Professional Educator Growth and Evaluation Plan

BETHANY PUBLIC SCHOOL DISTRICT

B

Ascent to Excellence

The following document provides information relative to the policies and procedures associated with the revised educator evaluation program for the Bethany Public School District. Procedures have been designed through the collective efforts of the Bethany Professional Development and Evaluation Committee (PDEC), which includes educators, related service professionals, curriculum specialists, union representation, school administrators, and central office staff. The committee was charged with developing a professional growth and evaluation plan for Bethany educators. The committee gathered feedback from educators district-wide and designed recommendations for the policies and procedures associated with educator effectiveness and performance evaluation.

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Acknowledgements

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Bethany Public School District

In 2016-2017 the Bethany Public School District (BPSD) partnered with ReVision Learning to develop and articulate the *Professional Educator Growth and Evaluation Plan*. Throughout the 2016-2017 school year, the Professional Development and Evaluation Committee (PDEC), in consultation with ReVision Learning, worked to revise and evolve the District's *Professional Educator Growth and Evaluation Plan*. Special thanks and recognition to all who supported the development, implementation, and revision of this plan.

Bethany Professional Development and Evaluation Committee

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Approved by BOE: June 7, 2017
Approved by CSDE:

I. Introduction

A. Vision and Purpose of the Professional Educator Growth and Evaluation Process

Research findings are unequivocal about the connection between teacher quality and student learning. Over two decades of research has proven that no single school-based factor contributes more to the success of the students than high quality teachers.

It is the vision of the Bethany professionals that the Educator supervision and evaluation plan be viewed as a collaborative process to ensure that all students have competent, highly effective teachers to deliver instruction. Bethany is committed to providing an evaluation and support structure that builds human capacity and challenges all Educators to be reflective practitioners that aspire to reach excellence. The Bethany Public School District (BPSD) is committed to an Educator professional growth model that is designed to improve student learning and staff effectiveness through the ongoing development of Bethany's professional staff.

The *Bethany Public School Professional Educator Growth and Evaluation Plan*, herein referred to as the "Plan," was developed to empower professional staff to work collaboratively toward continuous improvement of student learning. The Plan provides a shared definition of effective instructional practices, while serving as a tool for reflection, offering opportunities for ongoing professional conversations on multiple focus areas. Within each focus area are specific indicators that articulate a continuum of performance levels from ineffective to exceptional practices.

The Bethany professionals chose to align the supervision and evaluation process to the *CT Common Core of Teaching*, *Bethany Board of Education Goals*, *Bethany Community School Goals*, the PEAC guidelines, our core beliefs and practices, as well as a significant body of research. The Plan is holistic and comprehensive in its design, satisfying the guidelines for Educator evaluation set forth by the Connecticut State Department of Education while also contributing to the improvement of individual and collective practice among professionals, and providing support for a full range of professional performance needs.

B. Goals of the Professional Educator Growth and Evaluation Process

To achieve Bethany's vision of implementing a collaborative and reflective Educator supervision and evaluation process that ensures every student is taught by a competent, highly qualified Educator, the goals of this Educator growth plan are to design an evaluation system that clearly defines excellent practice, provides Educators with accurate, useful information about their strengths and areas for development, and provides meaningful opportunities for professional learning and growth.

To achieve our goals, this evaluation system will:

- Ensure the learning and growth of all professionals and students.
- Guarantee the continuation of Bethany's collaborative model, including Professional Learning Communities (PLC), grade level data teams, and common planning time that allow for continued reflection, collaboration and communication around student growth and student learning.
- Provide meaningful professional learning experiences that impact instructional practice.
- Pledge to provide ongoing opportunities for professional sharing and feedback in support of continuous learning.
- Provide a structure that allows Educators to document and share evidence of best practice.
- Ensure that evaluations are fair, reliable, valid, holistic, and an accurate representation of teachers' practice.
- Differentiate experiences for Educators across a continuum of professional performance needs.

C. District Mission Framework

Mission, Beliefs, Commitments, and Core Values

At the heart of our *Bethany 2020 – Ascent to Excellence Strategic Plan*, lies the district's mission, beliefs and commitments. These core values guide our decision-making and affirm our belief that developing each Educator and all students, so that they can achieve to their greatest potential, is a shared responsibility.

Mission Statement

In the Bethany Public School District, we believe our mission is to challenge and inspire every student to become a lifelong learner and a resilient, independent, literate, caring, creative, responsible world citizen.

Our Beliefs and Commitments

We believe that …

Educating children is our first priority.

Education is a community-wide responsibility and requires the active engagement of all stakeholders.

The individual worth of each child must be celebrated.

Every student can learn and deserves an equal opportunity to learn.

Every student has special gifts and talents to be discovered and nurtured.

Positive attitude and effort lead to accomplishment.

Physical activity, the arts, and play are essential elements of a comprehensive education.

Education must focus on active learning, using critical thinking and problem-solving skills.

We are committed to …

Empowering students to become resourceful learners who can apply their knowledge.

Challenging each student to reach his/her full potential.

Respecting individual and community values.

Integrating twenty-first century technology throughout our school.

Investing in our professional staff to enhance instruction.

Developing and retaining exemplary teachers.

Providing a safe, secure and positive environment.

Managing our financial resources efficiently and effectively.

Advancing the Bethany Public School District together as a community.

D. **Bethany 2020 – Ascent to Excellence Strategic Plan**

1. We will maximize each student's potential through a rich and challenging curriculum and a broad range of programs.

2. We will provide proactive, coordinated academic, social, and emotional support for every student.

3. We will cultivate responsibility, respect, and resilience in our students, and will promote citizenship in the school, the community, and the world.

4. We will encourage and enhance collaborative relationships with parents and with the broader community.

5. We will ensure that the staff and students are fluent in the integrated use of technology in the service of learning.

6. We will be responsible stewards of Bethany's school resources.

7. We will provide a safe and secure learning environment.

8. We will invest in the continual development of our staff.

E. **Theory of Action**

IF students are provided access to highly effective teachers who also develop caring responsive relationships, *AND IF* the culture of continuous, collaborative professional growth is used to support high expectations for student learning and improved instruction, *THEN* we will meet the needs of all learners and students will achieve at high levels.

