directly evaluate. Central office administrators will be responsible for all of the teachers under their assigned level and area.

## Administrator Evaluation Process

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. We describe an annual cycle (*see Figure 2 below*) for administrators and evaluators to follow and believe that this sequence of events lends well to a meaningful and manageable process.

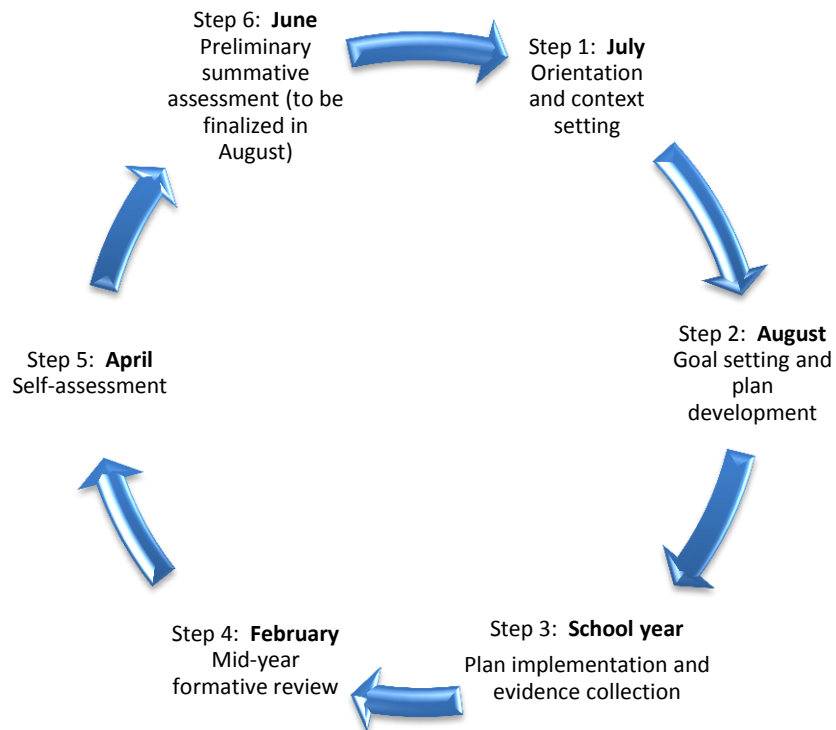
### Time-Line at a Glance:

Due Date	Activity	Associated Forms
July	<b>Orientation and Context Setting Meeting</b>	<i>Appendix A</i>
August	<b>Goal Setting and Plan Development</b>	<i>Appendix A</i>
Before January 1 <sup>st</sup>	<b>Observations</b>	<i>Appendix B</i>
	Non-Tenured Administrators: Minimum of two (2) observations with feedback.	
	Tenured Administrators: Minimum of one (1) observation with feedback.	
Before February 28 <sup>th</sup>	<b>Mid-Year Reflection</b>	<i>Appendix C</i>
Before Summative Evaluation	<b>Observations</b>	<i>Appendix B</i>
	Non-Tenured Administrators: Minimum of four (4) observations, one with feedback.	
	Tenured Administrators: Minimum of three (3) observations, two with feedback.	
Before May 15 <sup>th</sup>	<b>Self-Reflection</b>	<i>Appendix D</i>
Before June 30 <sup>th</sup>	<b>Summative Evaluation</b>	<i>Appendix E</i>
Before August 15 <sup>th</sup>	<b>Summative Evaluation Adjustments:</b> After all data (including state test data) is available, the evaluator may adjust the summative rating if the state data impacts the student related indicators enough to change the final rating. Such revisions should take place as soon as the state test data are available and before August 15 <sup>th</sup> .	<i>Appendix E</i>

## Overview of the Process

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.

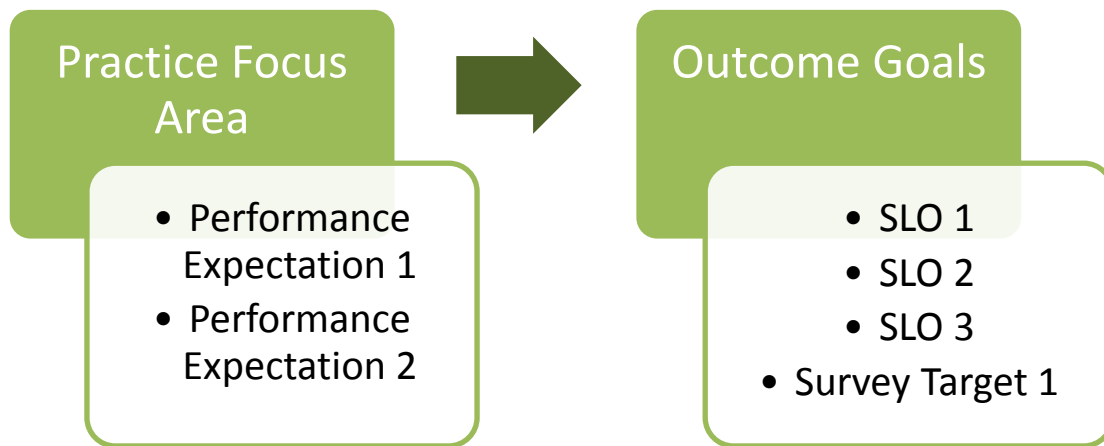
**Figure 2: Administrator Evaluation Cycle**



**Step 1: Orientation and Context Setting:** To begin the process, the administrator needs five (5) 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 rating.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated student learning priorities for the year.
4. The administrator possesses an 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.

**Step 2: Goal-Setting and Plan Development:** Before a school year starts, administrators identify **three (3)** student learning objectives and **one (1)** survey target, drawing on available data, the superintendent's priorities, their school improvement plan, and prior evaluation results (where applicable). They also determine **two (2)** areas of focus for their practice. We call this "**3-2-1 goal-setting**".



Administrators should start with the outcomes they want to achieve. This includes setting three (3) student learning objectives and one (1) target related to stakeholder feedback.

Choosing from among the elements of the Connecticut School Leadership Standards, administrators identify the areas of focus for their practice that will help them accomplish their SLOs and survey targets. Administrators are rated on all 6 Performance Expectations; **identifying two (2) specific focus areas for growth** (see *Appendix A*). 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 Goal performance will depend on factors beyond the control of the principal? 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 development needs to support the administrator in accomplishing the goals. Together, these components, the goals, the practice areas, and the resources and supports, comprise an individual's evaluation plan. In the event of any disagreement, the superintendent, or designee, will mediate a resolution.



## Do you have a good evaluation plan?

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

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

**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 with tenured administrators, this must include at least three (3) site visits [one (1) before January 1<sup>st</sup> and two (2) before summative evaluation conference], where at least two (2) must be in a school setting. For non-tenured administrators, this must include four (4) site visits [two (2) before January 1<sup>st</sup> and two (2) before summative evaluation conference], where at least three (3) must be in a school setting. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of administrators and provide invaluable insight into his/her performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school visits to observe administrator practice can vary significantly in length and setting (see below). We recommend that evaluators plan their 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. The evaluator will provide both verbal and written feedback after each observation (*Appendix B*). The evaluator will provide feedback related to the performance expectations and elements based on the *New London Leadership Standards (Appendix F)*.

Besides the school visit requirement, we do not prescribe any evidence requirements. Rather, we rely on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

The administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to their focus areas and goals:

- Data Systems 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; and/or
- Communications with Staff, Students, and Families.

Further, the evaluator will develop a schedule of site visits with the administrator to collect evidence and observe the administrator's work. The first formal site visit should take place in the fall after the goal-setting conference to ground the evaluator in the school context and the administrator's evaluation plan. 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 (by February 28<sup>th</sup>) 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 of practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point.

**Step 5: Self-Assessment:** In the spring, the administrator assesses their practice on all 18 elements of the New London Leadership Standards. For each element, contained in the New London Administrator Evaluation/Observation Form, the administrator determines whether he/she:

- needs to grow and improve practice on this element;
- has some strengths on this element but need 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 their focus areas and determine if they consider themselves on track or not. The administrator submits their self-assessment to their evaluator using Appendix D. We believe this process provides the administrator an opportunity for self-reflection to inform their rating for the year.

**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, we recommend 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 (see next section for rating methodology).

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<sup>th</sup> of a given school year. Should state standardized test data not be available at the time for 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, the evaluator may recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than August 15<sup>th</sup>. 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 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 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.

