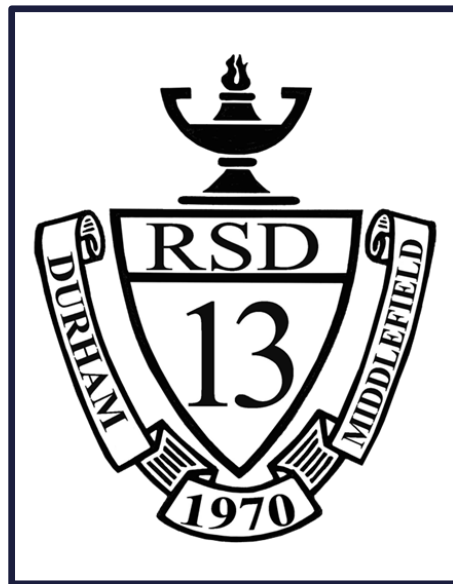# Regional School District 13

135 A Pickett Lane
Durham, CT 06422

Evaluation and
Support Plan
2015-16

EDUCATOR EVALUATION PLAN

REGIONAL SCHOOL DISTRICT 13

Durham and Middlefield, Connecticut

2015-2016

Educator Evaluation and Professional Development Committee

Dr. Kathryn Veronesi, Superintendent of Schools

Dr. Linda C. Berry, Director of Curriculum, Instruction, and Assessment

Mr. Craig Bradanini, Coginchaug High School, REA Co-President

Mr. Kevin Brough, Memorial School, Principal, Region 13 Evaluator Association President

Mrs. Nancy Cavanaugh, Korn School, Special Education

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Dr. Franciene Lehmann, Brewster School, School Psychologist, REA Co-President

Mr. Mike Meurs, John Lyman and Strong Schools, Music

Mrs. Sharon Rogers, Memorial School, Special Education

Mrs. Bridgette Schlicker, Korn School, Grade 4

Mrs. Julie Selberg, Coginchaug High School, Social Studies

Mrs. Meg Smith, Strong School, Social Studies

Mrs. Valerie Swiantek, John Lyman, Grades 3 & 4

Ms. Christina Toti, Brewster, Reading Specialist

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REGIONAL SCHOOL DISTRICT 13 MISSION STATEMENT

The mission of the Regional School District 13, a community that celebrates learning, honors tradition and embraces change, is to ensure that all students will be engaged and ethical lifelong learners and citizens who will thrive, excel, and contribute in an ever changing, interdependent world by providing challenging, diverse, and nurturing experiences that empower each student to succeed through meaningful partnership with family and community.

REGIONAL SCHOOL DISTRICT 13 STATEMENT OF BELIEFS

We believe that:

❖ Every human being has inherent worth.
❖ Everyone wants to succeed and can be a successful learner.
❖ Meaningful learning requires the active involvement and commitment of the learner.
❖ Individuals are responsible for their actions.
❖ Each individual bears responsibility for the welfare of others.
❖ Diversity enriches a society and its individuals.
❖ Change demands that learning continue throughout one's life.
❖ Growth, innovation and creativity require the willingness to take risks.
❖ The level of expectation drives the level of achievement.
❖ Achievement builds self-worth; self-worth promotes achievement.
❖ Education and learning are the shared responsibility of the students, the family, the school, and the community.
❖ The support and involvement of the community are critical to the quality of the schools.
❖ People are the most important resource in achieving educational excellence.
❖ The future of a just and democratic society depends on an educated citizenry.

REGIONAL SCHOOL DISTRICT 13 CORE ETHICAL VALUES

As a school community, we are committed to growing in good citizenship and personal integrity; thus, we are continually asking ourselves:

Am I showing **RESPECT** for:
- ❖ Myself?
- ❖ The worth and rights of others?
- ❖ The views of others?
- ❖ Personal, school and community property?
- ❖ The environment?

Am I accepting **RESPONSIBILITY** for:
- ❖ My own actions and words?
- ❖ My own welfare and the welfare of others?
- ❖ My personal growth and learning?
- ❖ Making ethical choices?

Am I practicing **HONESTY:**
- ❖ With myself?
- ❖ With others?
- ❖ In my work?

Am I showing **KINDNESS** by:
- ❖ Treating others the way I would want to be treated?
- ❖ Promoting the well-being of others?
- ❖ Being patient with myself and others?
- ❖ Acting with compassion?

Am I showing **COURAGE** by:
- ❖ Standing up for moral principles?
- ❖ Persisting in the face of adversity?
- ❖ Being willing to accept challenges?
- ❖ Being true to myself?

Respect, **Responsibility**, **Honesty**, **Kindness** and **Courage** are the core ethical values we strive to embrace and practice in Regional School District 13.

GUIDING BELIEFS

Our guiding beliefs are aligned with the Connecticut Guidelines for Educator Evaluation and are listed below:

1. The primary purpose of educator evaluation is to strengthen individual and collective practices in order to improve student growth;
2. Educator evaluation is standards-based, using the Connecticut Common Core of Teaching for Educator Evaluation and the Common Core of Leading: Connecticut Leadership Standards for Evaluator Evaluation;
3. The Common Core State Standards, adopted by Connecticut in 2012, as well as state assessments and locally-developed curriculum standards are the basis for establishing outcomes at the district and school levels;
4. The Guidelines support continuing collaborative dialogue around teaching and learning in order to increase student academic growth and development;
5. The Guidelines clearly connect professional learning to the outcomes of the evaluation process.

CORE DESIGN PRINCIPLES

The following principles have been built into Regional School District 13's new educator evaluation plan:

1. The Regional School District 13 Educator Evaluation Plan balances summative measurements with regular and strong formative support and on-going instructional conversations about teaching, learning, and educator practice in a design that leads to educator growth and the development of educator proficiency and effectiveness.
2. The summative portion of the Regional School District 13 Educator Evaluation Plan uses multiple sources of evidence in a design that is intended to result in a fair, accurate, and balanced picture of educator performance.

3. This Regional School District 13 Educator Evaluation Plan seeks to deepen the professional conversations between and among educators and the evaluators who are their evaluators. The dialogue will occur frequently and will focus on student learning.
4. Educators will receive feedback and professional development that targets the individual needs of their classrooms, roles, and students.
5. 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 educator and evaluator that can be accomplished through a well-designed and well-executed evaluation system. The process requires evaluators to observe the practice of educators enough to make informed judgments about the quality and efficacy of practice.
6. When the educator and evaluator cannot agree on objectives or ratings, there needs to be a resolution that can be agreed to by all parties. 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.

OVERVIEW OF PLAN

The Regional School District 13 Educator Evaluation Plan develops and promotes a shared understanding of educator effectiveness. The plan defines educator effectiveness in terms of (1) educator practice (the actions taken by educators that have been shown to impact key aspects of school life) and (2) learning outcomes. The plan provides a structure for the ongoing development of educators. This structure provides a basis for assessing their strengths and growth areas as well as feedback to support their development. In this plan, the term **educator** refers to mean all certified instructional and non-instructional persons below the rank of evaluator.

EVALUATION OF SCHOOL COUNSELORS AND STUDENT AND EDUCATOR SUPPORT SPECIALISTS (SESS)

Because School Counselors and some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations. Examples of appropriate venues include, but are not limited to: observing Counselors and Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families and participation in team meetings or Planning and Placement Team meetings. The counselors will be assessed using the Counselor Observation Form and the Counselor Observation Form - Summative. The Student and Educator Support Specialist (SESS) will be assessed using the CCT 2014 Rubric for Effective Service Delivery (SESS) and the CCT 2014 Rubric for Effective Service Delivery (SESS) – Summative.

Because of the unique nature of the roles fulfilled by Counselors and Student and Educator Support Specialists, Regional District 13 will apply the Core Requirements of Educator Evaluation Plan as it pertains to goal setting in the ways below.

1. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and that apply to the SLO.

2. The educator and evaluator will identify the unique characteristics of the population of students which would impact growth (e.g. high absenteeism, highly mobile population in school).

3. The educator and evaluator will identify the learning standard to measure: the assessment/measure of progress, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.

4. When parent and feedback mechanisms are not applicable to Counselors and/or Student and Educator Support Specialists, Regional School District 13 may permit local development of short feedback mechanisms for parents specific to particular roles or projects for which the Counselors and Student and Educator Support Specialists are responsible.

INTRODUCTION TO THE EDUCATOR EVALUATION PLAN

The Educator Evaluation Plan consists of multiple measures to provide a comprehensive picture of educator performance. All educators will be evaluated in two major categories: (1) educator practice indicators and (2) student learning outcomes indicators. There are four components under those categories as shown below and in Figure 1.

Educator Practice Indicators
- Observation of educator performance and practice (40% of educator rating)
- Parent feedback on whole school practices (10% of educator rating)

Student Learning Outcomes Indicators
- Student growth and development (45% of educator rating)
- Whole-school Learning Indicators (5% of educator rating)

FIGURE 1

Whole-School Learning Indicators, 5%

Parent Feedback, 10%

Observation of Educator Performance and Practice, 40%

Student Growth and Development, 45%
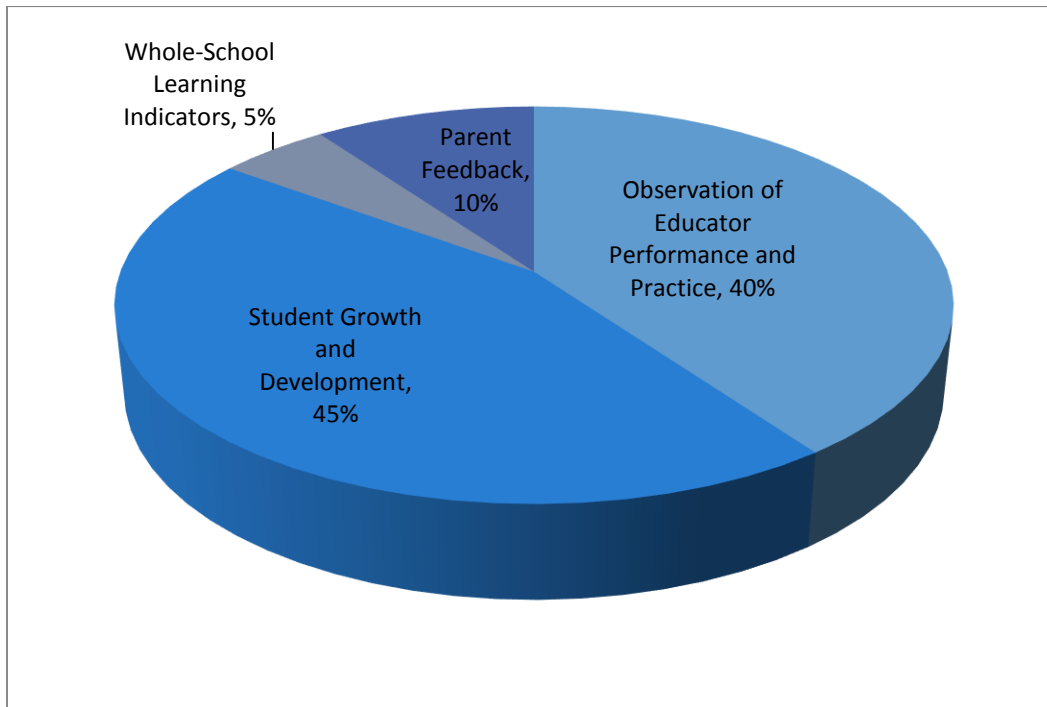
ORIENTATION TO EDUCATOR EVALUATION PLAN AND ON-GOING TRAINING

The annual orientation to the Educator Evaluation Plan will take place when educators return to school in August. The evaluators will meet with educators in groups or individually, to discuss the evaluation process, roles and responsibilities, and timelines. In these meetings, evaluators will also discuss district and school priorities that should be reflected in educator goals and student learning objectives (SLOs).

Support will be provided to assist educators in the creation of a Student Learning Objective and a minimum of two Indicators of Academic Growth and Development (IAGD) that are specific, measurable, attainable, relevant, and time-bound. There will be on-going, embedded support throughout the year on additional topics related to the evaluation plan and instructional practices, monitoring of student progress, and addressing targeted needs based on data from the evaluation process. Educators will also receive training in the use of Protraxx, our data management system. All educators and evaluators will be required to attend these trainings to ensure a standardized approach to the implementation of the Regional School District 13 Educator Evaluation Plan. Should additional training be needed, it will be scheduled on a case-by-case basis, at the school or district level.

Educators new to the district will participate in a district orientation program prior to the start of school. New educators will be provided with appropriate materials concerning the evaluation process and passwords for the data management system. Opportunities will also be provided for new staff to meet and review these materials with their evaluators. A major focus will be on the use of the Common Core of Teaching (CCT) Rubric for Effective Teaching, 2014 and the Common Core of Teaching Rubric for Effective Service Delivery (CESS) 2014. Additional training will be provided throughout the school year on how to develop Student Learning Objectives

(SLOs) and Indicators of Academic Growth (IAGDs); and set goals for Parent Feedback and for Performance and Practice.

EDUCATOR EVALUATION PROCESS AND TIMELINE

The annual evaluation process between an evaluator and educator is anchored by three conferences, which guide the process at the beginning, middle, and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, set goals and identify professional development needs, and provide comprehensive feedback to each educator on his/her performance. These conversations are collaborative and require reflection and preparation by both the evaluator and the educator in order to be productive and meaningful. The dates for these conferences are indicated below:

Due Date	Activity	Associated Forms
By Nov. 1	Goal Setting and Planning	1. Goal Setting Forms
By Feb. 22	Mid-Year Check-in and Self-Assessment Completed	1. Mid-Year Check-in Educator Self-Assessment 2. Mid-Year Check-in Conference Notes
By June 15 or last day of school	End of Year Summative Review and Self-Assessment Completed	1. End—of-Year Educator Self-Assessment

MANAGING THE PROCESS

The process will be identified and managed collaboratively by evaluators and educators though two key activities. The first activity is the monitoring, of the student learning objective and indicators of academic growth and development, the parent feedback goal and the performance and practice goal. The second activity is the observation of educator performance and practice.

GOAL SETTING PROCESS

PERFORMANCE CONFERENCE 1: GOAL SETTING AND PLANNING

Educator Reflection and Goal-Setting: The goal setting process takes place in 4 phases.
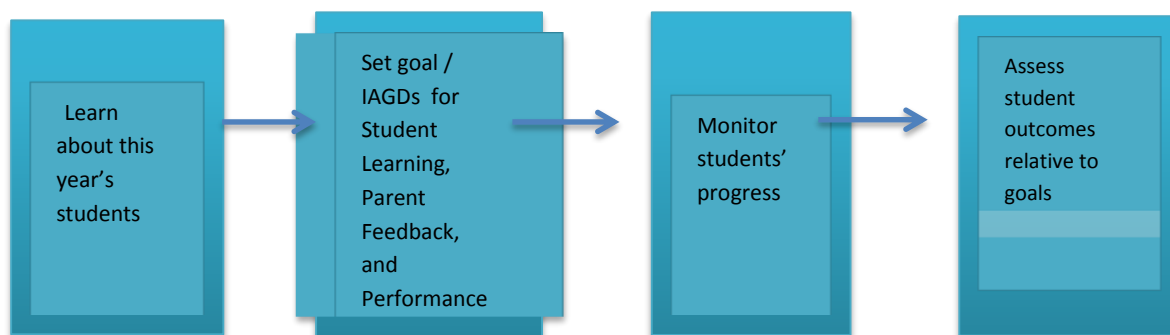
The first step in the goal-setting process begins with the start of the school year. At this time, educators analyze their students' prior assessment data, progress reports, and success plans, to learn more about the needs of their students. Educators meet with their evaluator to discuss information related to the process and to set the following annual goals:

1. **Student Learning Objective with Indicators of Academic Growth and Development**

The educator, through mutual agreement with his/her evaluator, will develop one Student Learning Objective (with a minimum of two IAGDs), one Parent Feedback Goal, and one Performance and Practice Goal. The evaluator must formally approve all goal plans by November 1. Evaluators will consult the SLO approval criteria (below) prior to granting approval for the Student Learning Objective and the IAGDs,

Priority of Content	Quality of Indicators	Rigor
Objective is relevant to educator's assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators allow judgment about students' progress over the school year or semester during which they are with the educator.	IAGDs are attainable but ambitious, and represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

Taking into account each educators specific position and job responsibilities, the evaluator and educator will mutually agree on specific IAGD targets for the following performance ratings: "partially meet the goal on the IAGD," "meet the goal on the IAGD," and "exceeds the goal on the IAGD." The targets for each of the performance ratings will be written into the educator's goal plan in Protraxx and used to assess the final SLO/IAGDs.

CREATING STUDENT LEARNING OBJECTIVES (SLOs)

1. **Decide on Student Learning Objective.** The objective is a broad goal for student learning. It should address a central purpose of the educator's assignment and pertain to a large portion of his or her students. It should reflect high standards for student learning and be aligned to grade level or course standards.