F. **Connecting Professional Educator Growth and Evaluation Process to the Bethany Vision, Mission, Instructional Model, Achievement Goals, and Theory of Action**

As evidenced by our mission, vision, beliefs and commitments, BPSD recognizes that the education of each child and the development and growth of each staff member is not only a priority but a shared responsibility. The tenets that support the Plan are grounded in our strong belief that Educator and student success is contingent upon our commitment to work as a professional learning community. The Plan will assure the attainment of both the vision and mission of our learning community.

Strengthening individual and collective Educator practices with the goal of developing students' critical thinking and increasing student achievement warrants having an instructional framework as the cornerstone of our work. We acknowledge that in order for students to achieve at their highest level, we need effective Educators in every classroom delivering high quality instruction at all times. The Bethany Community School's Balanced Instructional Model (Appendix A) is comprehensive, implemented school-wide, and focuses on purposeful planning, effective instructional practices, active student engagement, and thoughtful reflection resulting in improved student achievement. This instructional model is supported and tightly aligned to the Connecticut Common Core Standards (CCCS), Connecticut Common Core of Teaching (CCT) (Appendix B), Bethany Public School District's

Curriculum, and both formative and summative assessments. Our instructional model allows us to share a common understanding of effective instructional practices and identifies where these practices fall along a continuum - from exceptional to ineffective practice.

While our Plan is an important structure for the realization of our district vision and mission, it also plays a critical role in our district/school improvement plans. Our continuous improvement plans address how we will obtain our district goals, and cannot be accomplished without high quality instruction taking place in every classroom. Therefore, our plan addresses the alignment of developing professional goals around instructional practices that directly support district/school goals.

Furthermore, the district's Theory of Action serves as a concrete representation of our vision and strategy for improvement. The Bethany Public School District's Theory of Action explicitly connects the learning and development of our professional Educators to the learning and development of their students in the classroom, whereby we believe that if all students are provided access to highly effective Educators and we promote a culture of continuous, collaborative professional growth that supports high expectations for student learning and improved instruction, then we will meet the needs of our students and they will achieve at high levels.

II. Elements of the Professional Educator Growth and Evaluation Process

A. Educator Evaluation Plan Overview

Figure 1 below represents an outline of the overall Professional Educator Growth and Evaluation process.

Figure 1: Evaluation Process Timeline

Student Data Review by Oct 2 → Educator Self-Reflection by Oct 2 → Collaborative Goal Setting Conference by Oct 30 → Establishment of PLG and SLOs by Oct 30 → Performance and Practice Reviews Throughout the Year → Mid-Year Conference by Feb 15 → End-of-Year Conference by Jun 10

The Plan is driven by the implementation of the Connecticut Common Core of Teaching (CCT) Standards. These standards support a common understanding of effective teaching and learning across four domains.

Domains:
- Classroom Environment, Student Engagement and Commitment to Learning;
- Planning for Active Learning;
- Instruction for Active Learning; and
- Professional Responsibilities and Teacher Leadership.

Within each domain are specific indicators that break down expected Educator practices and resulting student behaviors across four levels of performance and practice:
- Level 1 - Below Standard Practice
- Level 2 - Developing Practice
- Level 3 - Effective Practice
- Level 4 - Exemplary Practice

The *Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2014* (Appendix B), is the core document within the evaluation system and is used to help provide the context through which an Educator's performance can be directly measured. The indicators of teaching practice outlined in the *CCT Rubric* (Figure 2) represent the values and beliefs about teaching and learning of the educational community. Evaluation of Educator performance will be measured through evidence collected relative to the performances identified in the *CCT Rubric*, and Educator growth across performance levels will be supported and ultimately expected in each given school year.

Figure 2. Connecticut Common Core of Teaching Rubric for Effective Teaching 2014

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.

Parent feedback (10%) will also be collected on Educator performance and will, in combination with Educator performance ratings (40%), constitute 50% of an Educator's overall performance rating. This 50% (40% + 10%) is an Educator's "**Practice Rating**."

Measurement of the outcomes for students is defined as an "**Outcome Rating**" and will be measured based on results associated with student achievement on a combination of local and regional assessments (45%), and student feedback (5%). These two categories of performance evaluation will constitute the remaining 50% (45% + 5%) of an Educator's' overall rating (see Figure 3). Processes and information relative to measurement of performance in these four main categories of performance evaluation have been outlined in the sections that follow in Figure 3.

Figure 3: Categories of Performance Evaluation

Categories of Performance Evaluation

- Student Learning Measures (45%)
- Student Feedback (5%)
- Teacher Performance and Practice (40%)
- Parent Feedback (10%)
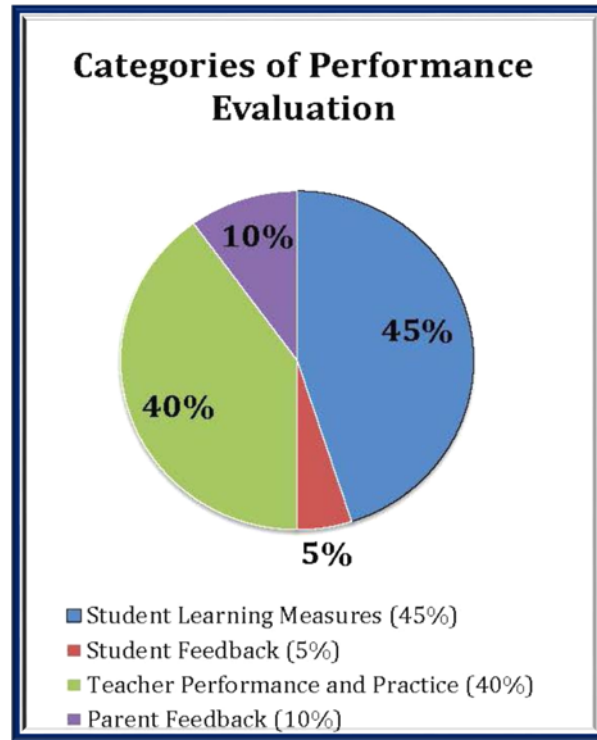
B. Components of Performance Evaluation

Category 1: Educator Performance and Practice (40%)

Forty percent (40%) of an Educator's evaluation shall be based on data collection from three modalities: observations, review of artifacts, and collegial dialogue, which are completed by an Evaluator throughout the school year. In this section, a full description of the modalities used by Evaluators has been outlined (see Three Modalities to Review Performance and Practice Figure 4, page 14). This data collection is consistently applied, but allows for levels of differentiation specific to the Educator.