### Summative Rating:

Each administrator shall annually receive a summative rating in one (1) of four (4) levels:

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

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

- Meeting expectations as an instructional administrator.
- Meeting expectations in at least three (3) other areas of practice.
- Meeting and making progress on one (1) target related to stakeholder feedback.
- Meeting state accountability growth targets on tests of core academic subjects.
- Meeting and making progress on three (3) student learning objectives aligned to school and district priorities.

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 administrators 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 principals in their first year, performance rated Developing is expected. If, by the end of three (3) years, performance is still Developing, there is cause for concern.

A rating of **Below Standard** indicates performance that is below Goal on all components or unacceptably low on one or more components.

## Determining Summative Ratings\*

The process for determining summative evaluation ratings has three categories of steps: (a) determining a practice rating, (b) determining an outcomes rating, and (c) combining the two into an overall rating.

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

The **Practice** rating derives from an administrator's performance on the six performance expectations of the Administrator Evaluation Rubric and the three stakeholder feedback targets. As shown in the Summative Rating Form in Appendix E, evaluators record a rating for the performance expectations that generates an overall rating for Leadership Practice. This forms the basis of the overall practice rating, but the rating is adjusted upward or downward one level in the event that the stakeholder feedback is either exemplary or below standard, respectively.

**OUTCOMES: Student Learning (45%) + Teacher Effectiveness (5%) = 50%**

The Outcomes rating derive from the two student learning measures – state test results and student learning objectives – and teacher effectiveness outcomes. As shown in the Summative Rating Form in Appendix E, state reports provide an assessment rating and evaluators record a rating of the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall Outcomes rating, but the rating is adjusted upward or downward one level in the event that the teacher effectiveness is either exemplary or below standard, respectively.

**OVERALL: Practice (50%) + Outcomes (50%) = 100%**

The Overall rating combines the Practice and Outcomes ratings using the matrix below. If the two (2) categories are highly discrepant (e.g., a rating of four (4) for Practice and a rating of one (1) for Outcomes), then the Superintendent should examine the data and gather additional information in order to make a final rating.

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

\*After all data (including state test data) is available, the evaluator may adjust the summative rating if the state data impacts the student related indicators enough to change the final rating. Such revisions should take place as soon as the state test data are available and before August 15<sup>th</sup>.

## Structured Assistance Plan

The Leaders Assistance Plan consists of three levels: (1) Awareness, (2) Assistance, and (3) Intensive Assistance. The Assistance Plan applies to tenured and non-tenured leaders\*. If you are non-tenured, non-renewal cannot be recommended unless the leader has been placed on awareness.

**Conflict Resolution:** In the event that the evaluator(s) and the leader do not agree, the leader or evaluator(s) may request conflict resolution. In the first step, the two individuals select an impartial third party evaluator who meets with the two individuals to resolve the issue(s). Typical types of conflict may be related to performance objectives, performance evaluation, implementation of the process, options selected, or timeline.

### Level I: Awareness

**Purpose:** The purpose of the awareness level is to discuss a concern, as well as to provide the support necessary to meet the standards.

**Placement:** The evaluator initiates placement when a concern is noted.

**Process:** At this level, the nature of the area of concern is communicated through a conference between the leader and the evaluator. The leader will receive written notification of the date and time of the conference and the areas of concern. At that conference, the evaluator will: (1) provide an overview of the concern(s), (2) identify the expectations for performance, (3) discuss the support that will be provided to the teacher, and (4) identify a timeline for improvement. The Superintendent is advised of the placement of this individual and receives ongoing communication as well. A written summary of the meeting will be provided within 48 hours of the conference.

**Disposition:** Progress and outcomes will be discussed throughout the process.

**Timeline:** Leaders may remain at this level for a varied period of time depending on the nature of the situation, the support needed, and the commitment of the individual.

### Level II: Assistance

**Purpose:** The purpose of this level is to provide the support necessary to ensure that the leader meets the standards contained herein.

**Placement:** The evaluator initiates placement of a leader into this format. The process is formal with written notification and ongoing documentation of (1) practice, (2) communications and (3) efforts to improve. The Superintendent is advised of the placement of this individual and receives ongoing communication as well.

**Process:** The evaluator sends the leader written notification of placement at this level. The evaluator will recommend the involvement of NLAEA representation to ensure due process, provide support and encourage positive resolution of concerns. At the subsequent conference, the evaluator (1) identifies the concern(s) to the standards, (2) specifies the expected improvement through the creation of objectives, and (3) communicates how the objectives will be assessed. Supports will be identified, and may include, but are not limited to: team support; peer support; outside content expert; professional

development; supplementary supervisor(s); observations; conferences; coaching; reading materials; reviewing of curriculum; videotaping; modeling; lesson plan review; visitations; review of student work; and other approaches. Forms used during this process are Notification of Change of Status Assistance Plan, and Assistance Plan Summary.

**Disposition:** From this level, a teacher may return to the original leader's evaluation format or move to the third level termed, "Intensive Assistance."

**Timeline:**

- The leader will receive written notification of the date and time of the conference and the areas of concern.
- Written notification of placement in this level with meeting scheduled within 5 working days to develop action plan.
- Implementation of action plan.
- Leader demonstrates improvement/change every 5 working days.
- Conference with evaluator at least every 10 – 15 working days.
- Maximum limit in this level is 60 working days.

**Level III: Intensive Assistance**

**Purpose:** Individuals placed in the level have been unsuccessful in demonstrating improvement under Assistance Level. This level will include additional or continued assistance to help the leader meet the standards.

**Placement:** The evaluator initiates placement of a leader into this format. The process is formal with written notification and ongoing documentation of (1) concerns, (2) communications, and (3) efforts to improve. The Superintendent is advised of the placement of this individual and receives ongoing communication as well.

**Process:** The evaluator sends the leader written notification of placement at this level as well as the consequences of lack of success. Within 10 working days, a conference is held at which the evaluator reviews concerns expressed, support provided, teacher efforts to date, and expectations for performance. At this conference, the evaluator builds an action plan, to support strategies listed in Level II.

**Disposition:** At this level, a leader may be returned to the district evaluation format, or the Superintendent may institute termination proceedings.

**Timeline:**

- The leader will receive written notification of the date and time of the conference and the areas of concern.
- Written notification of placement on this level with a meeting scheduled to develop action plan.
- Implementation of action plan.
- Leader demonstrates improvement within 15 working days.
- Conferences with evaluator every 10–15 working days.
- Maximum limit in this level is 45 working days.

## Administrator Evaluation Goal Form

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

**Administrator Name:**

**Evaluator Name:**

**Site/Position:**

Practice Focus Area	SMART goal(s) with measureable Outcomes	Key Activities/Strategies	Timeline for Measuring Goal Outcomes
Focus Area 1:	SLO 1:		
Performance Expectation:	SLO 2:		
Element:	SLO 3:		
Focus Area 2:	Survey Data:		
Performance Expectation:			
Element:			

**Staff Member Signature:**

**Evaluator Signature:**

**Date:**

**Date:**

## Administrator Evaluation Observations Form

<b>Administrator Name:</b>			
<b>Evaluator Name:</b>			
<b>Site/Position:</b>			
<b>Observation Type:</b>		<b>Date/Time/Length:</b>	
<b>Performance Expectations and Elements</b>	<b>Identified for Focus Area? (X if Yes)</b>	<b>Notes and Evidence</b>	<b>Rating for Observed indicators*</b>
<i>Vision, Mission and Goals:</i> A. High Expectations for All B. Shared Commitments to Implement and Sustain the Vision, Mission and Goals C. Continuous Improvement toward the Vision, Mission and Goals			
<i>Teaching and Learning</i> A. Strong Professional Culture B. Curriculum and Instruction C. Assessment and Accountability			
<i>Organizational Systems and Safety</i> A. Welfare and Safety of Students, Faculty, and Staff B. Operational Systems C. Fiscal and Human Resources			
<i>Families and Stakeholders</i> A. Collaboration with Families and Community Members B. Community Interests and Needs C. Community Resources			
<i>Ethics and Integrity</i> A. Ethical and Legal Standards of the Profession B. Personal Values and Beliefs C. High Standards for Self and Others			
<i>The Education System</i> A. Professional Influence B. The Educational Policy Environment C. Policy Engagement			

**\*4 = Exemplary, 3 = Goal, 2 = Developing, 1 = Below Standard**

*Additional Comments:*

**Staff Member Signature:**

**Evaluator Signature:**

**Date:**

**Date:**



## Administrator Evaluation Mid-Year Conference Form

The first four columns of this form will be completed by the administrator and submitted prior to the meeting with the evaluator.