2. **Select Indicators of Academic Growth and Development (IAGD**). These are the specific evidence with quantitative targets that will demonstrate whether the objective was met. The SLO must include at least two Indicators of Academic Growth and Development. The indicators must specify the following: (a) what evidence will be examined; (b) what level of performance is targeted; and (c) what proportion of students is projected to achieve the targeted performance level. The chart provides samples of SLO's and IAGDs.

2. **Provide any additional information requested** such as: the rationale for the objective, including relevant standards; any important technical information about the indicator evidence; the baseline data used to set each indicator; interim assessments used to gauge progress; and any training or support the educator may need to meet the objective.

Educator Category	Student Learning Objective (SLO)	Indicators of Academic Growth and Development (IAGD)
8th Grade Writing	My students will master the important elements of writing as outlined in the SBAC writing standards.	1. My students will write an argument to support claims with clear reasons and relevant evidence. 90% will score a 3 or 4 on a 4-pt scoring rubric focused on the key elements of argument writing (CCSS W 8.1.) [non-standardized] 2. 60% of my students will score at least a 3 on the 1-5 point scale on the PEG writing assessment in the categories of development of ideas, organization, and style. (standardized)
4th Grade Math	My students will demonstrate proficiency in place value.	1. 90% of students will attain a goal score of 80% or greater on my end of unit math test on place value. (non-standardized) 2. 65% of students will meet end of grade level benchmark on the place value items on the STAR Math Assessment. (Standardized)
High School Visual Arts	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 art educators in our district. 2. 75% of students will develop a portfolio that includes examples of all the principles of drawing.

3. Parent Feedback Goal

Once the school-level parent feedback goal has been set by the principal, educators will set one parent feedback goal by implementing strategies that support the principal's goal. Strategies may include things like improving communication with parents, helping parents become more effective in support of homework, improving parent-educator conferences, etc. For instance, if the goal is to improve parent communication, a strategy may be specific to sending more regular correspondence to parents (e.g. bi-weekly updates, new website, newsletter, etc.). The evaluator will ensure that the individual strategies are related to the principal's parent feedback goal. The parent feedback rating for educators is based on the evidence of educator's implementation of the agreed upon strategies.

4. Educator Performance and Practice Goal

Educators will develop one Performance and Practice focus area goal that is aligned to the CCT Rubric for Effective Teaching or the CCT Rubric for Student and Educator Support Specialists (SESS). This goal should have a clear link to improved educator practice. Educators will include a rationale and action steps / evidence of progress.

PERFORMANCE CONFERENCE 2: MID-YEAR CHECK-IN

The evaluator and educator will hold one mid-year check-in conference by February 22. The educator will collect and reflect on students' assessment data and other sources of evidence to date about instructional practice and student learning in preparation for the conference. A mid-year, written self-assessment is to be completed and entered in Protraxx prior into the mid-year conference. At the conference, the evaluator and educator review progress on the parent feedback goal, performance and practice area goal, and the Indicators of Academic Growth and Development (IAGD). Evaluators may examine student work products, interim assessments, or consider other data sources. If needed, educators and evaluators can mutually agree to revise any of the goals and/or action plans. Educators will provide evidence of their progress relative to each goal as well as challenges and barriers, if any, that exist.

PERFORMANCE CONFERENCE 3: END-OF-YEAR SUMMATIVE REVIEW

An-end-of-year, written self-assessment is to be completed and entered into Protraxx prior to the end-of-year Summative Review Conference. Educators focus their reflection on the following; (1) The extent to which each goal was met, citing evidence to support the claim; (2) What you did to produce those results; (3) What you learned and how you will use it to guide your future instruction; and (4) Examples of professional experience or professional involvement related to your goals. Educators rate themselves on each of their goals. The evaluator and the educator meet no later than June 15th or the last day of school to review the self-evaluation and discuss all evidence collected.

The evaluator reviews submitted evidence and the self-assessment data and assigns one of four ratings to each goal. With respect to the rating of the SLO/IAGDs, the rating is based on the mutually agreed upon IAGD targets for "Exceeding the goal on the IAGD" (4), "Meeting the goal on the IAGD" (3)," Partially meeting the goal on the IAGD" (2), or Not meeting the goal on the IAGD (1), that were agreed upon at the goal setting and planning conference.

4-LEVEL RATING SYSTEM

Each goal will be scored using the following the 4-Level Rating System. At the end of the year, all ratings will be averaged and or combined to produce a final summative rating.

Level	Rating	Definition Substantially
4	Exemplary	Substantially exceeding indicators of performance
3	Proficient	Meeting indicators of performance
2	Developing	Meeting some indicators of performance, but not others
1	Below standard	Not meeting indicators of performance

OBSERVATION OF EDUCATOR PERFORMANCE AND PRACTICE (40%)

An assessment of an educator's performance practice is 40% of the final summative rating. The CCT Rubric for Effective Teaching 2014 and the CCT Rubric for Effective Service Delivery (SESS) are used to evaluate an educator's performance and practice. The CCT Rubric has four domains which are defined below, and elaborated on in Figures 2. The Rubric for Effective Teaching 2014 is also attached in Appendix A.

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning – Educators promote student engagement, independence and interdependence in learning and facilitate a positive learning community.

Domain 2: Planning for Active Learning – Educators plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

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

Domain 4: Professional Responsibilities and Educator Leadership – Educators maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

FIGURE 2

Connecticut Common Core of Effective Teaching 2014	
Domain 1: Classroom Environment, Student Engagement and Commitment to Learning Educators promote student engagement, independence and interdependence in learning and facilitate a positive learning community by: a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. c. Maximizing instructional time by effectively managing routines and transitions.	**Domain 2: Planning for Active Learning** Educators plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: a. Planning instructional content that is aligned with standards builds on prior students' prior knowledge and provides for appropriate levels of challenge for all students. b. Planning instruction to cognitively engage students in the content. c. Selecting appropriate assessment strategies to monitor student progress.
Domain 3: Instruction for Active Learning Educators implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by: a. Implementing instructional content for learning. b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence- based learning strategies. c. Assessing student learning, providing feedback to students and adjusting instruction.	**Domain 4: Professional Responsibility and Educator Leadership** Educators maximize support for student learning by developing and demonstrating professionalism, collaboration with others and leadership by: a. Engaging in continuous professional learning to impact instruction and student learning. b. Collaborating to develop and sustain a professional learning environment to support student learning. c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

EVALUATOR TRAINING IN OBSERVATION AND EVALUATION

The purpose of the training is to provide evaluators with the tools that will result in evidence-based classroom observations and improved student performance. Evaluators are required to be proficient in the use of the CCT rubric for Effective Teaching or the CCT Rubric for Effective Service Delivery (SESS). Any evaluator who does not initially demonstrate proficiency will be provided with additional practice as needed and will be required to complete online proficiency activities. In the first year of the implementation of the Regional School District 13 Educator Evaluation Plan, all Regional School District 13 evaluators participated in a five day, in-house training, led by a consultant from ACES, and successfully completed all online proficiency activities. Evaluators new to the district are required to attend the state-sponsored training. There will be on-going annual training for all administers to ensure consistency, compliance, and high quality application of the instrument and rubric in conducting observations.

THE OBSERVATION PROCESS

The Regional School District 13 Educator Evaluation Plan recognizes that conferences and observations are necessary in order to gather evidence of, and provide feedback on, professional practice. Observations are intended to lead to meaningful feedback to help educators improve their practices. Pre-and post-conferences should include deep instructional conversations about teaching and learning. This evaluation plan recognizes and values the formative components of the process as much as the summative components.

Formal announced observations should be at least 20 minutes long, include a pre-observation conference, a post-observation conference, and written and verbal feedback. Informal In-Class Observations should be at least 10 minutes and include written feedback. Reviews of Practice are defined as any activity observed by an evaluator for a minimum of 10 minutes that assesses professional practice with the goal of improving professional practice and consequently, student learning, and includes written feedback. This could include, but is not limited to: observation of data team meetings, observations of coaching/mentoring other educators, and review of lesson plans or other teaching artifacts.

PRE-OBSERVATION CONFERENCES

Pre-observation conferences are valuable for giving context to the lesson. They provide an opportunity for educators and evaluators to discuss important variables such as class composition, students with special needs, and routines. More importantly, they provide an opportunity for evaluators to review the educator's planning process and/or for the educator and evaluator to engage in collaborative planning and gather evidence for Domain 2: Planning for Active Learning. Prior to the pre-observation conference, the educator will submit, depending on his or her role, one of the following forms: Pre-observation Plan for Classroom Teachers, Pre-Observation form for Counselors or Pre-Observation Plan for Student and Educator Support Specialists (SESS).

POST-OBSERVATION CONFERENCES

Post-observation conferences provide a forum for reflecting on the observation and supporting the educator's continuous improvement. A post-observation conference should include the following: an opportunity for the educator to share and discuss his/her reflection on the observation; objective evidence used to identify the educator's performance, improvements to be made, the focus of future observations; and timely written and verbal feedback from the evaluator. Prior to the post-observation conference, the educator will submit, depending on his or her role, one of the following forms: Post-Observation Reflection for Classroom Teachers, Post-Observation Reflection for Counselors or Post-Observation Reflection for Student and Educator Support Specialists (SESS).

OBSERVATION SCHEDULE

Different numbers of observations will take place according to each educator's experience, prior ratings, needs, and goals. Classroom observations generally provide the most evidence for Domains 1, and 3 of the CCT Rubric for Effective Teaching 2014. Pre-conferences generally provide evidence for Domain 2. Informal observations generally provide evidence for Domains 1 and 3. Reviews of Practice general provide the most evidence for Domain 4. Both pre-and post-conferences provide the opportunity for discussion of all domains, including practice outside of classroom instruction (i.e. lesson plan design and reflection on teaching practices).

Because this plan aims to provide educators with comprehensive feedback on their practice as defined by the four domains of the CCT Rubric for Effective Teaching 2014, all interactions with educators that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. The following chart outlines observation minimums for educators based on their levels of experience (years of teaching) and performance.

THREE YEAR SUMMATIVE CYCLE

Educators, in year three and beyond, who received a summative performance evaluation designation of *proficient* or *exemplary* during the 2014-2015 school year shall be evaluated on a three year summative cycle. During their summative year, they will have a minimum of one formal in-class observation and one Review of Practice. In the other two years of the three year summative cycle, educators will be evaluated with a minimum of three informal observations and one Review of Practice. Educators with *proficient* or *exemplar*y designations, during their non-summative years may receive a formal in-class observation if an informal observation or review of practice results in a concern about the educator's practice. For non-classroom educators, the above frequency of observations shall apply in the same ways, except that the observations need not be in-classroom (they shall instead be conducted in appropriate settings).

Note: educators who receive a summative performance evaluation designation of *below standard* or *developing* during the 2014-2015 school year shall have annual summative evaluations.

OBSERVATION CYCLE			
Performance Designation	**Time Parameters**	**Number of Observations**	**Conferencing & Feedback**
Educators designated as "exemplary" or "proficient" during the 2014-2015 school year.	Summative Year of 3 year cycle.	One formal in-class observation of at least 20 minutes in length and one Review Of Practice	Must have pre-conference and post-conference, and include written feedback
	Non summative years of the 3 year cycle	Three informal in class observations of at least 10 minutes in length and one Review of Practice	Written feedback
Educators designated as "developing" or "below standard" during the 2014-2015 school year.	Every Year	Three formal observations of at least 20 minutes in length	All must have pre-conference and post-conference, and include written feedback
1st and 2nd year / novice educators	Every Year	Three formal observations of at least 20 minutes in length	All must have pre-conference and post-conference, and include written feedback

OBSERVATION RATINGS

During observations, evaluators take evidence-based notes describing what occurred in the classroom. Evidence-based notes are factual, (e.g., the educator asked students to cite evidence from the text) not judgmental (e.g., the educator used good comprehension strategies). Evidence is aligned with the CCT indicators within each of the four domains. Performance levels are based on the CCT Rubric for Effective Teaching 2014 and the CCT Rubric for Effective Service Delivery (SESS).

Evaluators will provide ratings at the Indicator level and evidence for domains and indicators that are observed at the indicator level. Instructional conversations in post conferences should focus on the indicators in the CCT and the rubrics should be used to focus the conversation between evaluator and educator on the question, "What changes in planning or what educator moves would shift performance to the right on the rubric?" Strategies for improvement should be discussed within each domain at the individual indicator level.

CALCULATING THE FINAL EDUCATOR PRACTICE RATING

At the end of the year, evaluators must determine a final educator practice rating and discuss this rating with educators during the end-of-year conference. Each goal is rated as indicated in the following chart.

Level	Rating	Definition Substantially
4	Exemplary	Substantially exceeding indicators of performance
3	Proficient	Meeting indicators of performance
2	Developing	Meeting some indicators of performance, but not others
1	Below standard	Not meeting indicators of performance

1. Observation of Educator Performance and Practice

The final educator performance and practice rating is calculated by the evaluator in the following manner:

1   The evaluator holistically reviews all evidence collected through observations and reviews of practice, analyzing the consistency, trends, and significance of the evidence to determine a rating for each indicator in the four CCT domains:

In the example below, the evaluator has assigned a rating to each of the three indicators in Domain 2 –Planning for Active Learning- of 2.a = Developing, 2.b = Proficient, and 2c = Developing. Each rating is then assigned a score of 1.0 for *below standard*, 2.0 for *developing,* 3.0 for *proficient* and 4.0 for *exemplary*.

Domain 2, *Planning*	Indicator Level Rating	Evaluator's Score
2a	Developing	2
2b	Proficient	3
2c	Developing	2

# of Indicators	Total Score	Average Domain, *Score*
3	7	2.3

2   As indicated in the chart above, the evaluator then averages the scores of the three indicators within the *Planning* Domain to calculate an average Domain score. In the chart above, the average Domain score for planning is 2.3.

3   Next, the evaluator averages the Domain 2 P*lanning* score of 2.3 with the average scores from the other three CCT domains to get an educator performance and practice score. The average domain scores for the four domains are then averaged to get a final score. As seen in the chart below, with average domain scores of 2.6 for Classroom Environment, 2.3 for Planning for Active Learning, 3.0 for Instruction for Active Learning, and 3.1 for Professional Responsibility and Educator Leadership, the final educator performance and practice score is a 2.7.

Domain	Average Domain-Level Score
Classroom Environment	2.6
Planning for Active Learning	2.3
Instruction for Active Learning	3.0
Professional Responsibilities and Educator Leadership	3.1
Educator Performance and Practice Score (40%)	**2.7**

As illustrated in the next section, feedback from parents will be used to help determine the remaining 10% of the Overall Educator Practice and Performance Rating.

2. PARENT FEEDBACK (10%)

Parent surveys will be anonymous and conducted at the whole-school level as opposed to the educator-level, meaning parent feedback goal will be aggregated at the school level. The parent survey will be administered on-line using surveymonkey.com. This is to monitor adequate response rates for ease in compiling data. The parent survey will be administered every spring and trends analyzed from year-to-year. The survey data will be reviewed at the school level and the results summarized and shared with the faculty. Building principals will then identify areas of need and set school-wide parent feedback goals for the subsequent year.

ARRIVING AT A PARENT FEEDBACK RATING

Feedback from parents will be used to determine the final 10%. The Parent Feedback rating reflects the degree to which an educator successfully provides evidence of implementation of the agreed upon strategies. This is accomplished through a review of the evidence provided by the educator to the evaluator. As indicated in the chart below, if the educator exceeds the goal, he or she receives a score of 4, if the educator meets the goal, he or she receives a score of 3, if the educator partially meets the goal, he or she receives a score of 2, and if the educator does not meet the goal, he or she receives a score of 1.

1.   Calculate the Educator Performance and Practice rating by combining the observation of educator performance and practice score (40%) and the parent feedback score (10%).

2. The observation of educator performance and practice counts for 40% of the total rating and the parent feedback counts for 10% of the total rating. Simply multiply these weights by the category scores to get the category points, rounding to a whole number, where necessary. Then, add the points for the two categories.

3. To illustrate, the scores from the examples mentioned earlier in this section have been transferred to the table below. The educator, who received <u>a 2.7 on his/her performance and practice score</u> and a <u>3.0 on his/her parent feedback score</u>, has **138** total points.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Educator Performance and Practice	2.7	40	108
Parent Feedback	3.0	10	30
Total Educator Performance and Practice Related Indicator Points			**138**

4. The total points are then given a "rating" as indicated in the table below. The educator with 138 total points in the example above, receives an educator practice rating of "proficient" as illustrated below.

Educator Practice Related Indicator Points	Educator Practice Related Indicator Rating
175 – 200	Exemplary
127 - 174	**Proficient**
81 - 126	Developing
50-80	Below Standard

CALCULATING THE FINAL STUDENT LEARNING OUTCOMES RATING

The final **Student Outcomes Learning Rating** is determined by combining the Student Growth and Development Score and the Whole-School Student Learning Indicator Score. The Student Growth and Development rating counts for 45% of the total rating and the Whole-School Student Learning Indicator rating counts for 5% of the total rating.

1. STUDENT GROWTH AND DEVELOPMENT (45%)

Student Learning Objectives (SLO) and Indicators of Academic Growth and Development (IAGD)

For the 2015-2016 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.