Figure 1: Evaluation Process Timeline

Student Data Review by Oct 2 → Educator Self-Reflection by Oct 2 → Collaborative Goal Setting Conference by Oct 30 → Establishment of PLG and SLOs by Oct 30 → Performance and Practice Reviews Throughout the Year → Mid-Year Conference by Feb 15 → End-of-Year Conference by Jun 10

Educator Self-Assessment

Effective Educators are continuous, self-reflective learners. Each year, Educators will self-assess using the *CCT Rubric* and set professional learning goals. Educators will collect and reflect with their Evaluator on documentation and artifacts relative to effective practices and resulting student outcomes.

Step 1: At the beginning of the school year, each Educator will review all twelve *CCT* Indicators and reflect on their practice (Electronic Survey within Talent Management System).

Step 2: Based on the self-assessment, the Educator will write one or two Professional Learning Goals (PLG) along with an action plan to support the attainment of the goal(s). The goals should be directly linked to instructional strategies that will support student outcomes.

Step 3: The Educator and Evaluator will review the PLG and determine supportive structures for ongoing collaborative analysis of Educator performance and practice and resulting student behaviors.

Student Data Review and Collaborative Goal Setting

The goal setting process is an essential and required step in any evaluation process. The initial goal setting conference should be completed by October 2nd. During this time, the Educator will review multiple sources of student performance data to determine students' learning needs and connect those needs with school-wide goals. The Educator will develop his/her professional growth goal and plan in accordance with the previous year's evaluation report, including the Educator's self-assessment. If mutually agreed upon, Educators may develop a comprehensive multi-year professional growth plan. The Evaluator will provide materials and resources as appropriate to help the Educator develop yearly and multi-year goals as well as aligning his or her ongoing analysis of professional growth. All goals for the school year should be submitted in the Educator's electronic evaluation file and, as needed, a final ***Collaborative Goal Setting Conference*** should be completed by October 30th of the school year.

To support Educators at various stages and levels of practice, Non-Tenured and Tenured Educators follow a slightly different track. While all elements of the Educator Evaluation Plan remain consistent for all Educators, additional support for Non-Tenured Educators and for Tenured Educators who have previously been rated as "Below Standard" or "Developing" is made available. This additional supplemental support allows for ongoing, targeted development through routine interactions between Evaluator and Educator. Tables 1 and 2 provide a detailed outline of the steps taken by Evaluators from the goal setting process through to the End-of-Year Conferences for Tenured and Non-Tenured Educators.

Table 1: Evaluation Cycle for Non-Tenured Educators

Action	Person Responsible	Documents*	Timeline**
Orientation and Support Evaluation Process.	Administration	Evaluation Plan	By Oct 30
Self-Reflection and Initial Student Data Review. PLG and SLO.	Educator	Self-Reflection Goal Setting Forms	By Oct 2
Minimum of one Unannounced Observation (at least 10 - 15 minutes). Written Feedback by the Evaluator within five work days.	Evaluator/ Educator	Unannounced Observation Form	By Oct 2
Collaborative Goal Setting Conference.	Evaluator/ Educator	Educator Self Reflection/Goal Setting Forms Feedback from Unannounced Observations	By Oct 30
Minimum of one Announced Observation (approximately 40 - 45 minutes) with a Pre-Conference. Written Feedback by the Evaluator followed by a Post Conference within five work days.	Evaluator/ Educator	Pre-Conference Form Classroom Observation Forms Post-Conference Form	By Oct 30
Minimum of one Announced Observation (approximately 40 - 45 minutes) with a Pre-Conference. Written Feedback by the Evaluator followed by a Post Conference within five work days.	Evaluator/ Educator	Pre-Conference Form Classroom Observation Forms Post-Conference Form	By Feb 15
Minimum of two additional Unannounced Observations (at least 10 - 15 minutes each). Written Feedback by the Evaluator within five work days.	Evaluator/ Educator	Unannounced Observation Form	By May 15
Mid-Year Conference.	Evaluator/ Educator	Mid-Year Conference Form Evidence of Student Achievement	By Feb 15
Self-Assessment.	Educator	CCT Rubric	By Jun 10
End-of-Year Conference. Summative Review.	Evaluator/ Educator	End-of-Year Conference Form Educator Evidence-Based Portfolio	By Jun 10
Preparation and Submission of Summative Evaluation.	Evaluator	Summative Evaluation Form	By Last Day of School

*Forms will be revised periodically to reflect revisions approved by the Bethany Professional Development and Evaluation Committee.