**Administrator Name:**

**Evaluator Name:**

**Site/Position:**

Practice Focus Area	Outcome Goal	Progress to Date/Interim Outcomes (Measurable)	Further Actions/Revisions Necessary to Achieve Goal
Focus Area 1:	SLO 1:		
Performance Expectation:	SLO 2:		
Element:	SLO 3:		
Focus Area 2:	Survey Data:		
Performance Expectation:			
Element:			

**Staff Member Signature:**

**Evaluator Signature:**

**Date:**

**Date:**

## Administrator Evaluation Self-Assessment Form

<b>Administrator Name:</b>				
<b>Evaluator Name:</b>				
<b>Site/Position:</b>				
<b>PART 1: Leadership Practice:</b> <i>Directions for completion of this section: For each performance expectation and element, rate yourself on where you believe you would score. This form is due to your evaluator no later than April 30<sup>th</sup>. You should consider observational feedback when making rating.</i>				
How effective is your Leadership practice in each of the following Performance Expectations (PE)?	1 (Below Standard) I need to grow and improve my practice on this PE.	2 (Developing) I have some strengths on this PE but need to continue to grow and improve.	3 (Goal) I am consistently effective on this PE.	4 (Exemplary) I empower others to be effective on this PE.
<i>Vision, Mission and Goals:</i>				
A. High Expectations for All				
B. Shared Commitments to Implement and Sustain the Vision, Mission and Goals				
C. Continuous Improvement toward the Vision, Mission and Goals				
<i>Teaching and Learning</i>				
A. Strong Professional Culture				
B. Curriculum and Instruction				
C. Assessment and Accountability				
<i>Organizational Systems and Safety</i>				
A. Welfare and Safety of Students, Faculty, and Staff				
B. Operational Systems				
C. Fiscal and Human Resources				
<i>Families and Stakeholders</i>				
A. Collaboration with Families and Community Members				
B. Community Interests and Needs				
C. Community Resources				
<i>Ethics and Integrity</i>				
A. Ethical and Legal Standards of the Profession				
B. Personal Values and Beliefs				
C. High Standards for Self and Others				
<i>The Education System</i>				
A. Professional Influence				
B. The Educational Policy Environment				
C. Policy Engagement				

**Part 2: Student Outcome Indicators:** *Directions for completion of this section: Based on mid-year data, where do you anticipate your summative ratings will fall on each outcome goal (SLO's and Survey data)?*

Outcome Goals	Rating and evidence to support rating.
SLO 1:	
SLO 2:	
SLO 3:	
Survey Data:	

## Administrative Evaluation – Summative Rating Form

This summary rating form is to be completed by the evaluator after the final conference with the administrator. The evaluator will use the preponderance of evidence to assign a rating for each Performance Expectations. The evaluator will also determine progress against the three student learning outcomes and the three stakeholder feedback targets and assign ratings for each. ALL OTHER ELEMENTS ARE CALCULATED BASED ON THESE RATINGS AND OTHER RELEVANT DATA.

**Administrator Name:**

**Evaluator Name:**

**Site/Position:**

### Administrator Practice (40%)

Performance Expectations	Below Standard (1)	Developing (2)	Goal (3)	Exemplary (4)
Vision, Mission and Goals				
Teaching and Learning				
Organizational Systems and Safety				
Families and Stakeholders				
Ethics and Integrity				
The Educational System				

*Comments:*

### Stakeholder Feedback (10%)

Stakeholder Feedback Targets	Did not Make Substantial Progress (1)	Made Substantial Progress (2)	Met (3)	Substantially Exceeded (4)
Target 1				

*Comments:*

### Student Learning Objectives (45%)

Student Learning Objectives	Did not Make Substantial Progress (1)	Made Substantial Progress (2)	Met (3)	Substantially Exceeded (4)
SLO 1				
SLO 2				
SLO 3				

*Comments:*

Leadership Practice Rating  
 Stakeholder Feedback Rating  
 Overall Practice Rating  
 State Assessment Rating  
 Student Learning Rating  
 Overall Student Learning Rating  
 Teacher Effectiveness  
 Overall OUTCOMES Rating

See Decision Rule 1  
 See Decision Rule 2  
 See Decision Rule 3  
 See Decision Rule 4  
 See Decision Rule 5  
 See Decision Rule 6  
 See Decision Rule 7  
 See Decision Rule 8

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

## Summative Rating Form (continued) – Decision Rules

### Decision Rule 1: Leadership Practices

Exemplary (4)	Goal (3)	Developing (2)	Below Standard (1)
<b>Exemplary</b> on Teaching and Learning + <b>Exemplary</b> on at least two (2) other performance expectations + No rating below <b>Goal</b> on any performance expectation	At least <b>Goal</b> on Teaching and Learning + At least <b>Goal</b> on at least three (3) other performance expectations + No rating below <b>Developing</b> on any performance expectation	At least <b>Developing</b> on Teaching and Learning + At least <b>Developing</b> on at least three (3) other performance expectations	<b>Below Standard</b> on Teaching and Learning <b>OR</b> <b>Below Standard</b> on at least three (3) other performance expectations

### Decision Rule 2: Stakeholder Feedback

Exemplary (4)	Goal (3)	Developing (2)	Below Standard (1)
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

### Decision Rule 3: Overall Practice

If the Stakeholder Rating is:	Then the Overall Practice Rating is:
<b>Exemplary (4)</b>	Leadership Practice Rating plus 1
<b>Goal (3) or Developing (2)</b>	Leadership Practice Rating
<b>Below Standard (1)</b>	Leadership Practice Rating minus 1

## Decision Rules for Outcomes

### Decision Rule 4: State Assessments

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

Score	Exceeds Target (4)	Meets Target (3)	Approaches Target (2)	Don Not meet Target (1)
<b>SPI Progress</b>	> 125% of target progress	100-125% of target progress	50-99% of target progress	< 50% of target progress
Subgroup SPI Progress	Meets performance targets for all subgroups that have SPI < 88 OR all subgroups have SPI >88 <b>OR</b> The school does not have any subgroups of sufficient size	Meets Performance Targets for majority* of subgroups that have SI < 88	Meets Performance Targets for at Least one Subgroup that has SPI < 88	Does not meet performance target for any subgroup that has SPI <88
<b>SPI Rating</b>	<b>89-100</b>	<b>77-88</b>	<b>64-76</b>	<b>&lt; 64</b>
SPI Rating for Subgroups	The gap between the “all students” group and each subgroup is < 10 SPI points or all subgroups have SPI > 88 <b>OR</b> The school has no subgroups	The gap between the “all students” group and the majority of subgroups is < 10 SPI points	The gap between the “all students” group and at least one subgroup is > 10 SPI points	The gap between the “all students” group and all subgroups is > 10SPI points

*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.*

	SPI > 88	SPI between 88 and 64	SPI < 64
School Performance Index (SPI) progress from year to year	10%	50%	50%
SPI progress for student subgroups	40%	50%	50%
SPI rating	10%	0%	0%
SPI rating for student subgroups	40%	0%	0%

**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 (4)	Goal (3)	Developing (2)	Below Standard (1)
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

**(Round to the nearest tenth)**

#### Decision Rule 5: Overall Student Learning (Local Measures)

Exemplary (4)	Goal (3)	Developing (2)	Below Standard (1)
Met all three (3) objectives and substantially exceeded at least two (2) targets	Met two (2) objectives and made substantial progress on the third  <b>OR</b> Met all three (3) objectives  <b>OR</b> Met all three (3) objectives and made substantial progress on one other	Met one (1) objectives and made substantial progress on at least one other	Met 0 objectives  <b>OR</b> Met one (1) objective and did not make substantial progress on either of the other two.