1. To arrive at the Student Growth and Development rating, the evaluator reviews all submitted evidence and self-assessment data and assigns one of four ratings to each IAGD: Exceeds, Met, Partially Met, or Did Not Meet. Each rating is assigned a numerical score. This rating is based on the mutually agreed upon specific IAGD targets that were agreed upon at the Goal Setting and Planning Conference.

Score	Rating
4	Exceeded the goal on the IAGD
3	Met the goal on the IAGD
2	Partially met the goal on the IAGD
1	Did not meet the goal on the IAGD

2. The evaluator averages the scores for each of the IAGDs.

2. WHOLE-SCHOOL LEARNING INDICATOR – (5%)

An educator's whole school learning indicator rating shall be equal to the rating of the three SLO's of his / her evaluator. Connecticut was granted a waiver for the use of student test data in 2015-16; therefore, Regional School District 13 will not require that the evaluators' student learning component incorporate SPI progress. As a result, the whole school learning indicator rating will be based solely on the evaluator's progress on his or her three SLOs.

The Whole School Learning Indicator is taken directly from the evaluators rating on his or her three SLOs.

1. These weights are multiplied by the category score to get the points. If the educator met the average of his or her IAGDs and received a Whole School Learning Indicator rating of *Proficient*, the chart below indicates the total student learning outcome points.

2.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLO / IAGDs)	3.0	45	138
Whole School Learning Indicators	3.0	5	15
Total Student Learning Outcomes Related Indicator Points			**150**

3. These points are then translated to the Final Student Outcomes Rating as indicated in the table below. The educator with 150 total points in the example above receives a Student Outcomes Related Indicator rating of "proficient" as illustrated below.

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

CALCULATION OF FINAL SUMMATIVE RATING

The final summative rating is based on the following Summative Matrix. Identify the rating for each category and follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. As an example, in the matrix, if the Educator Practice Outcomes rating is *Proficient* and the Student Learning Outcomes rating is *Proficient,* the summative rating, is therefore *Proficient*. If the two categories are highly discrepant (e.g. a rating of *Exemplary* for Educator Practice and a rating of *Below Standard* for Student Learning Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative rating.

Summative Matrix

		Educator Practice Related Indicator Rating			
		Exemplary 4	Proficient 3	Developing 2	Below Standard 1
Outcomes Related Indicator Rating	Exemplary 4	Exemplary	Exemplary	Proficient	Gather Further Information
	Proficient 3	Exemplary	Proficient	Proficient	Developing
	Developing 2	Proficient	Proficient	Developing	Developing
	Below Standard 1	Gather Further Information	Developing	Developing	Below Standard

DEFINITION OF EFFECTIVE AND INEFFECTIVE EDUCATORS

For purposes of definition, educator effectiveness will be based upon a pattern of summative educator ratings derived from the evaluation system. Tenured educators will be recognized as *Proficient* if they have consecutive ratings of P*roficient* or Exemplary with no more than one year of disruption from a D*eveloping* rating. Non tenured educators will be considered effective if they have at least two sequential ratings of Proficient, one of which must be in year four of the new educator's career. Below Standard will be permitted only in year one for new educators, assuming growth to at least Developing in year two and two sequential ratings of Proficient in years three and four. By contrast, tenured educators will be considered ineffective if they have two consecutive ratings of *Developing* or one year of a *Below Standard* rating. Non-tenured educators will be considered ineffective if they have two consecutive ratings of *Developing* or one rating of *Below Standard*.

EVALUATION - INFORMED PROFESSIONAL LEARNING

This evaluation plan is designed to increase student learning and promote educator competence and professional growth. Specifically, we believe that educators should regularly refine and renew their skills and knowledge. This is achieved through a continuous and systematic differentiated professional development plan that has, as its foundation, district, school, and individual goals and initiatives. These plans will shape the professional development opportunities that are provided and are supported at the building and/or district levels.

People learn and grow by honestly assessing their current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout the Regional School District 13 Educator Evaluation Plan, every educator will be identifying his or her professional learning needs in a mutually agreeable fashion with his or her evaluator. This will serve as the foundation for ongoing conversations about the educator's practice and impact on student outcomes. The professional learning opportunities that are identified for each educator will be based on the educator's individual strengths and needs identified through the evaluation process. The process may also reveal areas of common need among educators, which then will be targeted with school-wide or district-wide professional development. Evaluators will be provided with learning opportunities clearly linked to the specific outcomes of the evaluation process as it relates to their student learning results, observations of professional practice, and/or results of parent feedback.

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

Rewarding exemplary performance identified through the evaluation process with opportunities of career development and professional growth are critical steps in both building confidence in the evaluation system itself and in building the capacity and skills of all educators. Examples of such opportunities include, but are not limited to: observation of peers; mentoring/coaching new educators; participating in supporting peers whose performance is *developing* or *below standard*; and differentiated career pathways.

DISPUTE RESOLUTION PROCESS

Regional School District 13 believes that evaluation must be a collaborative process between the evaluator and educator, drawing on the expertise and perspective of both parties. The purpose of the dispute resolution process is to secure, at the lowest level, equitable solutions to problems or disagreements related to the implementation of this plan. It is the expectation that most disagreements can be resolved informally between the educator and the evaluator. If the educator continues to disagree with the evaluation, he or she must put his or her issues of disagreement in writing to the evaluator within seven days of the start of the school year, following the annual evaluation in question. The evaluator will then schedule a meeting with the educator and his or her association representative within five days of receiving the written issues of disagreement. If, following this meeting, both parties are not able to resolve the issues satisfactorily; the issue will be heard by a panel composed of the Evaluators' Association President or designee, another member of the Administrative Association, a building representative, and a representative from the Educators' Association leadership. The panel members may not work in the same school as the party filing the dispute and may not include either of the parties involved in the dispute. If a satisfactory resolution cannot be reached by the panel, the final determination regarding the areas of disagreement will be made by the superintendent.

IMPROVEMENT AND REMEDIATION PLAN

If an educator receives a *Below Standard Summative,* rating he or she will be notified once the rating is completed. A subsequent meeting will be scheduled between the evaluator and the educator. The educator may invite their bargaining representative to accompany them to this meeting. The evaluator will identify areas of concern, citing evidence collected to generate the *Below Standard* performance rating. This evidence may include, but is not limited to: observations: assessment data; parent feedback; examination of instructional lessons and/or materials; attendance or tardiness reports and/or evidence of lack of attention to professional responsibilities; and lack of appropriate professional disposition. The educator will provide feedback to the evaluator for use in designing the Improvement and Remediation Plan.

Within 10 working days from the initial meeting described above, the educator will contribute to the design of an Improvement and Remediation Plan to address each area of concern. This plan will be designed in consultation with the educator and his/her exclusive bargaining representative. The educator will maintain written documentation of progress toward expected outcomes. All feedback from the evaluator to the educator will be in writing and become part of his or her personnel file, which includes the Summative Report. Final drafting and approval of the Improvement and Remediation Plan will be the responsibility of the Superintendent

An educator placed in the *Below Standard* category will be expected to make progress toward the *Proficient* category in a reasonable period of time, and in no case should that be longer than two years. The *Below Standard* category is not intended to be a continuing status for any educator.

The plan must include the following:

1. Clearly delineated goals linked to specific indicators and domains within the observations of practice framework/rubric that specify exactly what the educator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered "*proficient".*

2. Clearly identified targeted supports, which may include specialized professional development, collegial and administrative assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the specific improvement outcomes.

3. Dates for interim and final reviews.

Upon the predetermined date of the final review of the Improvement and Remediation Plan, the evaluator will make one of the following recommendations to the superintendent:

1. Improvement and Remediation Plan is met and the educator has earned a P*roficient* summative rating.

2. The educator is making progress toward the Improvement and Remediation Plan but has not addressed all areas of concern. The educator will continue to receive additional support and continues on this plan.

3. The educator has made little to no progress on the Improvement and Remediation Plan. A recommendation for termination will be made to the Superintendent.

Appendix A

Connecticut State Department of Education

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

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

Connecticut State Department of Education

Stefan Pryor,
Commissioner

Talent Office

Dr. Sarah Barzee,
Chief Talent Officer

Shannon Marimon,
*Division Director,
Educator Effectiveness and
Professional Learning*

Academic Office

Dr. Dianna Roberge-Wentzell,
Chief Academic Officer

Ellen Cohn,
*Division Director,
Academic Office*

CCT Rubric for Effective Teaching Committee Members

Project Manager

Claudine Primack,
*Education Consultant,
Educator Effectiveness
and Professional Learning,
CSDE*

Facilitators

Dr. Sandy Greenberg,
*Professional Examination
Services*

Pat Muenzen,
*Professional Examination
Services*

Committee Members/Contributing Authors:

Roxanne Augelli, *Waterbury*

Diane Ayer, *Lebanon*

Michelle Cirillo, *Ellington*

Teresa Debrito, *Region 12*

Vicki DeLeo, *Bolton*

Michael DiCicco, *Mansfield*

Sandra Dunnack, *Chaplin*

Kevin Egan, *Waterbury*

Kim Gallo, *Region 12*

Eileen Howley, *LEARN*

Kathleen Koljian,
Windham (AFT)

Dave Levenduski, *Meriden*

Tom Lindenmuth,
South Windsor (CEA)

Katherine Lopez, *Meriden*

Pat Michaels, *CES/
Western CT State University*

Steven Murphy, *Stonington*

Carly Quiros,
Education Connection

Darren Schwartz,
Waterbury

Linda Skoglund,
New Britain (AFT)

Patti Fusco,
West Haven (AFT)

Everett Lyons, *CAS*

Mike Galuzzo, *CAS*

CSDE Consultants/Contributing Authors:

Georgette Nemr,
*Professional Standards
and Certification*

Kim Wachtelhausen,
*Educator Effectiveness and
Professional Learning and
TEAM Program Manager*

Rhonda Kempton,
Special Education

Scott Shuler,
Academic Office, Music

Charlene Tate-Nichols,
Academic Office, Math

Joe DiGarbo,
*Academic Office,
Assessment*

Jennifer Webb,
*Academic Office,
English Language Arts*

William Howe,
*Academic Office,
Culturally-Responsive
Education and Multi-cultural
Education*

Other Contributors:

Duffy Miller,
TeachingLearningSolutions

Michele O'Neil,
*Connecticut Education
Association (CEA)*

Introduction to
The CCT Rubric for Effective Teaching 2014

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

Training and Proficiency

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

Calibration

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

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Observation Process

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

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

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

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

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

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

A. **Pre-Conference:** Before the observation, the evaluator will review planning documentation and other relevant and supporting artifacts provided by the teacher in order to understand the context for instruction, including but not limited to: the learning objectives, curricular standards alignment, differentiation of instruction for particular students, assessments used before or during instruction, resources and materials.

B. **Observation:** Observers will collect evidence mostly for Domains 1 and 3 during the in-class observation.

C. **Post-Conference:** The post-observation conference gives the teacher the opportunity to reflect on and discuss the lesson/ practice observed, progress of students, adjustments made during the lesson, further supporting artifacts as well as describe the impact on future instruction and student learning.

D. **Analysis:** The evaluator analyzes the evidence gathered in the observation and the pre- and post-conferences and identifies the applicable performance descriptors contained in the *CCT Rubric for Effective Teaching 2014.*

E. **Ratings/Feedback:** Based on the training guidelines for the *CCT Rubric for Effective Teaching 2014*, the evaluator will tag evidence to the appropriate indicator within the domains and provide feedback to the teacher. While it is **not** a requirement for any single observation, evaluators may rate the indicators.

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

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

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

CT Common Core of Teaching Standards		CCT Rubric for Effective Teaching 2014		Generally Observed
Domain 1	Content and Essential Skills which includes *The Common Core State Standards*[1] and Connecticut Content Standards	Demonstrated at the pre-service level as a pre-requisite to certification and embedded within the rubric.		
Domain 2	Classroom Environment, Student Engagement and Commitment to Learning	Domain 1	Classroom Environment, Student Engagement and Commitment to Learning	**In-Class** *Observations*
Domain 3	Planning for Active Learning	Domain 2	Planning for Active Learning	*Non-classroom observations/ reviews of practice*
Domain 4	Instruction for Active Learning	Domain 3	Instruction for Active Learning	**In-Class** *Observations*
Domain 5	Assessment for Learning	Now integrated throughout the other domains		
Domain 6	Professional Responsibilities and Teacher Leadership	Domain 4	Professional Responsibilities and Teacher Leadership	*Non-classroom observations/ reviews of practice*

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

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CCT Rubric for Effective Teaching 2014 – AT A GLANCE

Evidence Generally Collected Through In-Class Observations

Domain 1 — Classroom Environment, Student Engagement and Commitment to Learning[2]

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

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

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

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

Domain 3 — Instruction for Active Learning

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

3a. Implementing instructional content for learning.

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

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

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

Domain 2 — Planning for Active Learning

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

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

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

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

Domain 4 — Professional Responsibilities and Teacher Leadership

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

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

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

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

1: Classroom Environment, Student Engagement and Commitment to Learning

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

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

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
Respect for student diversity[3]	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; **OR** is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

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

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

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1: Classroom Environment, Student Engagement and Commitment to Learning

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

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

Attributes	Below Standard	Developing	Proficient	Exemplary
				In addition to the characteristics of Proficient, including one or more of the following:
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate. **OR** Teacher seamlessly responds to misbehavior without any loss of instructional time.
Promoting social competence[4] and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. **OR** Students are encouraged to independently use proactive strategies[5] and social skills and take responsibility for their actions.

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

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

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1: Classroom Environment, Student Engagement and Commitment to Learning

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

Indicator 1c | Maximizing instructional time by effectively managing routines and transitions.[6]

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

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

2: Planning for Active Learning

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

Indicator 2a | Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge[7] for all students.

Attributes	Below Standard	Developing	Proficient	Exemplary *In addition to the characteristics of Proficient, including one or more of the following:*
Content of lesson plan[8] is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards.[9]	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
Use of data to determine students' prior knowledge and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
Literacy strategies[10]	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.

Text in RED reflects Common Core State Standards connections.

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

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

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

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

9

2: Planning for Active Learning

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

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

	Below Standard	Developing	Proficient	Exemplary
Attributes				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse[11] or inquiry-based learning[12] and / or application to other situations.	Plans to release responsibility to the students to apply and/ or extend learning beyond the learning expectation.
Instructional resources[13] and flexible groupings[14] support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

Text in RED reflects Common Core State Standards connections.

[11] *Discourse:* Is defined as the purposeful interaction between teachers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning): or dialogue through technological or digital resources.

[12] *Inquiry-based learning:* Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource rather than dispenser of knowledge.

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

[14] *Flexible groupings:* Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

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2: Planning for Active Learning

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

Indicator 2c | Selecting appropriate assessment strategies[15] to monitor student progress.

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

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

    1. **Formative assessment** is a part of the instructional process, used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (FAST SCASS, October 2006).

    2. **Summative assessments** are used to evaluate student learning at the end of an instructional period. Summative assessment helps determine to what extent the instructional and learning goals have been met.

3: Instruction for Active Learning

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

Indicator **3a** | Implementing instructional content[16] for learning.

Attributes	Below Standard	Developing	Proficient	Exemplary
				In addition to the characteristics of Proficient, including one or more of the following:
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
Literacy strategies[17]	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.

Text in RED reflects Common Core State Standards connections.

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

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

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3: Instruction for Active Learning

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

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

Attributes	Below Standard	Developing	Proficient	Exemplary
				In addition to the characteristics of **Proficient**, *including one or more of the following:*
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
Instructional resources[18] and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Text in RED reflects Common Core State Standards connections.

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

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3: Instruction for Active Learning

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

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

Attributes	Below Standard	Developing	Proficient	Exemplary
				In addition to the characteristics of Proficient, including one or more of the following:
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
Feedback[19] to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
Instructional Adjustments[20]	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.

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

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

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.

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

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4: Professional Responsibilities and Teacher Leadership

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

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

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

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.

Attributes	Below Standard	Developing	Proficient	Exemplary
				In addition to the characteristics of Proficient, including one or more of the following:
Positive school climate	Does not contribute to a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.
Culturally responsive communications[21]	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families **OR** demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally-responsive manner.	Leads efforts to enhance culturally-responsive communications with families and the community.