**Dates determined by the school calendar.

Table 2: Evaluation Cycle for Tenured Educators

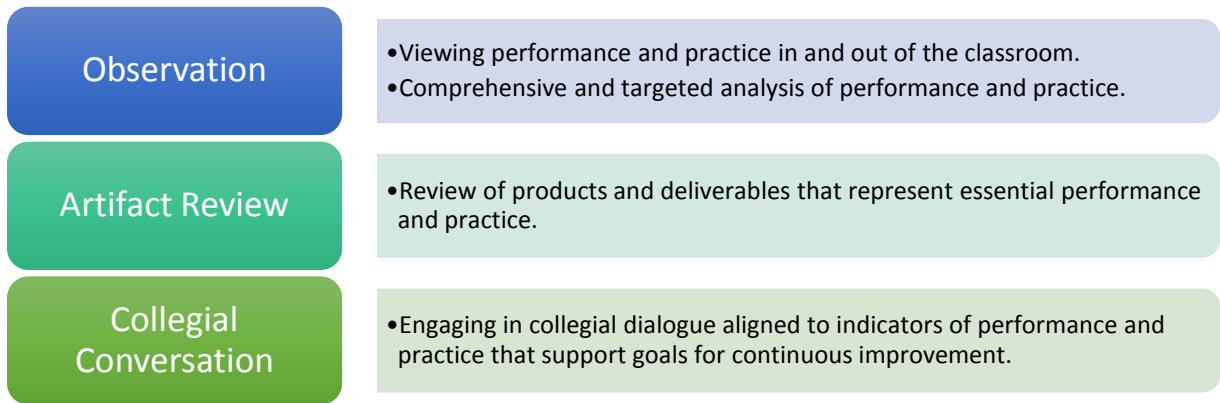| Action	Person Responsible	Documents*	Timeline**
Orientation and Evaluation.	Administration	Evaluation Plan	By Oct 30
Self-Reflection and Initial Student Data Review. PLG and SLO	Educator	Self-Reflection Goal Setting Forms	By Oct 2
Collaborative Goal Setting Conference.	Evaluator/ Educator	Self-Reflection/Goal Setting Forms	By Oct 30
Educators – Developing and Below Standard Minimum of three Announced Observations (approximately 40 - 45 minutes) with Pre-Conferences. Written Feedback by the Evaluator followed by a Post-Conference within five work days.	Evaluator/ Educator	Pre-Conference Form Classroom Observation Form Post-Conference Form	By Feb 28
Educators – Effective and Exemplary Minimum of one Announced Observation (approximately 40 - 45 minutes) with Pre-Conference, every three years. Written Feedback by the Evaluator followed by a Post Conference within five work days.	Evaluator/ Educator	Pre-Conference Form Classroom Observation Forms Post- Conference Form	By Feb 28
Educators – Developing and Below Standard Minimum of two Unannounced Observations (at least 10 - 15 minutes each, one must include a Review of Practice). Written Feedback by the Evaluator within five work days.	Evaluator/ Educator	Unannounced Observation Forms	By May 1
Educators – Effective and Exemplary Minimum of three Unannounced Observations each year (at least 10 - 15 minutes each, one must include a Review of Practice). Written Feedback by the Evaluator within five work days.	Evaluator/ Educator	Unannounced Observation Form	By May 1
Mid-Year Conference.	Evaluator/ Educator	Mid-Year Conference Form Evidence of Student Achievement	By Feb 15
Self-Assessment	Educator	CCT Rubric	By Jun 10
End-of-Year Conference. Summative Review	Evaluator/ Educator	End-of-Year Conference Form Educator Evidence-Based Portfolio	By Jun 10
Preparation and Submission of Summative Evaluation.	Evaluator	Summative Evaluation Form	By Last Day of School

*Forms will be revised periodically to reflect revisions approved by the Bethany Professional Development and Evaluation Committee.

**Dates determined by the school calendar.

Three Modalities to Review Performance and Practice

Forty percent (40%) of an Educator's evaluation shall be based on data collection from three modalities of reviewing performance and practice. Similar to how an Educator in a classroom assesses student performance against a set of standards, an Evaluator must organize his/her review of an Educator's performance and practice to include the collection of evidence through: ***observation of practice, review of artifacts*** that reflect practice, and ***collegial dialogue*** to assist in determining current levels of understanding and need related to each standard (Figure 4). The standards, established through the *CCT*, will be used as the guide for the collection of evidence to support all three modalities and the corresponding feedback to support Educator growth.

Figure 4: Three Modalities to Review Performance and Practice

Observation	•Viewing performance and practice in and out of the classroom. •Comprehensive and targeted analysis of performance and practice.
Artifact Review	•Review of products and deliverables that represent essential performance and practice.
Collegial Conversation	•Engaging in collegial dialogue aligned to indicators of performance and practice that support goals for continuous improvement.

Observations

Observations will be used to collect evidence of the quality of Educator practice. For those domains for which direct observation is impossible, or would not provide reliable evidence, additional evidence will be collected by both the Educator and the Evaluator. Assertions about Educator performance (by an Evaluator) in this category, will be made based on observations across multiple settings and a careful review of all evidence with particular attention to patterns in Educator practice and student behavior.

Observations can include both announced and unannounced visits to the classroom. If appropriate, observations will be preceded by a pre-observation conference and followed by a post-observation conference. Formal written feedback will be provided within five school days of an observation. A post-observation conference will be scheduled, if appropriate.

Other Observations of Performance and Practice (Review of Practice): Based on the Educator's self-assessment and a collaborative discussion with the Evaluator, all observations will align to the Educator's role within the school. Additionally, observations can and will take place in multiple settings to support performance and practice across all indicators of the *CCT*.

These additional settings can include but are not limited to:
- Observations of Data Team meetings.
- Observations of case reviews.
- Observations of coaching/mentoring other Educators.
- Collaboration with colleagues.
- Observations of crisis response.
- Consultations with parents.
- Other facilitated meetings (504/PPT's).
- Professional development presentations.
- Collaborative curriculum writing sessions.

Evaluators will honor Educators' requests for additional observations (up to two additional announced observations and up to two additional unannounced observations) to address areas of concerns from a previous observation. The Evaluator may choose to complete additional observations as well.

Artifact Review

Artifactual evidence is an essential component to the evaluation process. It allows Educators to showcase their strengths and successes in a variety of areas. Integrating multiple measures and authentic examples into the evaluation process will allow for maximum self-evaluation and Educator growth.

Artifacts will vary depending on content area, grade, and Educator. Some items may be applicable to more than one domain, and some items may be more appropriate for one grade level or subject than another. Examples include, but are not limited to the following:

Required:
- Self-evaluation documents.
- Student Learning Objective (SLO) assessment data (benchmarks, standardized, summative, formative, rubrics).
- Student Outcome Portfolios.