#### Decision Rule 6: Overall Student Learning

		State Assessment Portion			
Locally-Determined Portion		Exemplary (4)	Goal (3)	Developing (2)	Below Standard (1)
	Exemplary (4)	Exemplary (4)	Exemplary (4)	Goal (3)	<i>Gather more Information</i>
	Goal (3)	Exemplary (4)	Goal (3)	Goal (3)	Developing (2)
	Developing (2)	Goal (3)	Goal (3)	Developing (2)	Below Standard (1)
	Below Standard (1)	<i>Gather more Information</i>	Developing (2)	Below Standard (1)	Below Standard (1)

#### Decision Rule 7: Teacher Effectiveness

Exemplary (4)	Goal (3)	Developing (2)	Below Standard (1)
>80% of teachers are rated Goal or exemplary on the student growth portion of their evaluation	>60% of teachers are rated Goal or exemplary on the student growth portion of their evaluation	>40% of teachers are rated Goal or exemplary on the student growth portion of their evaluation	<40% of teachers are rated Goal or exemplary on the student growth portion of their evaluation

#### Decision Rule 8: Overall Outcome Rating

If the Teacher Effectiveness Rating is:	Then the Overall Outcomes Rating is:
Exemplary (4)	Leadership Practice Rating plus 1
Goal (3) or Developing (2)	Leadership Practice Rating
Below Standard (1)	Leadership Practice Rating minus 1



## New London Public Schools - Leader Evaluation Rubric

### 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	Goal	Exemplary	Look For's/Evidence
<b>Information &amp; analysis shape vision, mission, and goals</b>	Relies on their own knowledge and assumptions to shape school-wide vision, mission, and goals.	Uses data to set goals for Students and shapes a vision and mission based on basic data and analysis.	<b>Uses varied sources of (school-specific) information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.</b>	Uses a wide-range of data (includes school and community based data) to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.	
<b>Alignment to policies</b>	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, state and federal policies.	<b>Aligns the vision, mission, and goals of the school to district, state, and federal policies.</b>	Collaborates with others to build the capacity of all staff to ensure the vision, mission, and goals are aligned to district, state, and federal policies.	
<b>Diverse perspectives, collaboration, and effective learning</b>	Provides limited opportunities for stakeholder involvement in developing and implementing, the school's vision, mission and goals.  Creates a vision, mission and goals that set lower expectations for students.	Offers staff and other stakeholders some opportunities to participate in the development of the vision, mission and goals.  Develops a vision, mission and goals that set high expectations for most students.	<b>Incorporates diverse perspectives and collaborates with all stakeholders to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.</b>	Collaboratively creates a shared vision of high expectations with all stakeholders and builds staff capacity to implement a shared vision for high student achievement.  Publicly models belief in the potential of every student to achieve at high levels.	

## Performance Expectation 1: Vision, Mission, and Goals

### 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 commitments among all stakeholders.

#### *The Leader...*

Indicator	Below Standard	Developing	Goal	Exemplary	Look For's/Evidence
<b><i>Shared understandings guide decisions &amp; evaluation of outcomes.</i></b>	<p>Tells selected staff and stakeholders about decision making processes related to implementing and sustaining the vision, mission and goals.</p> <p>Provides limited involvement for staff and stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.</p>	<p>Develops basic understanding of the vision, mission and goals with staff and stakeholders.</p> <p>Provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.</p>	<b>Develops shared (deeper) understandings, commitments, and responsibilities with the school community and other stakeholders for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission, and goals to guide decisions and evaluate actions and outcomes.</b>	Engages and empowers staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals.	
<b><i>Communicates vision; advocates for effective learning for all</i></b>	Is unaware of the need to communicate or advocate for the school's vision, mission, and goals or for effective learning for all.	Builds stakeholders' understanding and support for the vision, mission, and goals and generates some support for equitable and effective learning opportunities for all students.	<b>Publicly advocates the vision, mission, and goals so that the school community understands and supports equitable and effective learning opportunities for all students.</b>	<p>Effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission.</p> <p>Persuasively communicates the importance of equitable learning opportunities for all students and the impact on students and the community if these opportunities are not available.</p>	

## Performance Expectation 1: Vision, Mission, and Goals

### 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.

#### The Leader...

Indicator	Below Standard	Developing	Goal	Exemplary	Look For's/Evidence
<b>Analyzes data to identify needs and gaps between outcomes and goals</b>	Is unaware of the need to continually analyze data and information to assess progress toward student achievement goals and the vision and mission.	Continually uses data to identify gaps between current outcomes and goals for some areas of school improvement.	<b>Uses data systems and other sources of information on a continuous basis to identify strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.</b>	Collaboratively reviews and analyzes data and other information with staff and stakeholders on a continuous basis to identify individual student needs and gaps to goals.  Works with faculty to collectively identify specific areas for improvement at the school, classroom, and student level.	
<b>Uses data and collaborates to design, assess, and change programs</b>	Is unaware of the need to use data, research or best practice to inform and shape programs and activities.	Uses data and processes for planning, prioritizing, and managing change, and inquires about the use of research and best practices to design programs to achieve the school's vision, mission, and goals.	<b>Uses data, research, and best practice to shape programs and activities and regularly assesses their effects.</b>  <b>Analyzes data and collaborates with some stakeholders in planning and carrying out changes in programs and activities.</b>	Engages all stakeholders in building and leading a school-wide continuous improvement cycle.  Collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices.	
<b>Identifies and addresses barriers to achieving goals</b>	Does not proactively identify barriers to achieving the vision, mission, and goals, or does not address identified barriers.	Manages barriers to the achievement of the school's vision, mission and goals on a situational level.	<b>Identifies and addresses barriers to achieving the vision, mission, and goals.</b>	Focuses conversations, initiatives and plans on minimizing barriers to improving student achievement, and is unwavering in urging staff to maintain and improve their focus on student outcomes.  Uses challenges or barriers as opportunities to learn and to develop staff.	

<b><i>Seeks and aligns resources</i></b>	Is unaware of the need to seek or align resources necessary to sustain the School's vision, mission, and goals.	Aligns resources to some initiatives related to the school's vision, mission, and goals.	<b>Seeks and aligns resources to achieve the vision, mission, and goals.</b>	Builds capacity of the school and its staff to provide services that sustain the school's vision, mission, and goals.  Prioritizes the allocation of resources to be consistent with the school's vision, mission, and goals.
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## 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.

#### *The Leader...*

Indicator	Below Standard	Developing	Goal	Exemplary	Look For's/Evidence
<b><i>Closes achievement gaps</i></b>	<p>Is unaware of the achievement gap.</p> <p>Is working toward improvement for only some students with no data.</p>	<p>Uses student outcome data to build their own awareness of achievement gaps.</p> <p>Is developing a personal commitment to improvement for all students.</p>	<b>Develops shared understanding and commitment to close achievement gaps so that all students achieve at their highest levels.</b>	<p>Regularly shares ongoing data on achievement gaps and works with faculty to identify and implement solutions.</p> <p>Establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels.</p>	
<b><i>Supports and evaluates professional development</i></b>	<p>Provides professional development that is misaligned with faculty and student needs.</p> <p>Does not monitor classroom instruction for the implementation of professional development content.</p>	<p>Provides professional development for staff that addresses some but not all needs for improvement.</p> <p>Does not evaluate the implementation of PD within the classroom.</p>	<b>Supports and evaluates professional development to broaden faculty teaching skills to meet the needs of all students.</b>	<p>Works with staff to provide job embedded professional development and follow-up supports aligned to specific learning needs.</p> <p>Collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes.</p>	
<b><i>Fosters inquiry and collaboration for improvement</i></b>	<p>Establishes most strategies and directions for growth without staff collaboration and is rarely open to new ideas and strategies.</p> <p>Is uninvolved in faculty conversations to resolve student learning challenges.</p>	<p>Models learning and seeks opportunities for personal growth.</p> <p>Encourages staff collaboration and growth to improve teaching and learning.</p>	<p><b>Seeks opportunities for personal and professional growth through continuous inquiry.</b></p> <p><b>Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.</b></p>	<p>Develops processes for continuous inquiry with all staff and inspires others to seek opportunities for personal and professional growth.</p> <p>Builds a culture of candor, openness to new ideas, and collaboration with all staff to improve instruction.</p>	