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

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Connecticut State Department of Education

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

Adapted for Student and Educator Support Specialists

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

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CCT Rubric for Effective Service Delivery 2014 Committee

Connecticut State Department of Education

Stefan Pryor,
Commissioner

Talent Office

Dr. Sarah Barzee,
Chief Talent Officer

Shannon Marimón,
Division Director, Educator Effectiveness and Professional Learning

Project Manager

Kim Wachtelhausen
CSDE
Educator Effectiveness and Professional Learning and TEAM Program Manager

Facilitator

Deborah Richards
CREC
Director of Student Services

Committee Members / Contributing Authors

Elaine Chagnon
Granby Public Schools/CEA
Consulting Teacher

Teresa Cherry-Cruz
Bridgeport Public Schools
Director of Speech, Language and Hearing

Carole Clifford
AFT Connecticut
Professional Development Coordinator, Educational Issues Coordinator

Dr. Nicole DeRonck
CT School Counselor
Association

Nicole Fernald
Windsor Public Schools
School Counselor

Carl Gross
Region 1 Schools
Director of Pupil Services

Susan Kelleher
Milford Public Schools
Director of Pupil Personnel

Carole Kerkin
CREC
Assistant Director of Student Services

Dr. Glynis D. King-Harrell
New Haven Public Schools
Supervisor, Speech and Hearing

Teresa Lopez-Lebron
CREC
Education Specialist

Dr. Bernie Lindauer
St Joseph's College
Gengras/USJ Department Chair

**Dr. Carol L. Magliocco,
P.T., ATP**
EASTCONN
Coordinator of Assistive Technology and Related Services

Janet McCann
Glastonbury Public Schools/CEA
Speech and Language Pathologist

Mary Ellen Minichiello
Milford Public Schools
CASL President

Sarah Moon
LEARN
Related Services Coordinator

Amy T. Norton, M.Ed, ATP
EASTCONN
Assistive Technology Specialist

Dr. Michael Regan
CES
Director of Special Education

Dr. Pamela Roberts PT
CPTA

Dr. Eric Colon Rodriguez
Bridgeport Public Schools
Director of Psychological Services

CSDE Consultants / Contributing Authors

Dr. Patricia Anderson
*Education Consultant
Bureau of Special Education*

Stephanie Knutson
*Education Consultant
Bureau of Health, Nutrition, Family Services and Adult Education*

Scott Newgass
*Education Consultant
Bureau of Health, Nutrition, Family Services and Adult Education*

Kimberly Traverso, LPC
*Education Consultant
Bureau of Health, Nutrition, Family Services and Adult Education*

Introduction to The CCT Rubric for Effective Service Delivery 2014

The Connecticut State Department of Education (CSDE) recognizes the challenges faced by districts in the evaluation of educators who teach in non-tested grades and subjects. A group of these individuals are referred to as Student and Educator Support Specialists (SESS). SESS educators are those individuals who, by the nature of their job description, do not have traditional classroom assignments, but serve a "caseload" of students, staff and/or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students.

The CSDE, in partnership with SESS representatives from around the state, developed the *CCT Rubric for Effective Service Delivery 2014* for use with some SESS educators. This rubric was purposefully developed as a companion to the *CCT Rubric for Effective Teaching 2014* and parallels its structure and format to illustrate the common characteristics of effective practice across a variety of educators in the service of children.

This version is offered as an option for use as part of a district's evaluation and support plan and should be considered by the established district Professional Development and Evaluation Committee (PDEC) as part of the discussion of educator roles and responsibilities and appropriate observation frameworks. Specifically, School Psychologists, Speech and Language Pathologists, School Social Workers and Comprehensive School Counselors may find this version to be most appropriate. However, that does not exclude other educators in a school that have unique assignments and responsibilities (e.g. Board-Certified Behavior Analyst (BCBA), Home School Family Liaison etc.) from considering this rubric as a tool for observation of their performance and practice.

Training and Proficiency

The *CCT Rubric for Effective Service Delivery 2014* may be used by trained and proficient evaluators to observe a Students and Educator Support Specialist. Accurate and reliable evaluation of the competencies and indicators can only be achieved through careful, rigorous training and demonstrated proficiency that build on the experience base and professional judgment of the educators who use this instrument. As part of the CSDE- sponsored training, evaluators will be provided sample performances and artifacts as well as decision rules to guide their ratings.

Important! The *CCT Rubric for Effective Service Delivery 2014* is not a checklist with pre-determined points. Rather, it is a tool that, when combined with training to ensure consistency and reliability of the collection of evidence, can lead to informed professional learning opportunities to advance professional practice.

Calibration

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

Observation Process

The *CCT Rubric for Effective Service Delivery 2014* can be used by trained and proficient evaluators to observe SESS practices. Each educator shall be observed, at a minimum, as stated in the Connecticut Guidelines for Educator Evaluation. In order to promote an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations. All observations should be followed by feedback, either verbal (e.g. a post conference, comments about professional meetings/presentations, etc.) or written (e.g. via email, comprehensive write-up or both), within days of an observation. Specific, actionable feedback is also used to identify professional learning needs and tailor support to address those needs.

Evidence can be gathered from formal observations, informal observations and non-classroom observations/reviews of practice. As part of the initial goal-setting conference, for SESS providers, it will be important to discuss, with an evaluator, the various learning environments where opportunities for observation can occur. Although the Connecticut Guidelines for Educator Evaluation do not specifically define these types of observations, the state model known as the System for Educator Evaluation and Development (SEED), provides the following definitions:

Formal In- Class/Learning Environment Observations –

At least 30 minutes followed by a post-observation conference, which includes timely written and verbal feedback.

Informal In-Class/Learning Environment Observations –

At least 10 minutes followed by written and/or verbal feedback.

Non-classroom Observation/Reviews of Practice –

Include but are not limited to: observation of data team meetings or team meetings focused on individual students or groups of students, observations of early intervention team meetings, observations of individual or small group instruction with a student outside of the classroom, collaborative work with staff in and out of the classroom, provision of training and technical assistance with staff and/or families, and leading schoolwide initiatives directly related to the SESS provider's area of expertise.

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

A. Pre-Conference:	Before the observation, the evaluator will review planning documentation and other relevant artifacts provided by the SESS provider in order to understand the context for the work to be observed, including: the objectives for the activity; the service to be delivered; how effectiveness for the activity will be assessed before, during and after; what materials and resources will be used.
B. Observation:	Evaluators will collect evidence mostly for Domains 1 and 3 during the observation.
C. Post-Conference:	The post-observation conference gives the SESS provider the opportunity to reflect and discuss the practice observed, progress of the recipients of the service, adjustments made during service delivery, further supporting artifacts as well as describe the impact on future services and supports.
D. Analysis:	The evaluator analyzes the evidence gathered in the observation and the pre-and post-conferences and identifies the applicable performance descriptor contained in the *CCT Rubric for Effective Service Delivery 2014*.
E. Ratings / Feedback:	Based on the training guidelines for the *CCT Rubric for Effective Service Delivery 2014*, the evaluator will tag evidence to the appropriate indicator within the domains of the rubric and provide feedback to the SESS provider. While it is **not** a requirement for any single observation, the evaluator may rate the indicators.

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

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

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

CT Common Core of Teaching Standards		CCT Rubric for Effective Service Delivery 2014		Generally Observed
Domain 1	Content and Essential Skills which includes the *Common Core State Standards*[1] and Connecticut Content Standards		Demonstrated at the pre-service level as a pre-requisite to certification and embedded within the rubric	
Domain 2	Classroom Environment, Student Engagement and Commitment to Learning	Domain 1	Learning Environment, Student Engagement and Commitment to Learning	In-Class/Learning Environment *Observations*
Domain 3	Planning for Active Learning	Domain 2	Planning for Active Learning	*Non-classroom observations/ reviews of practice*
Domain 4	Instruction for Active Learning	Domain 3	Service Delivery	In-Class/Learning Environment *Observations*
Domain 5	Assessment for Learning		Now integrated throughout the other domains	
Domain 6	Professional Responsibilities and Teacher Leadership	Domain 4	Professional Responsibilities and Leadership	*Non-classroom observations/ reviews of practice*

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

The CCT Rubric for Effective Service Delivery 2014 – AT A GLANCE

Evidence Generally Collected Through **Observations**

Domain 1 — Learning Environment, Student Engagement and Commitment to Learning

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

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

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

1c. Maximizing service delivery by effectively managing routines and transitions.

Domain 3 — Service Delivery

Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

3a. Implementing service delivery for learning.

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

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

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

Domain 2 — Planning for Active Learning

Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

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

2b. Planning prevention/intervention to actively engage students in the content.

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

Domain 4 — Professional Responsibilities and Leadership

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

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

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

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

1: Learning Environment, Student Engagement and Commitment to Learning

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

Indicator 1a | Promoting a positive learning environment that is respectful and equitable.[2]

Attributes	Below Standard	Developing	Proficient	Exemplary
				In addition to the characteristics of Proficient, including one or more of the following:
Rapport and positive social interactions	Interactions between service provider and students are negative or disrespectful and/or the provider does not promote positive social interactions among students.	Interactions between service provider and students are generally positive and respectful and/or the provider inconsistently makes attempts to promote positive social interactions among students.	Interactions between service provider and students are consistently positive and respectful and the provider regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
Respect for student diversity[3]	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the provider does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates and/or promotes a learning environment that discourages students from taking intellectual risks.	Creates and/or promotes a learning environment in which some students are willing to take intellectual risks.	Creates and/or promotes a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the provider or other students.
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

[2] *Respectful and equitable learning environment*: Understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students but they also offer opportunities for equitable access, survivability, outputs and outcomes. Branson, C., & Gross, S. (Eds.). (2014). *Handbook of Ethical Educational Leadership*. Routledge.

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

1: Learning Environment, Student Engagement and Commitment to Learning

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

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

Attributes	Below Standard	Developing	Proficient	Exemplary
				In addition to the characteristics of Proficient, including one or more of the following:
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely developmentally appropriate. OR Service provider seamlessly responds to misbehavior without any loss of service delivery.
Promoting social competence[4] and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behavior. OR Students are encouraged to independently use proactive strategies[5] and social skills and take responsibility for their actions.

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

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

1: Learning Environment, Student Engagement and Commitment to Learning

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

Indicator **1c** | Maximizing service delivery by effectively managing routines and transitions.[6]

	Below Standard	Developing	Proficient	Exemplary
Attributes				*In addition to the characteristics of Proficient, including one or more of the following:*
Routines and transitions appropriate to prior needs of students	Does not establish or ineffectively establishes routines. Does not manage transitions from one task to another effectively, resulting in significant loss of service delivery time.	Inconsistently establishes routines. Inconsistently manages transitions, resulting in some loss of service delivery time.	Establishes routines and effectively manages transitions resulting in maximized service delivery time.	Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.

6 *Routines and transitions:* Routines can be instructional or non-instructional organizational activities. Transitions are non-instructional activities such as moving from one grouping, task or context to another.

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2: Planning for Active Learning

*Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 2a | Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge[7] for all students.

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/intervention plan[8] is aligned with standards	Plans prevention/intervention that is misaligned with or does not address the appropriate Connecticut content standards[9] and/or discipline-specific state and national guidelines.	Plans prevention/intervention that partially aligns with appropriate Connecticut content standards, and/or discipline-specific state guidelines.	Plans prevention/intervention that directly aligns with appropriate Connecticut content standards and/or discipline-specific state and national guidelines.	Anticipates and plans for challenges and considers proactive approaches to address these in advance.
Prevention/intervention rests on evidence-based practice, student need and appropriate level of challenge	Does not plan prevention/intervention using evidence-based practice, student need or appropriate level of challenge.	Partially plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge.	Plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge.	Plans to challenge students to extend their learning to make connections to the school setting and larger world.
Use of data to determine students' prior knowledge and to differentiate based on students' learning needs	Plans prevention/intervention without consideration of data, students' prior knowledge or different learning needs.	Plans prevention/intervention with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of data[10] to determine individual students' prior knowledge and skills to plan targeted, purposeful prevention/intervention that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data to advance learning, growth and development.
Connection to school setting and larger world	Plans prevention/intervention that includes few opportunities for students to connect to school setting and larger world.	Plans prevention/intervention that includes some opportunities for students to connect to school setting and larger world.	Plans prevention/intervention that includes multiple opportunities for students to connect to school setting and larger world.	Designs opportunities for students to independently select prevention/intervention strategies that support their learning in the school setting and larger world.

Text in RED reflects Common Core State Standards connections.

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

[8] *Prevention/Intervention plan:* a purposeful planned learning experience

[9] *Connecticut content standards:* Standards developed for all content areas including Common Core State Standards (CCSS) inclusive of College and Career Readiness Anchor Standards and Early Learning and Development Standards (ELDS).

[10] *Multiple sources of data:* May include existing data or data to be collected. Data may formal (standardized tests) or informal (survey responses, interviews, anecdotal, grades etc.) and data may be formative or summative.

9

2: Planning for Active Learning

*Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator **2b** | Planning prevention/intervention to actively engage students in content.

Attributes	Below Standard	Developing	Proficient	Exemplary
				In addition to the characteristics of Proficient, including one or more of the following:
Strategies, tasks and questions actively engage students	Plans prevention/intervention tasks that limit opportunities for students' active engagement.	Plans primarily service provider-directed prevention/intervention strategies, tasks and questions that provide some opportunities for students' active engagement.	Plans instructional strategies, tasks and questions that promote student active engagement through problem-solving, critical or creative thinking, discourse[11] or inquiry-based learning[12] and/or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning to other situations.
Resources[13] and flexible groupings[14] support active engagement and new learning	Selects or designs resources and/or groupings that do not actively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students and minimally support new learning about the world at large.	Selects or designs resources and/or flexible groupings that actively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources that actively engage students to extend new learning.

Text in RED reflects Common Core State Standards connections.

[11] *Discourse:* Is defined as the purposeful interaction between service providers and students and students and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning), or dialogue through technological or digital resources.

[12] *Inquiry-based learning:* Occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The service provider's role in inquiry-based learning is one of facilitator or resource rather than dispenser of knowledge.

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

[14] *Flexible groupings:* Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

2: Planning for Active Learning

*Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator **2c** | Selecting appropriate assessment strategies[15] to monitor student progress.

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

[15] *Assessment strategies are used to evaluate student learning during and after service delivery.*

1. Formative assessment is a part of the instructional process, used by service providers and students during service delivery that provides feedback to adjust ongoing services and learning to improve students' achievement of intended instructional/program outcomes (FAST SCASS, October 2006).

2. Summative assessments are used to evaluate student learning at the end of a service period. Summative assessment helps determine to what extent the service and learning goals have been met.

3: Service Delivery

*Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3a | Implementing service delivery[16] for learning.

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Prevention/intervention purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for prevention/intervention, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for prevention/intervention and helps students to see how the learning is aligned with Common Core Standards and/or discipline specific state and national guidelines.	Students are encouraged to explain how the prevention/intervention is situated within the broader learning context/curriculum. Students will demonstrate understanding of prevention/intervention across various contextual settings.
Prevention/intervention plan precision	Makes multiple errors in the delivery of the prevention/intervention plan.	Makes minor errors in the delivery of the prevention/intervention plan.	Prevention/intervention delivery demonstrates flexibility and sensitivity to targeted outcomes.	Invites students to explain the prevention/intervention plan and how it applies to their growth and development.
Prevention/intervention progression and level of challenge	Delivers prevention/intervention that lacks a logical progression, is not evidence-based, attentive to student need or appropriate level of challenge.	Delivers prevention/intervention in a generally logical progression, is somewhat evidence-based, attentive to student needs and appropriate level of challenge to advance student learning.	Clearly delivers prevention/intervention in a logical and purposeful progression, is evidence-based, attentive to student needs and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the prevention/intervention expectations and make connections to the school and larger world.
Connection to school and larger world	Delivers prevention/intervention with few opportunities for students to connect to the school setting and larger world.	Delivers prevention/intervention with some opportunities for students to connect to the school setting and larger world.	Delivers prevention/intervention that consistently integrates into the school setting and larger world.	Provides opportunities for students to independently use prevention/intervention strategies in the school setting and larger world.

Text in RED reflects Common Core State Standards connections.

[16] *Service delivery framework*: A set of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.

3: Service Delivery

Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

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

Attributes	Below Standard	Developing	Proficient	Exemplary *In addition to the characteristics of Proficient, including one or more of the following:*
Strategies, tasks and questions	Strategies, tasks and questions do not lead students to construct new and meaningful learning.	Uses a combination of tasks and questions in an attempt to lead students to construct new learning, with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that actively engage students in constructing new and meaningful learning through appropriately integrated disipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.	Includes opportunities for students to work collaboratively, when appropriate, and to generate their own questions and problem-solving strategies, synthesize and communicate information.
Resources[17] and flexible groupings[18]	Uses resources and/or groupings that do not actively engage students or support new learning.	Uses resources and/or groupings that minimally engage students actively to support new learning.	Uses resources and flexible groupings that actively engage students in demonstrating new learning in multiple ways, including application of new learning to make real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop his/her learning.
Student responsibility and independence	Implements prevention/intervention that is primarily provider-directed, providing little or no opportunities for students to develop independence as learners.	Implements prevention/intervention that is mostly provider-directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/intervention that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/intervention that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality outcomes.

Text in RED reflects Common Core State Standards connections.

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

18 *Flexible groupings*: Groupings of students that are changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

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3: Service Delivery

*Service providers implement prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:*

Indicator 3c | Assessing student learning, providing feedback to students and adjusting service delivery.