Suggested:

- Classroom design/seating arrangements.
- Copy of syllabus/classroom expectations or classroom contract.
- Examples of positive learning environment in action (procedures, photos, videos).
- Photographs of displays used for instruction (bulletin boards, anchor charts, posters).
- Examples of parent communication (newsletters, parent communication logs).
- Strategies for instruction.
- Plan book (lesson plans, unit plans, mini-lessons).
- Gradebook.
- Common Planning Time, Interdisciplinary Teams, or Data Team meeting minutes/notes.
- Differentiated instruction (intervention logs, intervention data, student groupings).
- Projects/Activities.
- Re-teaching/reinforcement opportunities.
- Enrichment activities.
- Workshop model/centers/stations.
- Student Performance data in graph format.
- Examples of performance tasks.
- Exit slips.
- Student work samples with copies of Educator feedback.
- Anecdotal notes on student progress, school improvement, or professional growth.
- Contributions to school community.
- Attendance at school and student functions.
- Evidence of Collaboration/Co-planning/Co-teaching.
- Interaction with students' families/community during and outside of school.
- Participation in school activities/clubs/committees.
- Participation in professional development opportunities (internal and external).
- Examples of peer feedback.
- Examples of stakeholder feedback.
- Participation in intervention/referral process (SAT, PPT, 504).
- Video clips.
- Educator websites.
- Blog.
- Action Research.
- Online sites/programs.

Recommendations

- Evidence collection should be an on-going process to supplement observations and collegial dialogue between an Educator and his/her Evaluator throughout the year.

- The Educator should remove any identifying information from student work samples for student data privacy purposes.

- Evidence should be clearly organized to indicate which of the four domains of the *CCT* the artifact represents. This may be done in a digital or hard copy format. This information can be discussed at the Mid-Year and shared at the End-of-Year Conference.

The ***Artifactual Evidence Form*** must be brought to the End-of-Year Conference with domain, indicator, and evidence description completed.

Collegial Conversation

As has already been described, the Educator and Evaluator are positioned to engage in multiple formal conferences and conversations throughout the year (Initial Data Reviews, Goal Setting Conference, Mid-Year Conference, and End-of-Year Conference). Each of these conferences offer a rich opportunity for discussion about practice that, when well-designed, provides a collaborative exchange about current levels of practice, strengths and areas of development that are necessary, and examples of next steps that can be taken to support an Educator in their efforts to improve their levels of performance and practice.

The above outlined structures and practice applies to Educators across all roles and responsibilities (e.g., school psychologist, guidance counselors, and speech and language pathologists, among others) however, evidence is collected to support growth in alignment with *The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015* (Appendix C). Educators in areas covered by a service delivery model will follow the same timelines as classroom Educators. These support specialists may develop growth and indicators based on his/her role in the district.

Category 2: Parent Feedback (10%)

Ten percent (10%) of an Educator's evaluation shall be based on parent feedback. Bethany will use whole school parent survey data from the spring of the previous school year to support goal setting during the beginning of the year. Surveys used to capture student feedback are anonymous and demonstrate fairness, reliability, validity and usefulness. Each year, new data will be collected and analyzed to support the establishment of school-wide goals to support improved practice. Parent feedback will be aggregated and reviewed school-wide in the spring to determine the degree to which the school has collectively met the targets set at the beginning of the year.

The process for goal setting based on survey data will include the following steps:

Step 1: The District/School Improvement Team reviews data from the survey administered to parents in the spring of the previous school year with staff in the beginning of the school year and determine a school wide focus area and targets for the current school year.

Step 2: Educators incorporate identified strategies into their daily practice and classroom routines throughout the school year.

Step 3: Evaluators review progress towards school-wide goals with Educators at Mid-Year Conferences.

Step 4: Surveys are re-administered to parents in the spring.

Step 5: The District/School Improvement Team examines survey results, identify the growth made toward targets set, and determine the level of performance to be assigned to all staff as outlined in a four-point matrix.

Table 3: Parent Feedback

Below Standard Practice	Developing Practice	Effective Practice	Exemplary Practice
Level 1	Level 2	Level 3	Level 4
Did Not Meet Goal	Partially Met Goal	Met Goal	Exceeded Goal

Each year, PDEC will seek input from faculty, parents, and students to review and refine the surveys, as needed (Appendix D).

Category 3: Student Feedback (5%)

Five percent (5%) of an Educator's evaluation shall be based on student feedback that will be collected utilizing district-generated surveys.

Similar to the Parent Feedback process, Bethany will use whole school student survey data from the spring of the previous school year to support goal setting during the beginning of the year. Surveys used to capture student feedback are anonymous and demonstrate fairness, reliability, validity and usefulness. Each year, new data will be collected and analyzed to support the establishment of school-wide goals to support improved practice. Student feedback will be aggregated and reviewed school-wide in the spring to determine the degree to which the school has collectively met the targets set at the beginning of the year.

The process for goal setting based on survey data will include the following steps:

Step 1: The District/School Improvement Team reviews data from survey administered to students in the spring of the previous school year with staff and determines a school-wide focus area and targets for the current school year.

Step 2: Educators incorporate identified strategies into their daily practice and classroom routines throughout the school year.

Step 3: Evaluators review progress towards school-wide goals with Educators at Mid-Year Conferences.

Step 4: Surveys are re-administered to students in spring.

Step 5: The District/School Improvement Team examines survey results, identify the growth made toward targets set, and determine the level of performance to be assigned to all staff as outlined in a four-point matrix.

Table 4: Student Feedback

Below Standard Practice	Developing Practice	Effective Practice	Exemplary Practice
Level 1	Level 2	Level 3	Level 4
Did Not Meet Goal	Partially Met Goal	Met Goal	Exceeded Goal

Each year, PDEC will seek input from faculty, parents, and students to review and refine the surveys, as needed (Appendix D).