<b><i>Supports teacher reflection and leadership</i></b>	<p>Provides insufficient time and resources for teachers to work together on instructional improvement.</p> <p>Provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.</p>	<p>Recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.</p> <p>Encourages some teachers to seek leadership opportunities and/or provides no support for teachers seeking leadership opportunities.</p>	<b>Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.</b>	<p>Provides time and resources for teacher collaboration and builds the capacity of teachers to lead meetings focused on improving instruction.</p> <p>Builds a strong instructional leadership team, builds the leadership capacity of promising staff, and distributes leadership opportunities among staff.</p>
<b><i>Provides feedback to improve instruction</i></b>	<p>Ineffectively uses data, assessments, or evaluation methods to support feedback.</p> <p>Does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.</p>	<p>Provides sporadic feedback based on data, assessments, or evaluations.</p> <p>Monitors some teachers' practice for improvements based on feedback.</p>	<b>Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.</b>	<p>Provides regular, timely, and constructive feedback to all staff and monitors for implementation and improved practice.</p> <p>Creates a culture of candid feedback and opportunities for staff to review each other's data and instructional practice and provide feedback to each other.</p>

## Performance Expectation 2: Teaching and Learning

### 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.

#### The Leader...

Indicator	Below Standard	Developing	Goal	Exemplary	Look For's/Evidence
<b><i>Aligns curriculum, instruction, and assessment to standards</i></b>	Is unaware of how to align curriculum with standards, instruction and assessments.	Builds their own understanding of state and national standards.  Develops curriculum, instruction and assessment methods that are loosely aligned to standards, teaching, professional development and assessment methods.	<b>Develops a shared understanding of curriculum, instruction, and alignment of standards-based instructional programs.</b>  <b>Ensures the development implementation and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and assessment methods.</b>	Builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meets or exceed state and national standards.  Monitors and evaluates the alignment of all instructional processes.	
<b><i>Improves instruction for the diverse needs of all students</i></b>	Supports the use of instructional strategies that do not meet the diverse learning needs of students.	Uses evidence-based instructional strategies and instructional practices that address the learning needs of some but not all student populations.	<b>Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations.</b>	Builds the capacity of staff to collaboratively identify differentiated learning needs for student groups.  Works with staff to continuously adjust instructional practices and strategies to meet the needs of every student.	

<b><i>Collaboratively monitors and adjusts curriculum and instruction</i></b>	<p>Is unaware of how to Analyze student progress using student work.</p> <p>Supports the use of curriculum and instruction that fail to consistently meet the needs of all students.</p>	<p>Analyzes student work and monitors student progress with occasional collaboration from staff.</p> <p>Facilitates adjustments to curriculum and instruction that meet the needs of some but not all students.</p>	<b><i>Develops collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.</i></b>	<p>Empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student.</p>
<b><i>Provides resources and training for extended learning</i></b>	<p>Identifies only limited resources and supports for extending learning beyond the classroom.</p>	<p>Promotes learning beyond the classroom provides inconsistent support and resources to faculty around extending learning opportunities.</p>	<b><i>Provides faculty and students with access to instructional resources, training, and ethical support to extend learning beyond the classroom walls.</i></b>	<p>Builds strong faculty commitment to extending learning beyond the classroom.</p> <p>Collaborates with faculty to attain necessary resources and provide ongoing training and support for extended learning.</p>
<b><i>Supports the success of faculty and students as global citizens</i></b>	<p>Focuses only on established academic standards as goals for student and staff skills.</p> <p>Provides limited support or development for staff or students associated with the dispositions for a global citizen.</p>	<p>Supports some staff and students in developing their understanding of the knowledge, skills, and dispositions needed for success as global citizens.</p>	<b><i>Assists faculty and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens.</i></b>	<p>Establishes structures for staff to continuously discuss the skill, knowledge, and dispositions necessary for success as global citizens. Faculty and students have multiple opportunities to develop global knowledge, skills, and dispositions.</p>



## Performance Expectation 2: Teaching and 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.

#### The Leader...

Indicator	Below Standard	Developing	Goal	Exemplary	Look For's/Evidence
<b><i>Uses multiple sources of information to improve instruction</i></b>	Monitors limited sources of student information and staff evaluation data.  Does not connect information to school goals and/or instruction.	Develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction.  Is learning to use multiple sources of information to identify areas for improvement.	<b>Uses district, state, national, and international assessments and multiple sources of information to analyze student performance, advance instructional accountability, and improve teaching and learning.</b>	Builds the capacity and accountability of staff to monitor multiple sources of information and a range of assessments for each student. Empowers staff members to continuously use multiple sources of information to adjust instructional strategies and improve teaching and learning.	
<b><i>Staff evaluation</i></b>	Conducts occasional classroom observations for some staff.  Does not connect evaluation results to professional development or school improvement goals.	Completes evaluations for all staff according to stated requirements.  Uses some evaluation results to inform professional development.	<b>Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.</b>	Sets and monitors meaningful goals with each staff member, accurately differentiates ratings, and provides additional evaluation activity and feedback for Developing or Below Standard teachers.  Develops and supports individual staff learning plans and school improvement goals based on evaluations.	
<b><i>Communicates progress</i></b>	Provides limited information about student progress to faculty and families.	Provides updates on student progress to faculty and families.	<b>Interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.</b>	Builds the capacity of all staff to share ongoing progress updates with families and other staff members.  Consistently connects results to the vision, mission, and goals of the school and frequently updates staff and families around progress and needs for improvement.	

### 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.

##### The Leader...

Indicator	Below Standard	Developing	Goal	Exemplary	Look For's/Evidence
<b>Safety and security plan</b>	Insufficiently plans for school safety.	Develops a safety and security plan and monitors its implementation.  Creates minimal engagement with the community around safety plan.	<b>Develops, implements, and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.</b>	Continuously engages the school community in the development, implementation, and evaluation of a comprehensive safety and Security plan.	
<b>Positive school climate for learning</b>	Is unaware of the link between school climate and student learning.  Acts alone in addressing school climate issues.  .	Seeks input and discussion from school community members to build his/her own understanding of school climate.  Plans to develop a school climate focused on learning and social/emotional safety.	<b>Advocates for, creates, and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.</b>	Supports ongoing collaboration from staff and community to review and strengthen a positive school climate.  Develops a school climate that supports and sustains learning, social/emotional safety, and success for every member of the school community.	
<b>Community norms for learning</b>	Uses his/her own judgment to develop norms for behavior. Does not consistently implement or monitor norms for accountable behavior.	Develops and informs staff about community norms for accountable behavior.  Monitors for implementation of established norms.	<b>Involves families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.</b>	Builds ownership for all staff, community, and students to develop and review community norms for accountable behavior. Students, staff, and parents all hold themselves and each other accountable for following the established norms.	

## Performance Expectation 3: Organizational Systems and Safety

### Element B: Operational Systems

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

Indicator	Below Standard	Developing	Goal	Exemplary	Look For's/Evidence
<b>Evaluate and improve operational systems</b>	Ineffectively monitors operational processes.  Makes minimal improvements to the operational system.	Reviews existing processes and plans improvements to operational systems.	<b>Uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise processes to improve the operational system.</b>	Continuously evaluates and revises school processes.  Plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.	
<b>Safe physical plant</b>	Maintains a physical plant that does not consistently meet guidelines and legal requirements for safety.		<b>Ensures a safe physical plant according to local, state, and federal guidelines and legal requirements for safety.</b>	Develops systems to maintain and improve the physical plant and rapidly resolve any identified safety concerns.	
<b>Data systems to inform practice</b>	Uses existing data systems that provide inadequate information to inform practice.	Monitors communication and data systems to provide support to practice.	<b>Facilitates the development of communication and data. Systems that assure the accurate and timely exchange of information to inform practice.</b>	Gathers regular input from faculty on new communications or data systems that could improve practice.  Seeks new capabilities and resources based on school community input.	
<b>Equipment and technology for learning</b>	Uses existing equipment and technology or technology that ineffectively supports teaching and learning.	Identifies new equipment and technologies and/or maintains existing technology.  Is learning about how technology can support the learning environment?	<b>Oversees acquisition, maintenance, and security of equipment and technologies that support the teaching and learning environment.</b>	Develops capacity among the school community to acquire, maintain and ensure security of equipment and technology and to use technology to improve instructional practices and enhance communication.	