Attributes	Below Standard	Developing	Proficient	Exemplary
				In addition to the characteristics of Proficient, including one or more of the following:
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in identifying and articulating individual criteria for success.
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of outcomes in prevention/intervention plan.	Assesses student learning with focus on progress toward achievement of the intended prevention/intervention outcomes.	Assesses student learning with focus on progress toward the prevention/intervention in order to monitor individual and group progress toward achievement of the intended prevention/intervention outcomes.	Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning.
Feedback[19] to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended prevention/intervention outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages self-reflection or peer feedback that is specific and focuses on advancing student learning.
Prevention/intervention adjustments[20]	Makes no attempts to adjust delivery of prevention/intervention plan.	Makes some attempts to adjust delivery of prevention/intervention plan.	Adjusts delivery of prevention/intervention plan as necessary in response to individual and group performance.	Students identify ways to adjust prevention/intervention plan that will be effective for them as individuals.

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

[20] *Prevention/intervention adjustments:* Based on the monitoring of student understanding, service providers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

4: Professional Responsibilites and Leadership

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

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

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

4: Professional Responsibilites and Leadership

Service providers 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.

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

4: Professional Responsibilites and Leadership

Service providers 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.

Attributes	Below Standard	Developing	Proficient	Exemplary
				In addition to the characteristics of Proficient, including one or more of the following:
Positive school climate	Does not contribute to a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.
Culturally-responsive communications[21]	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally-responsive manner.	Leads efforts to enhance culturally-responsive communications with families and the community.

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

Equal Opportunity/Affirmative Action Policy

The Connecticut State Department of Education is committed to a policy of equal opportunity/ affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, mental retardation, past or present history of mental disability, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to Levy Gillespie, Equal Employment Opportunity Director/American with Disabilities Act Coordinator, Title IX /ADA/Section 504 Coordinator, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457 860-807-2071.

Appendix C

SLO Development Guide

Does not meet	Meets partially	Meets or exceeds		
			Teacher:	**Reviewer:**
			SLO Title:	**Grade:** / **Date:**
			Content Area:	**School:**
			Student Learning Objective *What is the expectation for student improvement related to school improvement goals?*	
			SLO focus statement describes a broad goal for student learning and expected student improvement	
			Reflects high expectations for student improvement and aims for mastery of content or skill development	
			Is tied to the school improvement plan	
			Baseline – Trend Data *What data were reviewed for this SLO? How do the data support the SLO?*	
			Identifies *source(s)* of data about student performance, including pre-assessment, trend data, historical data, prior grades, feedback from parents and previous teachers, and other baseline data	
			Summarizes student data to *demonstrate specific student need* for the learning content tied to specific standards *(including strengths and weaknesses)*	
			Student Population *Who are you going to include in this objective? Why is this target group/class selected?*	
			Justifies why this class and/or targeted group was selected, *as supported by data comparing the identified population of students to a broader context of students* (i.e., other classes, previous year's students, etc.)	
			Describes characteristics of student population *with numeric specificity* including special needs relevant to the SLO (e.g., I have 6 English language learners, 4 students with reading disabilities…)	
			Includes a large proportion of students including specific target groups where appropriate	
			Standards and Learning Content *What are the standards connected to the learning content?*	
			SLO is a goal for student learning that identifies *big and core* ideas, domains, knowledge, and/or skills students are expected to acquire *for which baseline data indicate a need*	
			Aligns to specific applicable standards (Common Core, Connecticut, National or industry standards)	
			Interval of Instruction *What is the time period that instruction for the learning content will occur?*	
			Specifies *start and stop dates* which includes the majority of the course length	
			Assessments *How will you measure the outcome of your SLO?*	
			Identifies *by specific name* the pre-assessments, post-assessments, and/or performance measures	
			Aligns *most of the* assessment items and/or rubric criteria to the learning content tightly	
			Assessment or performance measure is designed to assess student learning objectively, fairly, and includes plans for consistent administration procedures	
			Emphasizes constructed-response or performance tasks *and* requires higher order thinking skills	
			Performance or outcome measures allow all students to demonstrate application of their knowledge/skills	
			Indicates that there are clear answer key, scoring guides, and/or rubrics for all assessment items or performance tasks	
			Indicators of Academic Growth and Development (IAGDs)/Growth Targets *What are the quantitative targets that will demonstrate achievement of the SLO?*	
			Sets individual or differentiated growth targets/IAGDs for a large proportion of students that are rigorous, attainable, and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success)	
			Baseline and trend data support established targets	
			Growth targets are based on state test data where available	
			Instructional Strategies/Supports *What methods will you use to accomplish this SLO? How will progress be monitored? What professional learning/supports do you need to achieve this SLO?*	
			Identifies and describes the key instructional strategies to be taken during instruction	
			States how formative assessments will be used to guide instruction	
			Identifies professional learning/supports needed to achieve the SLO	
			Defines how each educator contributes to the overall learning content when more than one educator is involved in the SLO	

ADMINISTRATOR EVALUATION PLAN
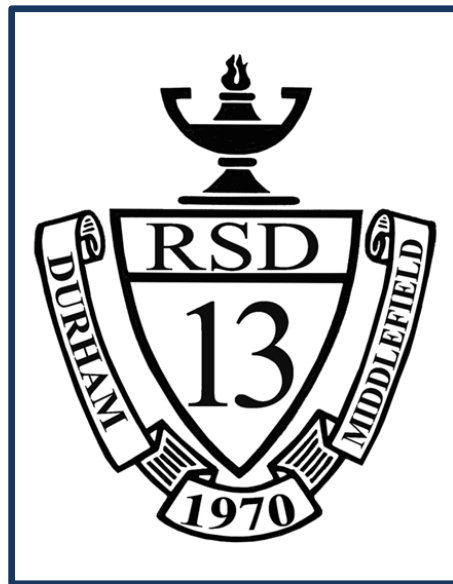
REGIONAL SCHOOL
DISTRICT 13

Durham and Middlefield, Connecticut

2015-2016

ADMINISTRATIVE COUNCIL

1. Dr. Kathryn Veronesi, Superintendent, Region 13 Public Schools

2. Mr. Nicholas Barbieri, Director of Physical Education and Health, Athletic Director

3. Dr. Linda C. Berry, Director of Curriculum, Instruction, and Assessment

4. Mr. Kevin Brough, Principal, Memorial Middle School

5. Mrs. Amy Emory, Pupil Personnel Director

6. Mr. Brian Falcone, Principal, Coginchaug Regional High School

7. Mr. Thomas Ford, Principal, John Lyman Elementary School

8. Mr. Patrick Gustafson, Assistant Principal, Coginchaug Regional High School

9. Mrs. Nancy Heckler, Principal, Brewster Elementary School

10. Mrs. Eida Hinson-Yokubinas, Special Education Coordinator

11. Mr. Scott Sadinsky, Principal, Strong Middle School

12. Mrs. Debra Stone, Principal, Korn Elementary School

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APPENDICES

MISSION STATEMENT

The mission of the Regional School District 13, a community that celebrates learning, honors tradition and embraces change, is to ensure that all students will be engaged and ethical lifelong learners and citizens who will thrive, excel, and contribute in an ever changing, interdependent world by providing challenging, diverse, and nurturing experiences that empower each student to succeed through meaningful partnership with family and community.

STATEMENT OF BELIEFS

We believe that:

❖Every human being has inherent worth.
❖Everyone wants to succeed and can be a successful learner.
❖Meaningful learning requires the active involvement and commitment of the learner.
❖Individuals are responsible for their actions.
❖Each individual bears responsibility for the welfare of others.
❖Diversity enriches a society and its individuals.
❖Change demands that learning continue throughout one's life.
❖Growth, innovation and creativity require the willingness to take risks.
❖The level of expectation drives the level of achievement.
❖Achievement builds self-worth; self-worth promotes achievement.
❖Education and learning are the shared responsibility of the students, the family, the school, and the community.
❖The support and involvement of the community are critical to the quality of the schools.
❖People are the most important resource in achieving educational excellence.
❖The future of a just and democratic society depends on an educated citizenry.

REGIONAL SCHOOL DISTRICT 13 CORE ETHICAL VALUES

As a school community, we are committed to growing in good citizenship and personal integrity; thus, we are continually asking ourselves:

Am I showing **RESPECT** for:
- ❖ Myself?
- ❖ The worth and rights of others?
- ❖ The views of others?
- ❖ Personal, school and community property?
- ❖ The environment?
- ❖

Am I accepting **RESPONSIBILITY** for:
- ❖ My own actions and words?
- ❖ My own welfare and the welfare of others?
- ❖ My personal growth and learning?
- ❖ Making ethical choices?

Am I practicing **HONESTY:**
- ❖ With myself?
- ❖ With others?
- ❖ In my work?

Am I showing **KINDNESS** by:
- ❖ Treating others the way I would want to be treated?
- ❖ Promoting the well-being of others?
- ❖ Being patient with myself and others?
- ❖ Acting with compassion?

Am I showing **COURAGE** by:
- ❖ Standing up for moral principles?
- ❖ Persisting in the face of adversity?
- ❖ Being willing to accept challenges?
- ❖ Being true to myself?

Respect, **Responsibility**, **Honesty**, **Kindness** and **Courage** are the core ethical values we strive to embrace and practice in Regional School District 13.

GUIDING PRINCIPLES

Our guiding principles are aligned with the Connecticut Guidelines for Educator Evaluation and are based on the following.

1. The primary purpose of educator evaluation is to strengthen individual and collective practices in order to improve student growth;

2. Educator evaluation is standards-based, using the Connecticut Common Core of Teaching for Educator Evaluation and the Common Core of Leading: Connecticut Leadership Standards for Administrator Evaluation;

3. The Common Core State Standards, adopted by Connecticut in 2010, as well as state assessments and locally-developed curriculum standards are the basis for establishing outcomes at the district and school levels;

4. The guidelines support continuing collaborative dialogue around teaching and learning in order to increase student academic growth and development;

5. The guidelines clearly connect professional learning to the outcomes of the evaluation process.

CORE DESIGN PRINCIPLES

The following principles have been built into the Regional School District 13 Administrator Evaluation Plan:

1. **Focus on what matters most**: The State Board guidelines for evaluation specifies four areas of administrator performance as important to evaluation – student learning (45%), administrator practice (40%), stakeholder feedback (10%), and educator effectiveness (5%). Since the first two 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 in the evaluation plan.

2. **Emphasize growth over time:** The evaluation of an individual's performance should primarily be about his or her improvement from an established starting point. This applies to the 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 within this document, this plan 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 administrators to observe the practice of administrators enough to make informed judgments about the quality and efficacy of their practice.

OVERVIEW OF PLAN

The Regional School District 13 Administrator Evaluation Plan develops and promotes a shared understanding of administrator effectiveness. The plan defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (educator effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community. See Figure 1 on the following page. The plan provides a structure for the ongoing development of administrators. This structure provides a basis for assessing administrators' strengths and growth areas as well as feedback to support their development. This plan meets the requirements for the evaluation of 092 endorsement holders as outlined in Connecticut Statute and Connecticut State Board of Education regulations.

ORIENTATION AND TRAINING

Annually, all administrators being evaluated will participate in an orientation so that they will understand the four performance categories, the processes, and the timelines for the evaluation system. The administrator will provide the administrators with materials used in the evaluation process, including the rubric for assessing administrator practice, the instruments to gather feedback from stakeholders and forms that show the process and calculation by which all evaluation elements will be integrated into the overall rating. Special attention will be paid to the Connecticut School Leadership Standards and the Leadership Practice Rubric, so that all administrators fully understand the Performance Expectations and the requirements for being a ***proficient*** administrator. Training in calibration, conducting effective observations, and providing high-quality feedback will also be provided. Administrators who are new to the district will be required to participate in the state - sponsored five day training.

INTRODUCTION TO THE ADMINISTRATOR EVALUATION PLAN

1. **Observation of Leadership Performance and Practice** (40%)
    - ❖ Assessed by direct observation of practice and the collection of other evidence.

2. **Stakeholder Feedback** (10%)
    - ❖ Assessed by the administration of a survey with measures that align to the Connecticut Leadership Standards.

3. **Multiple Student Learning Indicators** (45%)
    - ❖ Assessed by performance and growth on three SLO's based on locally-determined measures. They will account for 45% of the administrators' evaluation.

4. **Educator Effectiveness Outcomes** (5%)
    - ❖ Measured by an aggregation of educators' student learning objectives (SLO's).

FIGURE 1
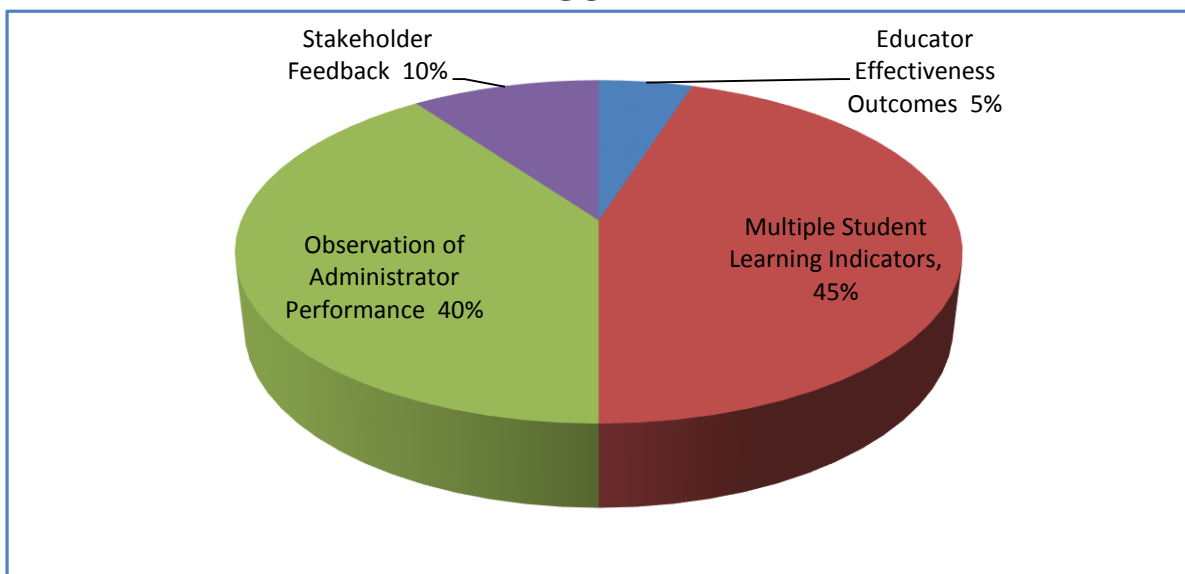
ADMINISTRATOR EVALUATION TIMELINE

The chart below describes the process by which administrators and their administrators collect evidence about practice and results, culminating with a final rating. The chart also references the appropriate forms.

Due Date	Activity	Associated Forms
By August 1	**Orientation and Context Setting**	N/A
By Sept. 15	**Goal Setting Conference**	**Goal Setting Forms in Protraxx**
Fall School-Site Or District-Site Observations	**Observations**	1. **Administrator - Leader: Evaluation Rubric 2015** 2. **Administrator Observation Response Form**
	First and second year administrators and/or administrators who have received ratings of "developing" or "below standard ": two school-site observations in the **fall:** By November 1, January 1	
	Administrators who have received ratings of "proficient" or "exemplary" - one school-site observation in the **fall** by November 1	
	Assistant Principal: one school-site observation in the **fall** by November 1	
	Central Office Administrators: one district-site observation in the **fall** by November 1	
By March 1	**Mid-Year Formative Review** **Self-Assessment Completed**	1. **Administrator Evaluation: Mid-Year Self-Assessment** 2. **Administrator Evaluation: Mid-Year Check-in Conference Notes**
Spring School-Site Or District-Site Observations	**Observations**	1. **Administrator - Leader: Evaluation Rubric 2015** 2. **Administrator Observation Response Form**
	First and second year administrators and/or administrators who have received ratings of "developing" or "below *standard"* two school site observations in the **spring:** by March 1, and May 1.	
	Administrators who have received ratings of "proficient" or "exemplary" - one school-site observation in the **spring** by May 1	
	Assistant Principal: one school- site observation in the **spring -** by March 1	
	Central Office Administrators: one district--site observation in the **spring** by May 1	
By June 30	**End of Year Summative Review** **Self-Assessment Completed**	1. **Administrator – Leader: Evaluation Rubric-End-Of-Year Self Reflection** 2. **Administrator – Leader Evaluation Rubric Summative** 3. **Administrator Summative Response Form**

OVERVIEW OF THE TIMELINE

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 administrators play a more active, engaged role in their professional growth and development. For every administrator, as

illustrated in Figure 2, orientation and context-setting are followed by the goal-setting process, 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
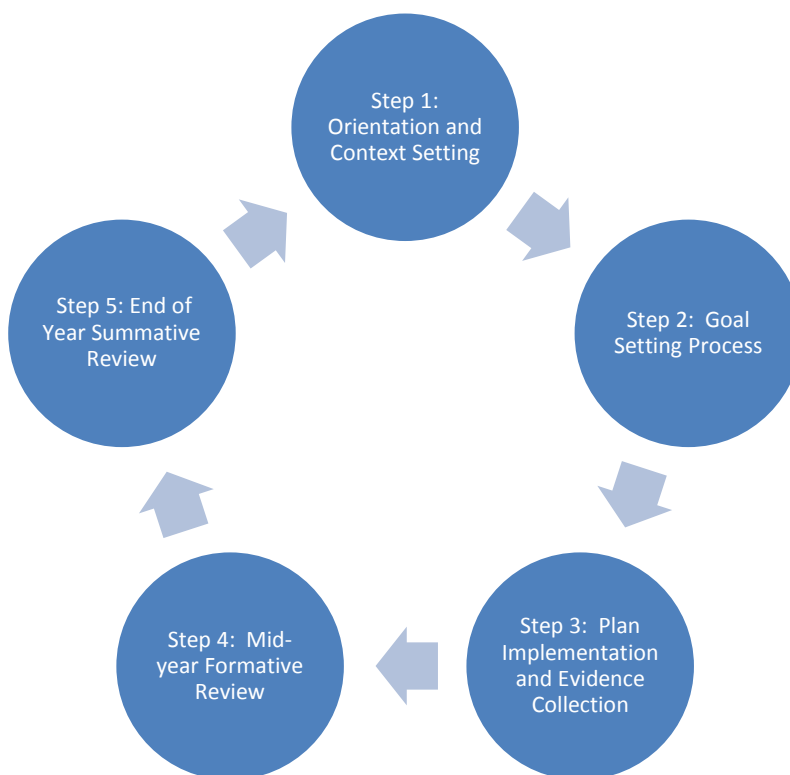
STEPS IN THE EVALUATION CYCLE

Step 1: Orientation and Context Setting

To begin the process, the evaluator provides the administrator with a copy of the Administrator Evaluation Plan. All student learning data must be available, as soon as published, for review by the administrator. The Stakeholder Survey data must also be available for review by the administrator. The superintendent communicates his/her student learning priorities for the year in the form of a district improvement plan. From this plan, the administrator develops a school improvement plan from which student learning goals (SLOs) are developed.