Category 4: Student Learning Measures (45%)

Forty-five percent (45%) of an Educator's evaluation shall be based on attainment of goals for student growth, using multiple indicators of academic growth and development to measure those goals. Improving student performance is the single most important job of our nation's public schools. Rigorous Student Learning Objectives (SLO) and corresponding Indicators of Academic Growth and Development (IAGD) help Educators and administrators challenge students at the highest possible levels and ensure focus and targeted practice toward their success.
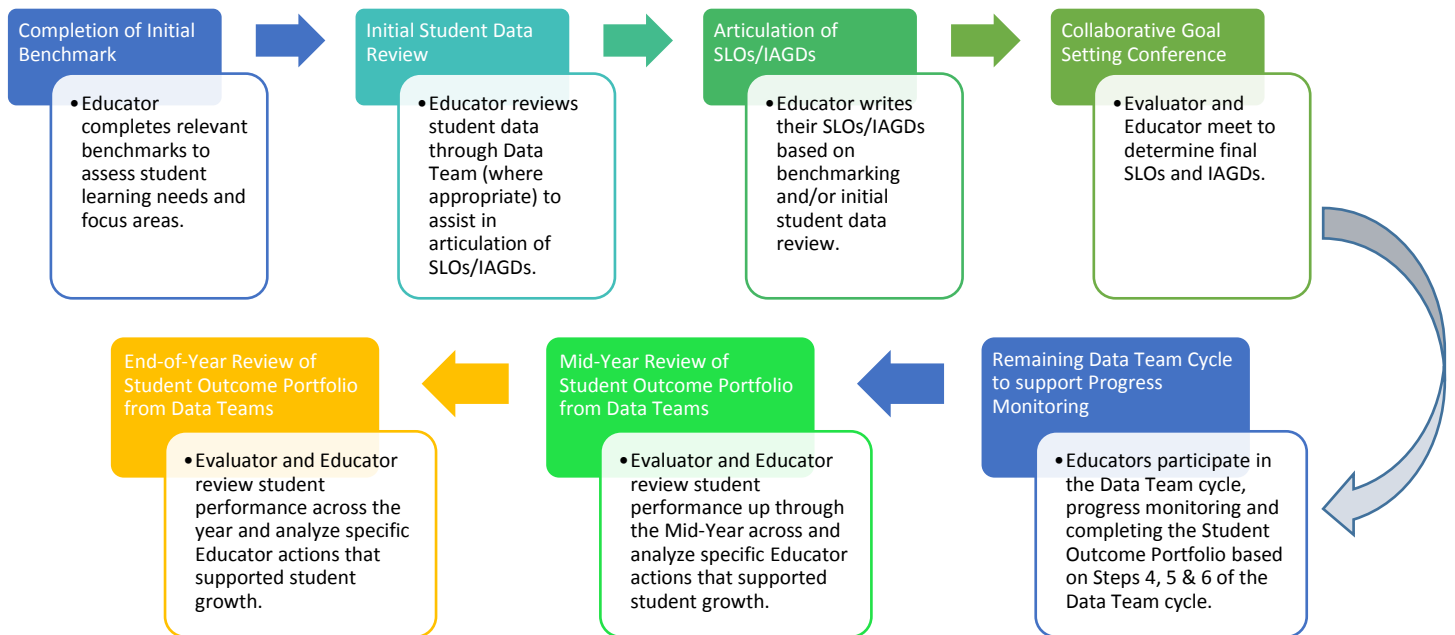
The practice of setting student growth objectives places emphasis on using assessment results to guide instruction. Research has found that Educators who set high quality objectives often realize greater improvement in student performance than those who do not.

Establishing quality SLO/IAGD helps:

- Increase collegial discussions toward student growth and learning.
- Increase Educators' capacity to engage in the evaluation and creation of assessments.
- Increase knowledge and understanding of curricular standards.
- Cultivate deeper understanding of students' academic strengths and weaknesses.
- Design more effective instructional practice.
- Support understanding of how to monitor and adjust instruction effectively to meet students' needs.
- Generate more intentional professional learning opportunities before, during and after the school year.

Included in the analysis of student outcomes is a clear through line to the on-going data cycle and analysis completed by all Educators in Bethany. Most Educators follow a formal Data Team cycle that informs the progress monitoring required to support student growth. Those Educators who do not follow a formal Data Team cycle are still required to monitor their student progress, especially related to their students' progress towards the stated SLO. Throughout the year, Educators will reflect during the Data Team process and complete a *Student Outcome Portfolio*. This portfolio will act as an IAGD in that Educators and Evaluators will work during each collaborative conference (i.e., Goal Setting, Mid-Year, and End-of-Year) to review the connections between specific Educator actions and student outcomes expected in the SLO. This portfolio will include the primary data and information at the end of the year to support a more productive, relevant review of student learning.

Figure 4: Procedures for Establishing and Monitoring SLOs/IAGDs

Completion of Initial Benchmark
- Educator completes relevant benchmarks to assess student learning needs and focus areas.

Initial Student Data Review
- Educator reviews student data through Data Team (where appropriate) to assist in articulation of SLOs/IAGDs.

Articulation of SLOs/IAGDs
- Educator writes their SLOs/IAGDs based on benchmarking and/or initial student data review.

Collaborative Goal Setting Conference
- Evaluator and Educator meet to determine final SLOs and IAGDs.

Remaining Data Team Cycle to support Progress Monitoring
- Educators participate in the Data Team cycle, progress monitoring and completing the Student Outcome Portfolio based on Steps 4, 5 & 6 of the Data Team cycle.

Mid-Year Review of Student Outcome Portfolio from Data Teams
- Evaluator and Educator review student performance up through the Mid-Year across and analyze specific Educator actions that supported student growth.

End-of-Year Review of Student Outcome Portfolio from Data Teams
- Evaluator and Educator review student performance across the year and analyze specific Educator actions that supported student growth.

Completion of Initial Benchmark and Initial Student Data Review

At the beginning of the year, the Educator (where applicable) will administer all relevant benchmarks to support the initial review of student data. This analysis will allow the Educator to establish SLOs/IAGDs that directly align to the needs of his/her students.

Collaborative Goal Setting Conference (By October 30)

Each Educator, through a mutual agreement with his/her Evaluator, will select one to two goals for student growth. The final decision on the number of goals selected will take into account the role and responsibilities of the Educator, and the Educator's experience and history of performance. Time will be allotted before the conference to review student data to inform Educator goals. In order to ensure no SLO/IAGD is determined by a single, isolated test score, but instead determined through the comparison of data across assessments and administered over time, Bethany Public Schools has designed the following structure:

For each goal, the Educator, through mutual agreement with his/her Evaluator, will select at least three, but not more than five Indicators of Academic Growth and Development (IAGDs) to include both standardized and non-standardized measures.