## Performance Expectation 3: Organizational Systems and Safety

### Element C: Fiscal and Human Resources

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

#### The Leader...

Indicator	Below Standard	Developing	Goal	Exemplary	Look For's/Evidence
<b><i>Aligns resources to goals</i></b>	<p>Operates a budget that does not align with district or state guidelines.</p> <p>Allocates resources that are not aligned to school goals.</p>	<p>Develops and operates a budget within fiscal guidelines.</p> <p>Aligns resources to school goals and to strengthening professional practice.</p>	<p><b>Develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.</b></p> <p><b>Seeks, secures and aligns resources to achieve vision, mission, and goals to strengthen professional practice and improve student learning.</b></p>	<p>Works with community to secure necessary funds to support school goals.</p> <p>Aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning.</p>	
<b><i>Recruits and retains staff</i></b>	<p>Uses hiring processes that involve few recruiting sources.</p> <p>Provides limited support for early career teachers and has few strategies to retain teachers.</p>	<p>Reviews and improves processes for recruiting and selecting staff.</p> <p>Provides support to early career teachers but has limited strategies to develop and retain effective teachers.</p>	<p><b>Implements building and district practices to recruit, support, and retain highly qualified staff.</b></p>	<p>Involves stakeholders in processes to recruit, select, and support effective new staff.</p> <p>Implements strategies and practices that successfully retain and develop effective staff in the school and district.</p>	
<b><i>Conducts staff evaluations</i></b>	<p>Does not consistently implement district/state evaluation processes.</p> <p>Evaluation results are not used to improve teaching and learning</p>	<p>Prioritizes and completes staff evaluation processes.</p> <p>Is beginning to connect evaluation process and results to professional learning.</p>	<p><b>Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.</b></p>	<p>Coordinates staff to conduct staff evaluation processes and differentiate evaluation process based on individual teacher performance.</p> <p>Works with staff to connect evaluation processes to professional learning and instructional improvement.</p>	

## 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 stakeholders.

#### The Leader...

Indicator	Below Standard	Developing	Goal	Exemplary	Look For's/Evidence
<b>Accesses family and community resources</b>	Is unaware of how to access resources or support from families and the community.	Reaches out to the broader community to access resources and support.  Secures community resources that are not consistently aligned to student learning.	<b>Coordinates the resources of schools, family members, and the community to improve student achievement.</b>	Consistently seeks and mobilizes family and community resources and support aligned to improving achievement for all students.	
<b>Engages families in decisions</b>	Provides limited opportunities for families to engage in educational decisions.  Does not ensure that families feel welcome in the school environment.	Welcomes family involvement in some school decisions and events that support their children's education.	<b>Welcomes and engages all families in understanding the decision making process to support their children' education.</b>	Engages families consistently in understanding and contributing to decisions about school-wide and student-specific learning needs.	
<b>Communicates with families and community</b>	Uses limited strategies to communicate with families and community members.  Limits opportunities for families and community members to share input or concerns with the school.	Shares information and progress with families.  Provides opportunities for families and community members to share input and concerns with the school.	<b>Uses a variety of strategies to engage in open communication with staff and families and community members.</b>	Uses a variety of strategies and builds the capacity of all staff to facilitate open and regular communication between the school and families and community members.	

## Performance Expectation 4: Families and Stakeholders

### Element B: Community Interests and Needs:

Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

#### The Leader...

Indicator	Below Standard	Developing	Goal	Exemplary	Look For's/Evidence
<b>Communicates effectively</b>	Ineffectively communicates with members of the school community.	Communicates clearly with most people.  Seeks more opportunities to interact with stakeholders.	<b>Demonstrates the ability to understand, communicate with and interact effectively with people.</b>	Communicates with and interacts effectively with a wide range of stakeholders.  Builds the skills of staff to ensure clear two-way communication and understanding with all stakeholders.	
<b>Understands and accommodates diverse student and community conditions</b>	Uses limited resources to understand diverse student needs.  Demonstrates limited knowledge of community conditions and dynamics.	Collects information to understand diverse student and community conditions. Provides some accommodations for diverse student and community conditions.	<b>Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.</b>	Uses assessment strategies and research with all staff to build understanding of diverse student and community conditions.  Collaborates with staff to meet the diverse needs of students and the community.	
<b>Capitalizes on diversity</b>	Demonstrates limited awareness of community diversity as an educational asset.	Values community diversity.  Develops some connections between community diversity and educational programs.	<b>Capitalizes on the diversity of the community as an asset to strengthen education.</b>	Integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.	
<b>Collaborates with community programs</b>	Establishes limited collaboration with community programs.  Community programs address few student learning needs.	Collaborates with community programs to meet some student learning needs.	<b>Collaborates with community programs serving students with diverse needs.</b>	Builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.	

## Performance Expectation 4: Families and Stakeholders

### Element C: Community Resources:

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

#### The Leader...

Indicator	Below Standard	Developing	Goal	Exemplary	Look For's/Evidence
<b><i>Collaborates with Community agencies</i></b>	Works with community agencies when needed. Provides limited access to community resources and services to children and families.	Collaborates with some community agencies for health, social, or other services.  Provides some access to resources and services to children and families.	<b>Collaborates with community agencies for health, social and other services that provide essential resources and services to children and families.</b>	Proactively identifies and prioritizes essential resources and services for children and families.  Collaborates with community agencies to provide prioritized services and consistently evaluates service quality.	
<b><i>Develops relationships with community agencies</i></b>	Develops limited relationships with community agencies.  Community partnerships inconsistently meet the needs of the school community.	Develops relationships with community organizations and agencies.  Evaluates some partnerships to ensure benefit to agencies and school community.	<b>Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.</b>	Develops ongoing relationships with community agencies aligned to school needs.  Assesses partnerships on a regular basis to ensure mutual benefit and shared resources for school and agency.	
<b><i>Applies resources to meet the needs of children and families</i></b>	Does not consistently align resources to the educational needs of the school.	Aligns resources to the educational needs of students.  Supports the educational needs of most families.	<b>Applies resources and funds to support the educational needs of all children and families.</b>	Identifies educational needs of students and families and aligns all resources to specific needs.	

## Performance Expectation 5: Ethics and Integrity

*Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.*

### Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

#### *The leader...*

Indicator	Below Standard	Developing	Goal	Exemplary	Look For's/Evidence
<b>Professional responsibility</b>	Does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.		<b>Exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.</b>	Continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.	
<b>Ethics</b>	Does not consistently demonstrate personal and professional ethical practices.		<b>Models personal and professional ethics, integrity, honesty, justice, and fairness and holds others to the same standards.</b>	Actively promotes personal and professional ethics, integrity, honesty, justice and fairness in all stake holders.	
<b>Educational Equity</b>	Does not consistently promote educational equity and social justice for students.	Earns respect and is building professional influence to foster educational equity and social justice for all stakeholders.	<b>Uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.</b>	Removes barriers to high quality education that derive from all sources of educational disadvantage or discrimination.  Promotes social justice by ensuring all students have access to educational opportunities.	
<b>Rights and Confidentiality</b>	Does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.		<b>Protects the rights of students, families and staff and maintains confidentiality.</b>	Builds a shared commitment to protecting the rights of all students and stakeholders.  Maintains confidentiality, as appropriate.	



## Performance Expectation 5: Ethics and Integrity

### 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.

#### The leader...

Indicator	Below Standard	Developing	Goal	Exemplary	Look For's/Evidence
<b><i>Respects the dignity and worth of each individual.</i></b>	Does not consistently treat everyone with respect.		<b>Demonstrates respect for the inherent dignity and worth of each individual.</b>	Promotes the recognition of the dignity and worth of everyone.  Builds a shared commitment to diversity and equitable practices for all stakeholders.	
<b><i>Models respect for diversity and equitable practices</i></b>	Does not consistently demonstrate respect for diversity and equitable practices for all stakeholders.		<b>Models for and actively engages in the participation of most of the stakeholders and acts on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.</b>	Promotes active engagement in the participation and support of all stakeholders towards the vision, mission and goals to provide equitable, appropriate, and effective learning opportunities.	
<b><i>Advocates for mission, vision and Goals</i></b>	Does not consistently advocate for or act on commitments stated in the mission, vision and goals.	Advocates for the vision, mission and goals.	<b>Advocates for and acts on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.</b>	Advocates and actively engages the participation and support of all stakeholders towards the vision, mission and goals to provide equitable, appropriate, and effective learning opportunities.	
<b><i>Ensures a positive learning environment</i></b>	Does not consistently address challenges or contribute to a positive learning environment.	Addresses some challenges or engages others to ensure values and beliefs promote the school vision, mission and goals.	<b>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.</b>	Skillfully anticipates and overcomes challenges and collaborates with others to ensure that values and beliefs promote the school vision, mission, and goals needed to ensure a positive learning environment.	