Step 2: Goal Setting Process

The goal-setting forms are to be completed by the administrator being evaluated. Specifically, administrators will identify three Student Learning Objectives (SLOs) and one stakeholder feedback target.

Next, the Superintendent and the administrator meet to discuss and agree on the selected outcome goals. This conference will result in an agreement between the Superintendent and administrator on specific measures and performance targets for the student learning objectives and stakeholder feedback. The Superintendent and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – goals, and the resources and supports – comprise an individual's evaluation plan. See Figure 3. In the event of any disagreement, the administrator makes the final determination about the performance targets. The goal-setting form is to be completed by the administrator being evaluated. The goals, activities, outcomes, and time line will be reviewed by the administrator's evaluator prior to the beginning work on the goals.

The administrator will establish a schedule of school-site or district-site observations with the administrator to collect evidence and observe the administrator's work. For tenured administrators, including tenured Central Office Administrators, the first school-site or district-site observation will take place by January 1 and the second school or district-site observation will take place by May 1. For administrators new to the district, school, or profession; assistant principals, and/or tenured administrators who have received a rating of ***developing*** or **b*elow standard,*** four observations will take place by November 1, January 1, March 1, and May 1.

Figure 3

Available Data

Superintendent's Priorities

District Improvement Plan

School Improvement Plan

Prior Evaluation Results

SLO 1

SLO 2

SLO 3

Survey Target
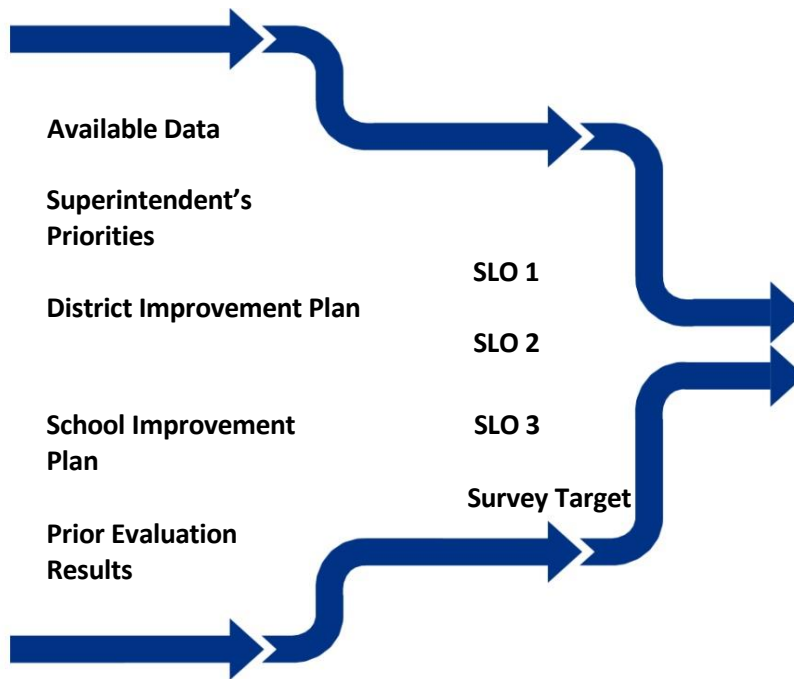
Step 3: Plan Implementation and Evidence Collection

As the administrator implements the plan, the administrator and the administrator both collect evidence about the administrator's practice. For the evaluator of tenured administrators, this must include two observations. For tenured administrators receiving ratings of *Developing* or *Below Standard*, this must include four observations. For non-tenured administrators, this must also include four observations. The administrator must provide the administrator with written feedback following each observation. School visits offer critical opportunities for administrators to observe, collect evidence, and analyze the work of administrators and provide invaluable insight into his or her performance and offer opportunities for ongoing feedback and dialogue. The administrator rubrics should be used in the following ways:

1. Helping administrators to improve: 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 should be.

2. 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 the same row. In those cases, the administrator and evaluator will use judgment to decide on the level of performance for that particular indicator.

3. Assigning ratings for each performance expectation: Evaluators and administrators 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 indicator level, and may discuss performance at the element level, using the detailed information as supporting evidence, as needed. As part of the evaluation process, evaluators and school administrators should identify a few specific areas for ongoing support and growth.

Step 4: Mid-Year Formative Review

By March 1, there will be a formal mid-year formative review in which opportunity is provided for the evaluator and administrator to discuss progress toward the student learning targets. In preparation for the meeting, the administrator completes the self-assessment, analyzes available student achievement data, and considers progress toward his or her goals. 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. The evaluator is required to provide written feedback on administrator performance following the mid-year review.

Step 5: End – of - Year Summative Review

The administrator being evaluated completes a self-assessment on the six performance expectations of the Connecticut School Leadership Standards. For each expectation, the administrator determines whether he/she needs to grow and improve practice on this expectation; has some strength on this expectation but needs to continue to grow and improve; is consistently effective on this expectation; or can empower others to be effective on this expectation. The administrator will also assess his or her progress on each SLO, stakeholder feedback. The administrator submits the self-assessment to the administrator.

The evaluator and the administrator meet to discuss the administrator's self-assessment and all evidence collected over the course of the year. This meeting serves as an opportunity to convey strengths, areas for growth, and their probable rating. After the meeting, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

The evaluator shares it with the administrator and adds it to the administrator's personnel file. The administrator can add any written comments within two weeks of receipt of the report. If and when state test data is used for the final rating, a final rating may be revised before September 15th when state test data are available.

1. LEADERSHIP PRACTICE (40%)

An assessment of an administrator's leadership practice, by direct observation of practice and the collection of other evidence, is 40% of an administrator's summative rating. Leadership practice is described in the *Common Core of Leading: 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 six performance expectations.

1. **Vision, Mission, and Goals***:* Educational 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***:* Educational leadership ensures the success and achievement of all students by monitoring and continuously improving teaching and learning.
3. **Organizational Systems and Safe***ty: Educational 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***:* Educational 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***:* Educational 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.
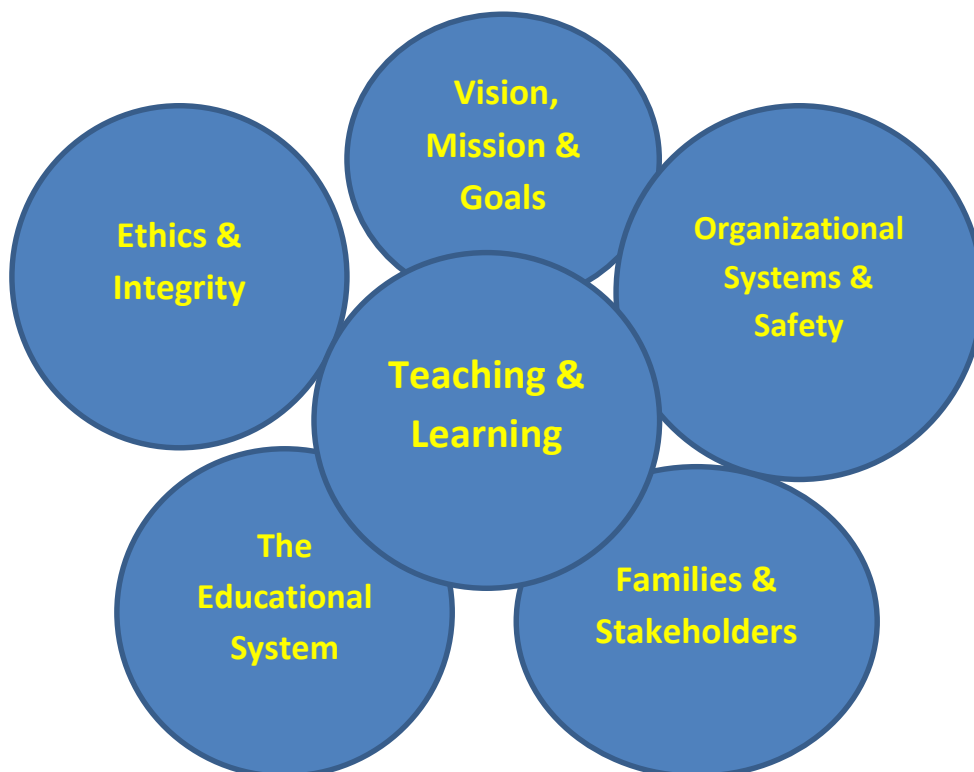
An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence is 40% of an administrator's summative rating. All six of the performance expectations from the Common Core of Leading: Connecticut School Leadership Standards contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, Performance Expectation 2 will be weighted 30%, while Performance Expectations 2-5 will be weighted 15% each, and Performance Expectation 6 will be weighted 10%. The weighting will be consistent for all principals and other Regional School District 13 administrators. In order to arrive at these ratings, administrators are measured against the Leader Evaluation Rubric which describes leadership actions across four performance levels for each of the six performance expectations and associated elements.

FOUR PERFORMANCE LEVELS

The four performance levels are:

Exemplary	The exemplary leader focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students, and stakeholders is prioritized as appropriate in distinguishing *Exemplary* performance from *Proficient* performance.
Proficient	The rubric is anchored at the *Proficient* level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in bold in the *Proficien*t level.
Developing	The *developing* level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
Below Standard	The *below standard* level focuses on a limited understanding of leadership practices and general inaction on the part of the leader. Two key concepts, indicated by bullets, are often included as indicators. Each of the concepts demonstrates a continuum of performance across the row, from *below standard* to *exemplary.*

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which administrators are meeting each performance expectation. Administrators and administrators will review performance and complete the evaluation at the performance level, NOT at the domain level. Additionally, it is important to document an administrator's performance on each performance expectation with evidence generated from multiple performance indicators, but not necessarily all performance indicators. As part of the evaluation process, administrators and school leaders should identify a few specific key areas for ongoing support and growth.

DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS

Administrator effectiveness will be based upon a pattern of summative ratings derived from the new evaluation system. All administrators will need to have a rating of *Proficient* or *Exemplary* within two years of the implementation of the plan. After the first two years of implementation of the program, administrators will be required to have no more than one summative rating of *Developing* during the two year period and a summative rating of *Proficient* or *Exemplary* in the other year. Any administrator with a rating of *Developing* or *Below Standard* will be placed on an Improvement and Remediation Plan.

ARRIVING AT A LEADERSHIP PRACTICE RATING

Summative ratings are based on the preponderance of evidence for each performance expectation in the *Connecticut School Leadership Standards*. Administrators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. This is accomplished through the following steps, undertaken by the administrator being evaluated and by the administrator completing the evaluation:

1. Evaluator of administrators who have received ratings of **Exemplary** or **Proficient** will conduct two school-site or district-site observations, one to be done by **January 1** and the other to be done by **May 1.** Administrators of administrators who are serving in the role of Assistant Principals or new to the district, school, or profession, and/or who have received ratings of **Developing** or **Below Standard** will conduct four school-site or district-site observations to be done by **November 1**, **January 1**, **March 1**, and **May 1**.

2. The evaluator and administrator hold a mid-year formative review by **March 1** with a focused discussion of progress toward proficiency in the identified goals.

3. **By June 30**, the administrator being evaluated reviews all information and data collected during the year and completes a summative self-assessment, identifying areas of strength and continued growth. The evaluator and the administrator meet to discuss all evidence collected. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, proficient, developing, or below standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria listed in the matrix below and incorporates this information into the administrator's summative evaluation.

LEADERSHIP PRACTICE MATRIX

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard (1)
Exemplary on <u>Teaching and Learning</u> *Exemplary* on at least 2 other performance Expectations No rating below *Proficient* on any performance expectation	At least *Proficient* on <u>Teaching and Learning</u> At least *Proficient* on at least 3 other performance expectations No rating below *Developing* on any performance expectation	At least *Developing* on <u>Teaching and Learning</u> At least *Developing* on at least 3 other performance expectations	*Below Standard* on <u>Teaching and Learning</u> Or *Below Standard* on at least 3 other performance expectations

2. STAKEHOLDER FEEDBACK (10%)

Feedback from stakeholders will be assessed by a survey with measures that align to the Connecticut Leadership Standards. The survey will be done on-line using Survey Monkey.com. This will allow stakeholders to remain anonymous. The survey will be a fair, valid and reliable measure of administrator effectiveness. For school-based administrators, stakeholders solicited for feedback will include educators, staff, and parents. Central office administrators are rated based on feedback from the stakeholders whom the administrator directly serves.

Administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. More than half of the rating of an administrator on Stakeholder Feedback is based on an assessment of improvement of time. Surveys will be administered one time per year in the spring. The spring survey data will be used by administrators as baseline data for the following academic year.

ARRIVING AT A STAKEHOLDER FEEDBACK RATING

Arriving at stakeholder feedback is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the administrator:

1. Review survey data.
2. Set one target for growth on a selected measure.
3. Administer the survey to relevant stakeholders, in the spring.
4. Collect aggregate data to determine whether the administrator achieved the established target.
5. A rating is assigned, using the chart below:

Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)
Exceeded target	Met target	Made progress but did not meet target	Made little or no progress against target

3. MULTIPLE STUDENT LEARNING INDICATORS (45%)

For the 2015-2016 academic year, the required use of state test data is suspended, pending federal approval. Given this, the entire 45% of an administrator's rating on student learning indicators shall be based on locally-determined student learning objectives (SLO's). These SLO's will comprise the 5% of the Whole-School Learning Indicator rating for educators.

LOCALLY-DETERMINED MEASURES

As outlined in the table below, administrators will establish three **Student Learning Objectives (SLOs)** on measures they select. In selecting measures, certain parameters apply: 1) All measures must align to Connecticut or National Learning Standards; 2) At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments; 3) For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate. Examples of SLOs are listed in the chart below.

	Student Learning Objective 1	Student Learning Objective 2
Elementary or Middle School Principal	Student/School Achievement in non-tested subjects or grades	Broad discretion based on district, school and student data
High School Principal	Graduation Rates (meets the non-tested grades or subjects requirement)	Broad discretion based on district, school and student data
High School Assistant Principal	Graduation Rates (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of educators, 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 objectives, including, but not limited to: 1) Student performance or growth on state-administered assessments and/or district adopted assessments not included in the state accountability measures; 2) Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation; 3) Students' performance or growth on school or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

PROCESS FOR SETTING STUDENT LEARNING OBJECTIVES (SLOs)

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

1. First, the district establishes student learning priorities for a given school year based on available data. These are in the form of a district improvement plan with continuation for multi-year improvement strategies or a new priority that emerges from achievement data.

2. The administrator uses available data to craft an improvement plan for the school or department. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.

3. 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/department improvement plan.

4. The administrator chooses measures that best assess the priorities and develops clear and measurable student learning objective for the chosen assessments/indicators.

5. 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.

6. The administrator and evaluator collect interim data on the SLOs to inform the mid-year conference (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings. See chart on the next page for summative ratings.

ARRIVING AT A STUDENT LEARNING RATING

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

	on 1 other.		

4. EDUCATOR EFFECTIVENESS OUTCOMES (5%)

Five percent of an administrator's summative rating is based on educator effectiveness outcomes as measured by meeting a target of a high percentage of educators who meet the student learning objectives outlined in their performance evaluations. See the table below for the targeted percentages.

Improving educator effectiveness is central to an administrator's role in driving improved student learning outcomes. That is why, in addition to measuring the actions that administrators take to build capacity in their teaching staff, other things like conducting educator evaluations, hiring, placement, and ongoing professional development are critical activities for leaders. The administrator evaluation plan also assesses the outcomes of all of that work.