Each SLO/IAGD will:
- Take into account the academic track record and overall needs and strengths of the students, using baseline data when available.
- Address the most important purposes of an Educator's assignment.
- Be aligned with school, district, or state student achievement objectives.
- Include a set of articulated action steps to meet each SLO. Action steps should reflect practice related to each domain within the CCT.
- One half (22.5%) of the IAGDs shall not be determined by a single isolated test score.

At least one IAGD for any SLO must be based on, when available, a standardized measure. Criteria for standardized measures includes:
- Administered and scored in a consistent manner.
- Aligned to a set of academic standards.
- Broadly administered (regional or national).
- Administered between one and three times a year.

At least one IAGD will be based on a non-standardized measure.

Possible assessments in Bethany include but are not limited to:

- Curriculum-Based/Non-Standardized Assessments - Examples include Phonological Awareness Test, Phonics Core Survey, Fundations End of Unit Assessments, Progress Monitoring, Spelling Inventory and Fountas and Pinnell.
- Standardized Assessments - Examples include STAR, STAR Early Literacy Assessments, Smarter Balanced.
- Math Assessments - Examples include Regional End-of-Year Assessment, STAR, and End-of- Unit Assessments, Math Expressions Quizzes and Exit Slips.
- Writing Assessments - Examples include Writing Samples with Rubrics.

Within the process, the following are descriptions of selecting indicators of academic growth and development:

- Fair to students - The indicator of academic growth and development is used in such a way as to provide students an opportunity to show that they have met or are making progress in meeting the learning objective. The use of the indicator of academic growth and development is as free as possible from bias and stereotype.
- Fair to Educators - The use of an indicator of academic growth and development is fair when an Educator has the professional resources and opportunity to show that his/her students have made growth and when the indicator is appropriate to the Educator's content, assignment, and class composition.
- Reliable - Use of the indicator is consistent among those using the indicators and over time.
- Valid - The indicator measures what it is intended to measure.
- Useful - The indicator may be used to provide the Educator with meaningful feedback about student knowledge, skills, perspective, and classroom experience that may be used to enhance student learning and provide opportunities for Educator professional growth and development.

Data Team Cycle and Progress Monitoring

Bethany Public Schools engages in professional learning focused on the implementation of Data Teams at all grade levels. Additional structures are being considered to support special area and support service Educators in on-going collaborative analysis of SLOs/IADGs. The *Data Driven Decision Making* process (see Appendix E) used during data teams is the backbone to the on-going development of the *Student Outcome Portfolio*. At the end of each data cycle, and as a result of his/her participation in the data team process, the Educator will have had a chance to reflect on his/her specific impact on the progress being identified through the Data Team.

Student Outcome Portfolio

The focus of the *Student Outcome Portfolio* is on refining our understanding of Educator impact on student performance through a routine, consistent, rigorous, and targeted analysis of student achievement in our classrooms. The Data Team cycle is the platform for our review of our students' progress. During Data Team meetings, Educators will document what they have learned about teaching and learning in their classroom as it relates to their SLOs performance. Three core components make up the *Student Outcome Portfolio*: High-Effect Instructional Strategies, Effectiveness of Instructional Practice, and Student Outcomes. A *Student Outcome Portfolio* needs to accompany at least one SLO as an IAGD.

Component #1: High-Effect Instructional Strategies (Related to PLG)

During each instructional cycle, and based on the data team analysis that allows us to monitor our students' progress, Educators will discuss the instructional strategies they have employed that have directly led to student achievement. This is considered Step 4 in the Bethany Data Team process. To support alignment and shared understanding of these instructional strategies, resources have been provided in the following forms:

> **The Educator provides a reflective response to:**
>
> *As a PLC, what did I commit to in this cycle?*

- Marzano's Instructional Strategies
- High Effect Indicators
- Unwrapped Standards from Wiki-teacher - K-12 ELA and Math
- Hattie Instructional Strategies

Component #2: Effectiveness of Instructional Practice

> **The Educator provides a reflective response to:**
>
> *What did I find worked in this cycle?*
> *What did I find was not working in this cycle?*
> *What adjustments did I make?*

Each Data Team meeting also offers an opportunity for an Educator to self-assess on their own practice and its impact on student achievement. This is considered Step 5 of the Bethany Data Team process.

Component #3: Student Outcomes (Brief Explanation of the Component)

As a result of the Data Team cycle, the Educator should have a direct understanding of whether or not they have met the cycle goals and have determined next steps. This is where the Educator has the opportunity to make the final powerful link between their actions and the outcomes within the cycle, thereby, directly monitoring the progress of students towards the overall goals.

> **The Educator provides a reflective response to:**
>
> *Was the goal met?*
> *If so, why? If not, why not?*
> *What action will I take for my students who still struggle?*

Portfolio Review

During each opportunity for review between the Evaluator and Educator (i.e., Collaborative Goal Setting Conference, Mid-Year Conference, End-of-Year Conference), the ***Student Outcome Portfolio*** is measured against the following four elements to support the overall measurement of the SLO:

- The level of reflective practice (connections to *CCT* D4).
- Connections between practice and targeted strategy(ies) (connections to *CCT* D1 and *CCT* D3).
- The level of monitoring and adjusting (connections to *CCT* D2 and *CCT* D3).
- The level of new professional learning identified (connections to *CCT* D2 and *CCT* D4).

The Evaluator and the Educator can leverage the answers to the reflective questions for each component (**High-Effect Instructional Strategies, Effectiveness of Instructional Practice**, and **Student Outcomes**) in order to collaboratively monitor progress towards the end-of-year objectives. To support this analysis, an assessment rubric has been established for each of the elements to be measured.