## Performance Expectation 5: Ethics and Integrity

### 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.

*The leader...*

Indicator	Below Standard	Developing	Goal	Exemplary	Look For's/Evidence
<b><i>Lifelong learning</i></b>	Does not consistently engage in or seek personal professional learning opportunities.	Recognizes the importance of personal learning needs. Uses some research and best practices for professional growth.	<b>Models, reflects on, and builds capacity for lifelong learning through an increased understanding of research and best practices.</b>	Models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.	
<b><i>Support of professional learning</i></b>	Does not consistently support and use professional development to strengthen curriculum, instruction and assessment.	Supports professional development that is primarily related to curriculum and instructional needs	<b>Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.</b>	Supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment.	
<b><i>Allocates resources equitably</i></b>	Does not equitably use resources to sustain and strengthen organizational performance.	Allocates resources which address some organizational needs.	<b>Allocates resources equitably to sustain a high level of organizational performance.</b>	Actively seeks and provides resources to equitably build sustain and strengthen organizational performance.	
<b><i>Promotes appropriate use of technology</i></b>	Demonstrates a limited understanding of technology and ethical implications for its use.	Promotes the use of technology and has addressed some legal, social and ethical issues.	<b>Promotes understanding of the legal, social and ethical use of technology among all members of the school community.</b>	Is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.	
<b><i>Inspires student success</i></b>	Ineffectively builds trust, respect and communication to achieve expected levels of performance and student success.	Promotes communication and is building trust and respect to strengthen school performance and student learning.	<b>Inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.</b>	Creates a collaborative learning community which inspires and instills trust, mutual respect and honest communication to sustain optimal levels of performance and student success.	

## 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.*

### Element A: Professional Influence

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

#### The Leader...

Indicator	Below Standard	Developing	Goal	Exemplary	Look For's/Evidence
<b>Promotes public discussion about educational laws, policies and regulations</b>	Does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education.	Follows current education legislation.  Seeks opportunities to engage in professional learning activities to understand issues and implications, and share information with the school community.	<b>Promotes public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.</b>	Engages the entire school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school and district as appropriate.	
<b>Builds relationships with stakeholders and policymakers</b>	Takes few opportunities to build relationships with stakeholders in educational issues.	Develops and engages in discussions around education issues.  Maintains a professional relationship with stakeholders and policymakers.	<b>Develops and maintains a professional relationship with stakeholders to identify, understand, respond to, and influence issues that affect education.</b>	Actively engages with appropriate stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.	
<b>Advocates for equity, access, and adequacy of student and family resources</b>	Has limited understanding and/or ineffectively uses resources for family services and support through community agencies.	Is learning how to help students and families locate, acquire and access programs, services, or resources to create equity.	Advocates for equity, access, and adequacy in providing for students and family needs using a variety of strategies to meet educational expectations.	Empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.	

## Performance Expectation 6: The Education System

### Element B: The Educational Policy Environment

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

#### The Leader...

Indicator	Below Standard	Developing	Goal	Exemplary	Look For's/Evidence
<b><i>Accurately communicate educational performance</i></b>	<p>Ineffectively communicates with members of the school community.</p> <p>Does not fully understand data analysis and data based decision making.</p>	<p>Reviews school growth measures and student data.</p> <p>Conducts basic data analyses and communicates data about educational performance</p>	<b>Collects, analyzes, evaluates, and accurately communicates data about educational performance in a clear and timely way.</b>	Engages the school community and stakeholders in analysis of school and student data that leads to identifying important indicators of school progress, greater understandings, and implications for growth and refinements to the school or district's mission, vision, and goals.	
<b><i>Improve public understanding of legislation, policy, and laws</i></b>	Provides incomplete/inaccurate information to the public to understand school or student results, legal issues, practices, and implications.	Shares information about federal, state, and local laws, policies and regulations. Provides information to decision makers and the community.	<b>Communicates effectively with decision-makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations.</b>	Actively communicates and clarifies federal, state, and local laws, policies, and regulations with stakeholders and decision makers to improve public understanding and input.	
<b><i>Uphold laws and influence educational policies and regulations</i></b>	Does not consistently uphold laws, regulations.	Upholds federal, state, and local laws and seeks to engage in public discourse about policies and regulations to support education.	<b>Upholds federal, state, and local laws, and influences policies and regulations in support of education.</b>	Works with district, state and/or national leaders to advocate for/or provide feedback about the implementation effectiveness of policies or regulations.	

## Performance Expectation 6: The Education System

### Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

#### The Leader...

Indicator	Below Standard	Developing	Goal	Exemplary	Look For's/Evidence
<b><i>Advocates for public policies to support the present and future needs of children and families</i></b>	Does not advocate for policies and procedures to meet the needs of all students and their families.	Identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies	<b>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.</b>	Works with students, families, and caregivers to successfully advocate for equitable and appropriate policies and procedures to close the achievement gap by ensuring all children have an equal opportunity to learn.	
<b><i>Promotes public policies to ensure appropriate, adequate, and equitable human and fiscal resources</i></b>	Is unaware of policies that result in equitable resources to meets the needs of all students.  Does not allocate resources appropriately, adequately, or equitably.	Supports fiscal guidelines to use resources that are aligned to meet school goals and student needs.  Allocates and distributes school resources among faculty, staff and students.	<b>Promotes public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning.</b>	Aligns with state and national professional organizations that promote public policy and advocate for appropriate, adequate and equitable resources to ensure quality educational opportunities that are equal and fair for all students.	
<b><i>Collaborates with leaders to inform planning, policies, and programs</i></b>	Demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.	Is learning to collect analyze and share data with others to raise awareness of its impact on decisions affecting student learning on local, district, state, and national levels.	<b>Collaborates with appropriate stakeholders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning, policies, and programs.</b>	Actively engages all stakeholders through conversations and collaboration to proactively change local, district, state, and national decisions affecting the improvement of teaching and learning.  Is involved with local, state, and national professional organizations in order to influence and advocate for legislation, policies, and programs that improve education.	

## Assistance Plan - Notification of Change of Evaluation Status

Name of Evaluatee: \_\_\_\_\_ Position: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

1. You are being assigned to

\_\_\_\_ Level II Assistance

\_\_\_\_ Level III Intensive Assistance

Of the New London Leaders Assistance Plan to ensure that you meet the standards contained in the evaluation plan. Your evaluator will schedule a conference with you within 5 working days.

2. Identification of the standard not met, including supporting data:

3. A conference to develop an action plan has been scheduled for (time, place, date):

\_\_\_\_\_

(Leaders are encouraged to contact their NLAEA representative for support and assistance throughout this process.)

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

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

*Sign and return to your evaluator, confirming your receipt and attendance at the conference.*

***Copies are maintained for the personnel file.  
A copy of this document will be forwarded to the Superintendent.***

## Assistance Plan

Evaluatee:	School/level:	Date
Evaluator:		

Level:

- ☐ Assistance  
☐ Intensive Assistance

1. Purpose: The purpose of this level is to provide the support necessary to ensure that the Leader meets the standards (Connecticut Standards for Leaders).

2. Process:

- a. Leader received written notification on \_\_\_\_\_.
- b. Identification of concern(s) related to standards:

c. Specified/expected improvement objectives:

Expectations/Objectives	Action Steps	Monitoring Steps/How action steps will be assessed?	Expected Completion Date	Support

Conference Dates	Improvement/Changes Noted

Signature of Evaluator: \_\_\_\_\_ Date \_\_\_\_\_

Signature of Evaluatee: \_\_\_\_\_ Date \_\_\_\_\_

Others Present: \_\_\_\_\_

*Signatures indicate that both parties have discussed this plan. A copy will be forwarded to the Superintendent's Office.*

## Assistance Plan Summary

*(To be completed by evaluator within 60 school days of placement of Assistance)*

<b>Evaluatee:</b>	<b>School/level:</b>	<b>Date</b>
<b>Evaluator:</b>		

1. The Assistance Plan:

- ☐ **Has been achieved**
- ☐ **Has resulted in little or no change**

2. Comments (Evaluator comments on assistance plan--process and content)

3. Comments (Evaluatee comments on assistance plan--process and content)

4. Recommendations:

- ☐ Leader returns to the Evaluation Process.
- ☐ Leader is placed on Intensive Assistance.