In the Regional School District 13 Evaluation Plan, educators are assessed in part on their achievement of their student learning objectives. This is the basis for assessing administrators' contribution to educator effectiveness outcomes. In order to maintain a strong focus on educator's setting ambitious SLOs for their evaluation, it is imperative that the Superintendent and administrators discuss strategies to work with educators to set rigorous SLOs. Principals will be responsible for the educators they directly evaluate, as will assistant principals. Central office administrators will be responsible for the staff they directly evaluate.

Exemplary	Proficient	Developing	Below Standard
*>80% of educators are rated **proficient** or **exemplary** on the student growth portion of their evaluation*	>60% of educators are rated **proficient** or **exemplary** on the student growth portion of their evaluation	>40% of educators are rated **proficient** or **exemplary** on the student growth portion of their evaluation	<40% of educators are rated **proficient** or **exemplary** on the student growth portion of their evaluation

4 LEVEL SUMMATIVE RATING SCALE

Each administrator shall annually receive a summative rating in one of four levels:

1. **Exemplary:** Substantially Exceeding indicators of performance

2. **Proficient:** Meeting indicators of performance

3. **Developing:** Meeting some indicators of performance but not others

4. **Below standard:** Not meeting indicators of performance

Proficient represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. *Proficient* administrators can be characterized as: Meeting expectations as an instructional leader; meeting expectations in at least two other areas of practice; meeting and making progress on one target related to stakeholder feedback; meeting state accountability growth targets on tests of core academic subjects (if available); meeting and making progress on three SLOs aligned to school and district priorities

Supporting administrators to reach the *Proficient* rating is at the very heart of this evaluation model.

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

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

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

DETERMINING A FINAL SUMMATIVE RATING

The process for determining a final summative rating has three steps: (1) determining a practice rating, (2) determining an outcomes rating, and (3) combining the two for an overall final summative rating.

A. SUMMATIVE RATING FOR <u>PRACTICE</u>: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%
The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. The Stakeholder Feedback rating is combined with the Leadership Practice rating, to determine an overall Practice Rating. See example below:

Component	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			142

Rating Table

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

B. SUMMATIVE RATINGS FOR <u>OUTCOMES</u>: Student Learning (45%) + Educator Effectiveness (5%) = 50%

The outcomes rating derives from the three SLO's and educator effectiveness outcomes. The evaluator records a rating for the Student Learning Objectives agreed to at the beginning of the year. The SLO's, along with the educator effectiveness, combine to determine an overall Outcomes Rating. See example below:

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

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

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

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

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

Administrator Practice				
		Exemplary	**Proficient**	**Developing**	**Below Standard**

Administrator Outcomes		**Exemplary**	**Proficient**	**Developing**	**Below Standard**
	Exemplary	Exemplary	Exemplary	Proficient	Developing
	Effective	Exemplary	Proficient	Proficient	Below Standard
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

EVALUATION-INFORMED PROFESSIONAL LEARNING

As our core values indicate, Regional School District 13 believes that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process, based on the individual or group of individuals' strengths and needs.

We recognize that educators as well as students learn in different ways and have different learning needs at different points in their career. However, learning opportunities are linked to the specific outcomes of the evaluation process as it relates to student learning results, observations of professional practice and/or results of stakeholder feedback.

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

The Regional School District 13 will provide opportunities for educator career development and professional growth based on the performance identified though evaluation process. Administrators will be able to participate in opportunities to further their professional growth, including attending conferences and other professional learning opportunities.

For educators rated *Exemplary,* the following career development and professional growth opportunities may be available: observation of peers; mentoring/coaching early-career administrators or administrators new to Regional School District 13; participating in Administrator's Professional Assistance for peers whose performance is *Below Standard*; leading Professional Learning Opportunities for peers; and, targeted professional growth based on areas of interest or need.

IMPROVEMENT AND REMEDIATION PLAN

If an administrator's performance is rated as **developing** or **below standard**, it signals the need for focused support and development. Regional 13 will support administrators not meeting the proficiency standard by way of an Improvement and Remediation Plan. The plan will be

created within 15 days after the completion of the end-of-year summative review. Improvement and remediation plans will be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and be differentiated by the level of identified need and/or stage of development. The plan will include supports that will be provided to address the performance areas identified as needing improvement. The Improvement and Remediation Plan will be designed and written in a collaborative manner. Final drafting of the plan will be the responsibility of the Superintendent. The Superintendent and administrator both must sign the plan.

The contents of the plan will be confidential and must include the following components:
1. Areas of Improvement: Identify areas of needed improvement.
2. Rationale for Areas of Improvement: Evidence from on-site or district-site observations that demonstrate an area(s) needing improvement.
3. Performance Expectation: List performance expectations rated *Developing* and/or *Below Standard*.
4. Indicators for Effective Leading: Identify *Exemplary* practices in the areas identified as needing improvement.
5. Improvement Strategies to be implemented: Provide strategies the administrator can implement to show improvement in performance expectations rated *Developing* or *Below Standard*.
6. Tasks to Complete: Specific tasks the administrator will complete that will improve the performance expectations.
7. Support and Resources: List of supports and resources the administrator will use to improve, e.g. professional learning opportunities, peer observation, colleague or mentor support, and books.
8. Indicators of Progress: How the administrator will show progress towards *Proficient* and/or *Exemplary* in domains through observations, data, evidence, etc.
9. A predetermined date to review the progress on the action steps and a target completion date to review the entire plan.

DISPUTE RESOULUTION PROCESS

In cases where the Superintendent and administrator cannot agree on goals, the evaluation period, feedback or other component of the Improvement and Remediation Plan, the issue shall be considered by the Superintendent whose decision shall be final and binding.

Common Core of Leading:
Connecticut School Leadership Standards

*Performance Expectations, Elements and Indicators

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

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

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

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

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

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

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

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

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

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

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

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

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

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

Dispositions exemplified in Expectation 1:
Education leaders believe in, value, and are committed to
- **Every student learning**
- **Collaboration with all stakeholders**
- **Examining assumptions and beliefs**
- **High expectations for all students and staff**
- **Continuous improvement for all based on evidence**

Narrative

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

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

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

Element A: High Expectations for All

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

Indicators: *A leader...*

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.

2. Aligns the vision, mission, and goals of the school to district, state, and federal policies.

3. Incorporates diverse perspectives and collaborates with all stakeholders[3] to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.

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

[2] **Staff**: all educators and non-certified staff.

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

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

Indicators: *A leader…*

1. Develops shared understandings, commitments, and responsibilities with the school community and other stakeholders for the vision, mission, and goals to guide decisions and evaluate actions and outcomes.

2. Aligns actions and communicates the vision, mission, and goals so that the school community and other stakeholders understand, support, and act on them consistently.

3. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students.

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

Indicators: *A leader…*

1. Uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.

2. Uses data, research, and best practice to shape programs and activities and regularly assesses their effects.

3. Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.

4. Identifies and addresses barriers to achieving the vision, mission, and goals.

5. Seeks and aligns resources to achieve the vision, mission, and goals.

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

Dispositions exemplified in Expectation 2:

Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

Element A: Strong Professional Culture

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

Indicators: *A leader…*

1. Develops shared understanding and commitment to close achievement gaps[4] so that all students achieve at their highest levels.

2. Supports and evaluates professional development to broaden faculty[5] teaching skills to meet the needs of all students.

3. Seeks opportunities for personal and professional growth through continuous inquiry.

4. Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.

5. Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.

6. Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.

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

[5] **faculty**: certified school faculty.

Element B: Curriculum and Instruction

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

Indicators: *A leader…*

1. Develops a shared understanding of curriculum, instruction, and alignment of standards-based instructional programs.

2. Ensures the development, implementation, and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and assessment methods.

3. Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations.[6]

4. Develops collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.

5. Provides faculty and students with access to instructional resources, training, and technical support to extend learning beyond the classroom walls.

6. Assists faculty and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens.

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

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

Indicators: *A leader...*

1. Uses district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.

2. Develops and uses multiple sources of information[7] to evaluate and improve the quality of teaching and learning.

3. Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.

4. Interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.

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

PERFORMANCE EXPECTATION 3: Managing Organizational Systems and Safety

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

Dispositions exemplified in Expectation 3:
Education leaders believe in, value, and are committed to

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

Narrative

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

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

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

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

Indicators: *A leader...*

1. Develops, implements and evaluates a comprehensive safety and security plan in collaboration with the district, public safety departments and the community.

2. Advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well being of the school community.

3. Involves families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.

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

Indicators: *A leader…*

1. Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.

2. Ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.

3. Facilitates the development of communication and data systems that assures the accurate and timely exchange of information to inform practice.

4. Evaluates and revises processes to continuously improve the operational system.

5. Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.

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

Indicators: *A leader…*

1. Develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.

2. Seeks, secures and aligns resources to achieve organizational vision, mission, and goals to strengthen professional practice and improve student learning.

3. Implements practices to recruit, support, and retain highly qualified staff.

4. Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.

PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders

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

Dispositions exemplified in Expectation 4:
Education leaders believe in, value, and are committed to
- **High standards for all students and staff**
- **Including families, community resources and organizations as partners**
- **Respecting the diversity of family composition and culture**
- **Continuous learning and improvement for all**

Narrative

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

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

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

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

Element A: Collaboration with Families and Community Members

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

Indicators: *A leader...*

1. Coordinates the resources of schools, family members, and the community to improve student achievement.

2. Welcomes and engages families in decision making to support their children's education.

3. Uses a variety of strategies to engage in open communication with staff, families and community members.

Element B: Community Interests and Needs

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

Indicators: *A leader…*

1. Demonstrates the ability to understand, communicate with, and interact effectively with people.

2. Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.

3. Capitalizes on the diversity[8] of the community as an asset to strengthen education.

4. Collaborates with community programs serving students with diverse needs.

5. Involves all stakeholders, including those with competing or conflicting educational perspectives.

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

Element C: Community Resources

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

Indicators: *A leader...*

1. Collaborates with community agencies for health, social, and other services that provide essential resources and services to children and families.

2. Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.

3. Applies resources and funds to support the educational needs of all children and families.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

Dispositions exemplified in Expectation 5:
Education leaders believe in, value, and are committed to
- **Modeling ethical principles and professional conduct in all relationships and decisions**
- **Upholding the common good over personal interests**
- **Taking responsibility for actions**
- **Promoting social justice and educational equity for all learners**

Narrative

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

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

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

<u>**Element A: Ethical and Legal Standards of the Profession**</u>
Leaders demonstrate ethical and legal behavior.

Indicators: *A leader...*

1. Exhibits professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators (see Appendix A).

2. Models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.

3. Uses professional influence and authority to foster and sustain educational equity and social justice[9] for all students and staff.

4. Protects the rights of students, families and staff and maintains confidentiality.

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

Element B: Personal Values and Beliefs

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

Indicators: *A leader…*

1. Demonstrates respect for the inherent dignity and worth of each individual.

2. Models respect for diversity and equitable practices for all stakeholders.

3. Advocates for and acts on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.

4. Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission, and goals needed to ensure a positive learning environment.

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

Indicators: *A leader...*

1. Models, reflects on, and builds capacity for lifelong learning through an increased understanding of research and best practices.

2. Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.

3. Allocates resources equitably to sustain a high level of organizational performance.

4. Promotes understanding of the legal, social and ethical use of technology among all members of the school community.

5. Inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.

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

PERFORMANCE EXPECTATION 6: The Education System

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

Dispositions exemplified in Expectation 6:
Education leaders believe in, value, and are committed to
- **Advocating for children and public education**
- **Influencing policies**
- **Upholding and improving laws and regulations**
- **Eliminating barriers to achievement**
- **Building on diverse social and cultural assets**

Narrative

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

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

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

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

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

Indicators: *A leader...*

1. Promotes public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.

2. Develops and maintains relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues that affect education.

3. Advocates for equity, access, and adequacy in providing for student and family needs to enable all students to meet educational expectations.

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

Indicators: *A leader...*

1. Collects and accurately communicates data about educational performance in a clear and timely way.

2. Communicates with decision makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations.

3. Upholds federal, state, and local laws, and influences policies and regulations in support of education.

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

Indicators: *A leader...*

1. Advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.

2. Promotes public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning.

3. Collaborates with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning, policies, and programs.

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

(a) Preamble

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

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

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

PROFESSIONAL CONDUCT

(b) Responsibility to the student

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

      (A) Recognize, respect and uphold the dignity and worth of students as individual human beings and, therefore, deal justly and considerately with students;

      (B) Engage students in pursuit of truth, knowledge, and wisdom and provide access to all points of view without deliberate distortion of subject matter;

      (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;

      (D) Foster in students the full understanding, application, and preservation of democratic principles and processes;

      (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;

      (F) Assist students in the formulation of worthy, positive goals;

      (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;

      (H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;

      (I) Maintain the confidentiality of information concerning students obtained in the proper course of educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;

      (J) Create an emotionally and physically safe and healthy learning environment for all students; and

      (K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) Responsibility to the profession

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

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

(d) Responsibility to the community

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

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

(e) Responsibility to the Student's Family
    (1) The professional educator in recognition of the public trust vested in the profession, shall:

        (A) Respect the dignity of each family, its culture, customs, and beliefs;
        (B) Promote, respond, and maintain appropriate communications with the family, staff, and administration;
        (C) Consider the family's concerns and perspectives on issues involving its children; and
        (D) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

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

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

(g) The professional educator, in full recognition of his or her obligation to the profession, shall not:

  (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
  (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
  (C) Misrepresent his, her or another's professional qualifications or competencies;
  (D) Sexually, physically or emotionally harass or abuse district employees;
  (E) Misuse district funds and/or district property; or
  (F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession.

(h) The professional educator, in full recognition of the public trust vested in the profession, shall not:

  (A) Exploit the educational institution for personal gain;
  (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
  (C) Shall not knowingly misrepresent facts or make false statements.

  *Unprofessional conduct is not limited to the above. When in doubt regarding professional conduct (choice of actions) please seek advice from your school district.

(i) This code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, and by the Connecticut Advisory Councils for Administrator and Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.

APPENDIX B

Examples of Evidence for Each Element (Common Core of Leading)

Performance Expectation 1: Vision, Mission and Goals

Education leaders[1] 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.[2]

- The vision, mission and goals are supported by current, relevant data
- Written values and beliefs reflect high expectations for all students
- The vision focuses on student academic excellence and healthy social/ emotional development
- Goals and the instructional program are clearly aligned to the vision
- The vision, mission and goals are collaboratively developed by and shared with stakeholder groups

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 school's goals and vision are shared and widely known within the school community
- Parents, staff and other stakeholders are clear about academic expectations
- School priorities are public—with a common understanding of short- and-long term milestones and goals
- Results of the school assessment are publicly shared with the staff and with members of the community

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.

- Disaggregated student data is continually monitored and analyzed to determine the current state
- of the school
- Progress toward goals is collaboratively reviewed to make necessary adjustments that keep the focus on student outcomes
- Fiscal and human resources are aligned with and support priority areas and goals

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[1] **Leader:** Connecticut School Leaders who are employed under their intermediate administrator 092 or 093 certificate with the exception of superintendents and assistant superintendents (e.g., curriculum coordinator, principal, assistant principal, department head and other educational supervisory positions)

[2] **Staff:** All educators and non-certified staff

Examples of Evidence for Each Element (Common Core of Leading)

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.

- Stakeholders are focused on closing achievement gaps between subgroups of students and use data to determine appropriate interventions for students or subgroups not making progress
- Effective instructional practices are being implemented across multiple classrooms
- Staff are actively engaged in job-embedded collaborative learning including observations of other teachers
- Teachers are frequently observed by peers and the principal who provide actionable feedback for reflection and improved instruction
- Teacher leadership opportunities are available and designed to support improved instruction and student outcomes

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 school instructional framework aligns curriculum with standards, instruction, assessment and learning
- A rigorous, relevant and standards-based curriculum that meets the unique needs of each student is being implemented
- Stakeholders collaboratively review and analyze the effectiveness of the curriculum to make real-time and necessary adjustments
- Faculty and students are offered diverse and innovative learning opportunities that extend beyond the classroom

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

- Systems to access real-time data and purposefully monitor progress toward goals are in place and operational
- Information from multiple sources – qualitative and quantitative, formative and summative – is collaboratively collected and analyzed
- Teachers and staff are evaluated and receive targeted support and guidance through on-going classroom visits and dialogue
- Stakeholders are routinely updated on the progress toward meeting goals and realizing the vision

Examples of Evidence for Each Element (Common Core of Leading)

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 school building is clean and safe in accordance with the school safety plan and any legal regulations
- The school is a positive learning environment that supports the success of all students by meeting their physical, emotional, social and academic needs

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

- School building is clean and safe in accordance with the school safety plan and any legal regulations
- Operational responsibilities are distributed among the individuals responsible for the students' education and well-being
- Up-to-date data systems are used to inform operational, instructional and safety procedures
- Technology equipment is functional and supports the success of all students and adults

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

- Instructional funds are transparently and equitably distributed to accomplish the organizational goals
- Teachers who have the expertise to deliver instruction that maximizes student learning are recruited and retained
- Teachers and staff are evaluated and receive targeted support and guidance as required by district and state evaluation requirements

Examples of Evidence for Each Element (Common Core of Leading)

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.

- School staff, families and community members interact and communicate regularly to share ownership for the success of the school
- The school meaningfully engages families in the learning process

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 success of all students is promoted through collaboration among family and community partners
- School leadership welcomes and responds to diverse community interests and needs and mobilizes community resources
- Families and community members from a diversity of cultures and backgrounds are engaged as partners in the learning process
- Structures are in place to ensure all stakeholders, regardless of position or viewpoint, are engaged in the learning community

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.

- Community resources are leveraged to meet student needs such as after-school food sources, health care services, employment opportunities, social services and additional educational services
- School resources are used to support the needs of students and their families

Examples of Evidence for Each Element (Common Core of Leading)

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.

> - Expectations for professional and ethical behavior are clearly communicated and modeled by school personnel
> - Program implementation and outcome data are monitored to ensure equity and guarantee that all students are justly served
> - There are audits of student and adult data to ensure privacy and confidentiality are maintained

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.

> - Each person in the learning community is known, valued and respected
> - Influential educational, political and community leaders are mobilized to advocate for the vision, mission and goals of the school
> - The school is a positive learning environment that supports the success of all students by meeting their physical, emotional, social and academic needs

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.

> - Life-long learning is modeled by staff through engaging in professional learning that is aligned with the vision, goals and objectives of the school
> - Current educational research and best practices are reflected in all facets of the school
> - Resources are equitably allocated to the core components of student academic, social, emotional, behavioral and physical development as well as to educator quality
> - Technology is appropriately used for learning and communication purposes
> - The learning community is inspired to work together toward high levels of student performance

Examples of Evidence for Each Element (Common Core of Leading)

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 goals of the school and education more broadly are promoted and advocated for throughout the school community
- Internal stakeholders are equipped with talking points and advocacy plans so they can influence key external groups with a consistent voice

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

- Stakeholders are routinely updated on the progress toward meeting goals and realizing the vision
- The school complies with legal and ethical requirements in relationships with all stakeholders and clearly communicates all applicable state, federal and district policies, procedures and guidelines
- Structures and systems are in place to review compliance with all laws

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

- The school leader is a visible ambassador for education in the learning community and in the district, city, state or nation
  - Deliberate relationships with policy makers are developed to influence policy and advocate for programs that improve education

LEADER EVALUATION RUBRIC

Performance Expectation 1: Vision, Mission and Goals:

Education leader[1] 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 staff[2] and high expectations for student performance.

Element A: High Expectations for All

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

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Information & analysis shape vision, mission and goals	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students shapes a vision and mission based on basic data and analysis.	**uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.**	uses a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. Alignment to policies	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	**aligns the vision, mission and goals of the school to district, state and federal policies.**	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.
3. Diverse perspectives, collaboration, and effective learning	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 low 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.	**incorporates diverse perspectives and collaborates with all stakeholders[3] to develop a shared vision, mission and goals so that all students have equitable and effective learning opportunities.**	collaboratively creates a shared vision of high expectations with all stakeholders[3] and builds staff capacity to implement a shared vision for high student achievement.

[1]**Leader:** Connecticut School leaders who are employed under their intermediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other educational supervisory positions)
[2]**Staff:** all educators and non-certified staff
[3]**Stakeholders:** a person, group or organization with an interest in education

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

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

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Shared understandings guide decisions & evaluation of outcomes.*	tells selected staff and stakeholders about decision-making processes related to implementing and sustaining the vision, mission and goals.	develops understanding of the vision, mission and goals with staff and stakeholders. provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.	**develops shared understandings, commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.**	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.
2 and 3 combined– Communicates vision; Advocates for effective learning for all	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. generates some support for equitable and effective learning opportunities for all students.	**publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.**	effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission. 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.

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	Proficient	Exemplary
1. Analyzes data to identify needs and gaps between outcomes and goals	is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.	uses data to identify gaps between current outcomes and goals for some areas of school improvement.	uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.	collaboratively reviews and analyzes data and other information with staff and stakeholders 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.
2 and 3 combined—Uses data and collaborates to design, assess and change programs	is unaware of the need to use data, research or best practice to inform and shape programs and activities.	uses some systems 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.	uses data, research and best practice to shape programs and activities and regularly assesses their effects. analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.	collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices. engages all stakeholders in building and leading a school-wide continuous improvement cycle.
3. Identifies and addresses barriers to achieving goals	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.	identifies and addresses barriers to achieving the vision, mission and goals	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.
4. Seeks and aligns resources	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.	seeks and aligns resources to achieve the vision, mission and goals.	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.

LEADER EVALUATION RUBRIC

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	Proficient	Exemplary
1. Closes achievement gaps	is unaware of the achievement gap[1]. is working toward improvement for only some students.	uses student outcome data to build their own awareness of achievement gaps. is developing a personal commitment to improvement for all students.	**develops shared understanding and commitment to close achievement gaps[1] so that all students achieve at their highest levels.**	regularly shares ongoing data on achievement gaps and works with faculty to identify and implement solutions. establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels.
2. Supports and Evaluates Professional Development	provides professional development that is misaligned with faculty and student needs. does not monitor classroom instruction for the implementation of professional development content.	provides professional development for staff that addresses some but not all needs for improvement.	**supports and evaluates professional development to broaden faculty[2] teaching skills to meet the needs of all students**	works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs. collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes.

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

3 and 4 combined – *Fosters Inquiry and Collaboration for Improvement*	establishes most strategies and directions without staff collaboration and is rarely open to new ideas and strategies. is uninvolved in faculty conversations to resolve student learning challenges.	models learning and seeks opportunities for personal growth. encourages staff collaboration and growth to improve teaching and learning.	seeks opportunities for personal and professional growth through continuous inquiry. fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.	develops processes for continuous inquiry with all staff and inspires others to seek opportunities for personal and professional growth. builds a culture of candor, openness to new ideas, and collaboration to improve instruction with all staff.
5. *Supports Teacher Reflection and Leadership*	provides insufficient time and resources for teachers to work together on instructional improvement. provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.	recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.	provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.	provides time and resources for teacher collaboration and builds the capacity. of teachers to lead meetings focused on improving instruction. builds a strong instructional leadership team, builds the leadership capacity of promising staff, and distributes leadership opportunities among staff.
6. *Provides Feedback to Improve Instruction*	ineffectively uses data, assessments or evaluation methods to support feedback. does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.	provides sporadic feedback based on data, assessments or evaluations. monitors some teachers' practice for improvements based on feedback.	provides timely, accurate, specific and ongoing feedback using data, assessments and evaluation methods that improve teaching and learning.	provides regular, timely and constructive feedback to all staff and monitors for implementation and improved practice. 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.

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	Proficient	Exemplary
1 and 2 combined – Aligns Curriculum, Instruction and Assessment to Standards	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.	**develops a shared understanding of curriculum, instruction and alignment of standards-based instructional programs.** **ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.**	builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meet or exceed state and national standards. monitors and evaluates the alignment of all instructional processes.
3. Improves Instruction for the Diverse Needs of All Students	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.	**uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations[1].**	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.

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

Indicator	Below Standard	Developing	Proficient	Exemplary
4. Collaboratively Monitors and Adjusts Curriculum and Instruction	is unaware of how to analyze student progress using student work. supports the use of curriculum and instruction that fail to consistently meet the needs of all students.	analyzes student work and monitors student progress with occasional collaboration from staff. facilitates adjustments to curriculum and instruction that meet the needs of some but not all students.	**develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.**	empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student.
5. Provides Resources and Training for Extended Learning	identifies only limited resources and supports for extending learning beyond the classroom.	promotes learning beyond the classroom provides inconsistent support and resources to faculty around extending learning opportunities.	**provides faculty and students with access to instructional resources, training and technical support to extend learning beyond the classroom walls.**	builds strong faculty commitment to extending learning beyond the classroom. collaborates with faculty to attain necessary resources and provide ongoing training and support for extended learning.
6. Supports the Success of Faculty and Students as Global Citizens[1]	focuses only on established academic standards as goals for student and staff skills. provides limited support or development for staff or students associated with the dispositions for a global citizen.	supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.	**assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.**	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.

[1] **A Global Citizen** uses 21st century knowledge, skills and dispositions to communicate effectively, think creatively, respect diversity, gain an awareness and understandings of the wider world, appreciate different cultures and points of view and work to make the world a better place.

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	Proficient	Exemplary
1 and 2 combined– Uses Multiple Sources of Information[1] to Improve Instruction	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.	**uses district, state, national, and international assessments and multiple sources of information to analyze student performance, advance instructional accountability, and improve teaching and learning.**	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.
3. Staff Evaluation	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.	**implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.**	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.
4. Communicates Progress	provides limited information about student progress to faculty and families.	provides updates on student progress to faculty and families.	**interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders.**	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.

[1]**Multiple sources of information:** Including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations. Multiple assessments would include local, state, national, and international assessments.

LEADER EVALUATION RUBRIC

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	Proficient	Exemplary
1. *Safety and security plan*	insufficiently plans for school safety.	develops a safety and security plan and monitors its implementation. creates minimal engagement with the community around safety plan.	**develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.**	continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan.
2. *Positive school climate for learning*	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.	**advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.**	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.
3. *Community norms for learning*	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.	**involves families and the community in developing, implementing and monitoring guidelines and community norms for accountable behavior to ensure student learning.**	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.

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

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1 and 4 combined – Evaluate and Improve operational systems	ineffectively monitors operational processes. makes minimal improvements to the operational system.	reviews existing processes and plans improvements to operational systems.	**uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise.** **processes to improve the operational system.**	continuously evaluates and revises school processes. plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.
2. Safe physical plant	maintains a physical plant that does not consistently meet guidelines and legal requirements for safety.		**ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.**	develops systems to maintain and improve the physical plant and rapidly resolve any identified safety.
1. Data systems to inform practice	uses existing data systems that provide inadequate information to inform practice.	monitors communication and data systems to provide support to practice.	**facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice.**	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.
2. Equipment and technology for learning	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.	**oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.**	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.

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	Proficient	Exemplary
1 and 2 combined – Aligns resources to goals	operates a budget that does not align with district or state guidelines. allocates resources that are not aligned to school goals.	develops and operates a budget within fiscal guidelines. aligns resources to school goals and to strengthening professional practice.	**develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.** **seeks, secures and aligns resources to achieve vision, mission and goals to strengthen professional practice and improve student learning.**	works with community to secure necessary funds to support school goals. aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning.
3. Recruits and retains staff	uses hiring processes that involve few recruiting sources. provides limited support for early career teachers and has few strategies to retain teachers.	reviews and improves processes for recruiting and selecting staff. provides support to early career teachers but has limited strategies to develop and retain effective teachers.	**implements practices to recruit, support and retain highly qualified staff.**	involves all stakeholders in processes to recruit, select and support effective new staff. implements strategies and practices that successfully retain and develop effective staff in the school and district.
4. Conducts staff evaluations	does not consistently implement district/state evaluation processes. evaluation results are not used to improve teaching and learning.	prioritizes and completes staff evaluation processes. is beginning to connect evaluation process and results to professional learning.	**conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.**	coordinates staff to conduct staff evaluation processes and differentiate evaluation process based on individual teacher performance. works with staff to connect evaluation processes to professional learning and instructional improvement.

LEADER EVALUATION RUBRIC

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	Proficient	Exemplary
1. *Accesses family and community resources*	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.	**coordinates the resources of schools, family members and the community to improve student achievement.**	consistently seeks and mobilizes family and community resources and support aligned to improving achievement for all students.
2. *Engages families in decisions*	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.	**welcomes and engages all families in decision-making to support their children's education.**	engages families consistently in understanding and contributing to decisions about school-wide and student-specific learning needs.
3. *Communicates with families and community*	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.	**uses a variety of strategies to engage in open communication with staff and families and community members.**	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.

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	Proficient	Exemplary
1. Communicates effectively	ineffectively communicates with members of the school community.	communicates clearly with most people. seeks more opportunities to interact with stakeholders.	**demonstrates the ability to understand, communicate with, and interact effectively with people.**	communicates 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.
2. Understands and accommodates diverse[1] student and community conditions	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.	**uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.**	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.
3. Capitalizes on diversity	demonstrates limited awareness of community diversity as an educational asset.	values community diversity. develops some connections between community diversity and educational programs.	**capitalizes on the diversity of the community as an asset to strengthen education.**	integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.
4. Collaborates with community programs	establishes limited collaboration with community programs. community programs address few student learning needs.	collaborates with community programs to meet some student learning needs.	**collaborates with community programs serving students with diverse needs.**	builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.
5. Involves all stakeholders	provides limited opportunities for stakeholder input. occasionally excludes or ignores competing perspectives.	elicits some stakeholder involvement and input. seeks occasional input from competing educational perspectives.	**involves all stakeholders, including those with competing or conflicting educational perspectives.**	builds a culture of ongoing open discussion for all stakeholders. actively seeks and values alternate viewpoints.

[1]Diversity: including, but not limited to cultural, ethnic, racial, economic, linguistic, generational

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

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Collaborates with community agencies	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.	**collaborates with community agencies for health, social and other services that provide essential resources and services to children and families.**	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.
2. Develops relationships with community agencies	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.	**develops mutually – beneficial relationships with community organizations and agencies to share school and community resources.**	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.
3. Applies resources to meet the needs of children and families	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.	**applies resources and funds to support the educational needs of all children and families.**	identifies educational needs of students and families and aligns all resources to specific needs.

LEADER EVALUATION RUBRIC

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	Proficient	Exemplary
1. Professional Responsibility	does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.		exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.	continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.
2. Ethics	does not consistently demonstrate personal and professional ethical practices.		models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.	holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.
3. Equity and Social Justice[1]	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.	uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.	• 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.
4. Rights and Confidentiality	does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.		protects the rights of students, families and staff and maintains confidentiality.	• builds a shared commitment to protecting the rights of all students and stakeholders. • maintains confidentiality, as appropriate.

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

Element B: Personal Values and Beliefs

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

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Respects the Dignity and Worth of Each Individual	does not consistently treat everyone with respect.		demonstrates respect for the inherent dignity and worth of each individual.	promotes the recognition of the dignity and worth of everyone.
1. Models Respect for Diversity and Equitable Practices	does not consistently demonstrate respect for diversity and equitable practices for all stakeholders.		models respect for diversity and equitable practices for all stakeholders.	builds a shared commitment to diversity and equitable practices for all stakeholders.
5. Advocates for Mission, Vision and Goals	does not consistently advocate for or act on commitments stated in the mission, vision and goals.	advocates for the vision, mission and goals.	advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.	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.
6. Ensures a Positive Learning Environment	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.	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.	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.

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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	Proficient	Exemplary
1. Lifelong Learning	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.	**models, reflects on and builds capacity for lifelong learning through an increased understanding of research and best practices.**	models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.
2. Support of Professional Learning	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.	**supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.**	supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment.
3. Allocates Resources Equitably	does not equitably use resources to sustain and strengthen organizational performance.	allocates resources which address some organizational needs.	**allocates resources equitably to sustain a high level of organizational performance.**	actively seeks and provides resources to equitably build, sustain and strengthen organizational performance.
4. Promotes Appropriate Use of Technology	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.	**promotes understanding of the legal, social and ethical use of technology among all members of the school community.**	is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.
5. Inspires Student Success	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.	**inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.**	creates a collaborative learning community which inspires and instills trust, mutual respect and honest communication to sustain optimal levels of performance and student success.

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LEADER EVALUATION RUBRIC

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	Proficient	Exemplary
1. *Promotes public discussion about educational laws, policies and regulations*	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 shares information with the school community.	**promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.**	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.
2. *Builds relationships with stakeholders and policymakers*	takes few opportunities to engage stakeholders in educational issues.	identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers.	**develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to, and influence issues that affect education.**	actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.

3. Advocates for equity, access and adequacy of student and family resources	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 student 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.

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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	Proficient	Exemplary
1. *Accurately communicates educational performance*	ineffectively communicates with members of the school community. does not fully understand growth, trends and implications for improvement.	reviews school growth measures and student data. conducts basic data analyses and communicates data about educational performance.	**collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way.**	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.
2. *Improves public understanding of legislation, policy and laws*	provides incomplete 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.	**communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.**	actively communicates and clarifies federal, state and local laws, policies and regulations with stakeholders and decision makers to improve public understanding and input.
3. *Upholds laws and influences educational policies and regulations*	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.	**upholds federal, state and local laws and influences policies and regulations in support of education.**	works with district, state and/or national leaders to advocate for/or provide feedback about the implementation effectiveness of policies or regulations.

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Advocates for public policies to support the present and future needs of children and families*	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.	**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.**	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.
2. *Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources*	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.	**promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.**	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.
3. *Collaborates with leaders to inform planning, policies and programs*	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.	**collaborates with community leaders to collect and analyze data on economic, social and other emerging issues to inform district and school planning, policies and programs.**	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.