Signature of Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_

***Signatures indicate that both parties have discussed this plan.  
A copy will be forwarded to the Superintendent's Office.***



## Intensive Assistance Plan Summary

*(To be completed by evaluator within 45 days of placement of teacher)*

<b>Evaluatee:</b>	<b>School/level:</b>	<b>Date</b>
<b>Evaluator:</b>		

1. The Intensive Assistance Plan:

- ☐ **Has been achieved**
- ☐ **Has resulted in little or no change**

2. Comments (Evaluator comments on assistance plan--process and content)

3. Comments (Evaluatee comments on assistance plan--process and content)

4. Recommendations:

- ☐ Teacher returns to Teacher Evaluation Process.
- ☐ Data on the lack of progress is forwarded to the Superintendent with a recommendation for termination.

**Signature of Evaluator:** \_\_\_\_\_

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

**Signature of Evaluatee:** \_\_\_\_\_

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

**Signatures indicate that both parties have discussed this plan.  
A copy will be forwarded to the Superintendent's Office.**

# Connecticut Code of Professional Responsibility for Educators

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

### **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.

### **RESPONSIBILITY TO THE STUDENT:**

**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 the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area 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; Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;
- i) Create an emotionally and physically safe and healthy learning environment for all students; and
- j) Apply discipline promptly, impartially, appropriately and with compassion.

## **RESPONSIBILITY TO THE PROFESSION:**

**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 actions reflect 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; Promote the employment of only qualified and fully certificated, authorized or permitted educators;
- h) Encourage promising, qualified and competent individuals to enter the profession;
- i) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
- j) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
- k) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
- l) Promote and maintain ongoing communication among all stakeholders; and
- m) Provide effective leadership to ensure continuous focus on student achievement.

## **RESPONSIBILITY TO THE COMMUNITY:**

**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; 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.

## **RESPONSIBILITY TO THE STUDENTS FAMILY:**

**The professional educator in full 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\***

**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; Discriminate against students;
- b) Sexually or physically harass or abuse students;
- c) Emotionally abuse students; or
- d) Engage in any misconduct which would put students at risk; and

**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; and

**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) Knowingly misrepresent facts or make false statements.

*\*Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct please seek advice from your school district or preparation institution.*

## Professional Development

The General Assembly passed An Act Concerning Educational Reform, Public Act 12-116, which includes substantive changes to the requirements for the professional educator certificate and new requirements for professional development in public schools. The law in its entirety may be accessed at: [Public Act No. 12-116](#)

The following outlines the specific changes that impact current holders of and future applicants for a professional educator certificate and new requirements for planning and implementing professional development programs.

### Continuation of the Professional Educator Certificate

Effective July 1, 2012, continuing education units (CEUs) will not be required for applicants requesting continuation of the professional educator certificate. Section 36 of P.A. 12-116 eliminates the requirement for professional educator certificate holders to complete 9.0 CEUs (90 contact hours) during the five-year period for which the professional educator certificate was issued. Anyone applying on and after July 1, 2012, for a continuation of the [professional educator certificate](#) will no longer be required to provide verification of completion of CEUs. [Form ED 179 Application for Continuation of Professional Educator Certificate](#) has been revised to reflect this change.

### Degree Requirements for the Professional Educator Certificate

Section 36 of P.A. 12-116 requires anyone applying for a professional educator certificate on and after July 1, 2016, to have completed a master's degree in an appropriate subject matter area related to such person's certification endorsement area, as determined by the State Board of Education, in order to be issued a professional educator certificate. The CSDE, in consultation with the Educator Preparation Advisory Council, will be developing a policy related to "appropriate subject matter degrees" and will seek State Board approval for such policy. Once approved, these guidelines on appropriate subject matter degrees will be provided and applied. Principals and administrators may use these guidelines to advise teachers on advanced degrees that will enhance their ability to improve student learning.

### Program of Professional Development (PD) Requirements

The following is a summary of Section 39 of P.A. 12-116, subsections (a) through (d), inclusive, pertaining to the mandate for PD. While implementation of professional development as outlined below is not required until 2013-2014, **we strongly encourage district leadership, in collaboration with teacher representatives, to begin the PD planning process during the 2012-2013 school year and begin to align the PD with the individualized teacher needs identified through the current evaluation process.** In addition, it is the responsibility of the individual teacher, in collaboration with his/her administrator, to identify and participate in appropriate professional development activities to address the needs identified in his/her annual evaluation. Districts and teachers should create a log or other tracking method for the professional development that has been completed which may be reviewed and audited by the CSDE going forward.

**(a) Requirements for PD (effective 7/1/13)**

- ☐ Provide a minimum of 18 hours annually of PD;
- ☐ Preponderance of small group or individual instructional setting;
- ☐ Comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in increasing student knowledge achievement;
- ☐ Focus on refining and improving various effective teaching methods that are shared between and among educators;
- ☐ Foster collective responsibility for improved student performance; and
- ☐ Shall be comprised of professional learning that meets the following criteria-
  - aligns with rigorous state student academic achievement standards;
  - conducted among educators at the school and facilitated by principals; coaches, mentors, distinguished educators, or other appropriate teachers;
  - occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement; and
  - includes a repository of best practices for teaching methods developed by educators within each school that is continuously available to such educators for comment and updating.

**(b) Planning of PD**

- ☐ Develop a PD plan for certified employees pursuant to C.G.S. subsection (b) of section 10-220a for implementation starting the 2013-2014 school year;
- ☐ Providers may include the board of education, regional educational service center, cooperative arrangement with another board of education or any PD provider approved by the Commissioner of Education;
- ☐ The time and location of PD activities shall be in accordance with either an agreement between the board of education and the exclusive bargaining unit or, in the absence of such agreement or to the extent such agreement does not provide for the time and location of all such activities, in accordance with a determination by the board of education; and
- ☐ Focus of Activities:
  - determined by each board of education with the advice and assistance of the teachers employed by such board, including representatives of teacher's bargaining unit, in full consideration of priorities and needs related to student outcomes as determined by the State Board of Education;
  - based on results and findings of teacher and administrator performance evaluations, to improve teacher and administrator practice and provide professional growth;
  - improve the integration of reading instruction, literacy and numeracy enhancement, and cultural awareness into instructional practice;
  - include strategies to improve English language learner instruction into instructional practice; and
  - include during each five year period a minimum of 15 hours in training in the evaluation and support of teachers for every administrator.

**(c) Attestation to CSDE about PD Program**

- ☐ The CSDE will develop a process for districts to provide attestation about planning, qualification of professional development providers, and communication, evaluation and documentation of PD activities. Over the next year, CSDE will work with superintendents/stakeholders to develop this attestation process for implementation in the 2013-2014 school year.
- ☐ Districts should communicate to individual educators their responsibility to participate in the PD that is agreed to within the annual evaluation process. Districts will be attesting to the CSDE on the certification application forms that a person has "served successfully." Included in the determination of "served successfully" will be the review of evidence that the educator has participated in PD in accordance with his/her annual evaluation plan.

**(d) CSDE Audit of PD Program and Fine for Noncompliance**

- ☐ The CSDE will develop a process for auditing school district's professional development programs. If the school district is not in compliance with any provision of section 39 of P.A.12-116, the State Board of Education may require forfeiture of a sum from a grant payment, as determined by the Commissioner of Education, imposed in the fiscal year following the fiscal year in which noncompliance is determined. The forfeiture may be waived if the noncompliance is determined to be due to circumstances beyond the control of the school district.

**(e) Alliance Districts**

- ☐ The CSDE especially requests and requires that Alliance Districts develop plans and protocols for evaluation-informed PD per (d) above.

**Management of Professional Development Data**

Many school districts have purchased and used specific software to manage CEU data. With the legislative changes related to professional development focusing more on individual or small-group job-embedded processes, school districts will need to evaluate their needs to determine whether your current software remains a resource you want to use or whether you require a different approach to managing and tracking this data. Keep in mind that under the new legislation, professional development needs and activities should be based upon findings of teacher and administrator performance evaluations and based on student outcomes. This may be a specific matter you wish to discuss with your teachers to determine how to best document and track professional development activities in an efficient and accurate way.

The law in its entirety may be accessed at: <http://www.cga.ct.gov/2012/ACT/PA/2012PA-00116-R00SB-00458-PA.htm>

**Educator Certificate Information and Applications:**

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&Q=321230&sdePNavCtr=|45442>