Table 5: Student Outcome Portfolio Rubric

Student Outcome Portfolio Elements	Below Standard Practice	Developing Practice	Effective Practice	Exemplary Practice
	Level 1	**Level 2**	**Level 3**	**Level 4**
	Did Not Meet Goal	**Partially Met Goal**	**Met Goal**	**Exceeded Goal**
Reflective Practice Portfolio outlines evidence of reflective practice connecting leadership practice to Educator practice and student outcomes. **Suggested: 50%**	Reflective practice in relationship to student performance and/or Educator practice is not evident and, therefore, there is limited connection between Educator practice and student performance.	Reflective practice in relationship to student performance and/or Educator practice is evident but there remain limited connections made between practice and student outcomes.	Reflective practice in relationship to student performance and Educator practice is clearly made, areas for improvement have been identified and action to improve professional practice is outlined.	Uses ongoing reflection to initiate professional dialogue with colleagues to improve individual and collective practices based on student performance data.
Effective Monitoring and Proper Adjustments Portfolio outlines evidence of effective monitoring and proper adjustments **Suggested: 30%**	Has not demonstrated how he/she monitored individual Educator practice based on student data.	Demonstrates how he/she monitors and makes efforts to improve Educator individual practice based on student data.	Demonstrates how he/she monitors and makes adjustments that improve Educator individual practice based on student data.	Makes adjustments that improve individual Educator practice based on student data and supports collective efficacy of others.
Evidence of New Learning Portfolio outlines evidence of new learning for administrator **Suggested: 20%**	Has not provided evidence of new learning to support the impact on student performance and/or Educator practice.	Demonstrates evidence of new learning but still does not connect to the impact on student performance and/or Educator practice.	Demonstrates evidence of new learning that directly connects to the impact on student performance and/or Educator practice.	Uses new learning to promote and support the collective impact on student performance and/or Educator practice.

Mid-Year Check-In Conference (By February 15)

Evaluators and Educators will review progress toward the goals/objectives at least once during the school year, which is to be considered the midpoint of the school year, using available information, such as agreed-upon indicators. Both the Educator and the Evaluator will provide some evidence at the Mid-Year Conference:

- Examples of Educators' evidence could be student work, samples of rubrics, plans, assessment questions, and pre- and post-assessment data.
- Examples of Evaluator evidence can include observation notes/forms.

This review may result in revisions to the strategies or the approach being used and/or Educators and Evaluators may mutually agree on a mid-year adjustment of student learning goals to accommodate changes (e.g., student populations, assignment).

End-of-Year Summative Review Conference (By June 10)

The Educator shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will be produced by using the multiple indicators selected to align with each student learning objective. The evidence will be submitted to the Evaluator, and the Educator and Evaluator will discuss the extent to which the students met the learning goals/objectives. Evidence for the End-of-Year Conference includes the following:

- End-of-Year Self-Evaluation Form.
- End-of-Year Student Performance Data (Data Teams).
- Artifacts from Educator and Evaluator.
- Proposed needs for the following year (material support, building support, professional development).

Following the conference, the Evaluator will rate the extent of Educator progress toward meeting the student learning goals/objectives, based on criteria for four levels of performance. Final student outcomes data from the Data Team will be used to measure the attainment of the stated IAGDs (see Table 5).

Table 5: SLO/IAGD Goal Attainment

Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Level 4	Level 3	Level 2	Level 1
Exceeded Goal	Met Goal	Partially Met Goal	Did Not Meet Goal
At least 90% of the targeted percentage of students in the IAGD met or exceeded the goal.	70-89% of the targeted percentage of students in the IAGD met or exceeded the goal.	60-69% of the targeted percentage of students in the IAGD met or exceeded the goal.	Less than 60% of the targeted percentage of students in the IAGD met or exceeded the goal.

An example SLO and IAGD is provided in Table 6. This example reflects the basic elements of the SLO/IAGD, however, Educators and Evaluators should refer to the Form in for all necessary information.

Table 6: Bethany SLO and IAGD - EXAMPLE

Sample SLO and IAGDs
Pre-Analysis Statement
After reviewing the Phonological Awareness Test as well as the Phonics Core Survey Parts A-E, I determined that I had one student who already demonstrated mastery of these skills (scored above 80%), four students who demonstrated some understanding of these skills (scored between 50% and 79%) and five students who demonstrated minimal understanding of these skills (all scored below 50% on Phonics Core Survey or Phonological Awareness Test).
Student Learning Objective #1   **(22.5%)**
Students will show growth in grade level phonic skills.
Based on this data, I have decided to set the following growth targets for my students:
IAGD #1:   **(5.6%)**
My one student who has mastered the end-of-year Kindergarten benchmarks (10% of students) will demonstrate mastery of the following First Grade skills: read words with consonant blends and short vowels as well as words with digraphs, 'tch' trigraph and short vowels as evidenced by their performance on the Phonics Core Survey (F and G).
IAGD #2:   **(5.6%)**
My four students who have some understanding of phonological awareness and phonics skills as well as three of my students who demonstrated minimal understanding (70% of students) will demonstrate mastery of the end-of-year Kindergarten benchmarks as evidenced by their performance on the Phonological Awareness Test as well as the Phonics Core Survey (A-E).
IAGD #3:   **(5.6%)**
My two students who have demonstrated minimal understanding of phonological awareness and phonics skills (20% of students) will demonstrate mastery of phonological awareness skills as evidenced by their performance on the Phonological Awareness Test as well demonstrate mastery of letter and sound identification as evidenced by their performance on their Phonics Core Survey (A-D).
IAGD #4:   **(5.6%)**
All students will show continuous progress in conjunction with stated IAGD as evidenced by teacher reflection in the Student Outcome Portfolio.
Action Plan: (An Action Plan describes the methods/instructional strategies to achieve IAGDs and meet SLOs.)
1. Use the data team process to monitor student outcomes.
2. Match effective instructional strategies to student needs (i.e., differentiated small group instruction, explicit and targeted skill instruction, goal setting and student feedback).
3. Consult with Literacy Coach and/or Reading Consultant on an ongoing basis.

Percentages reported above in the sample SLO, reflect the selection of two SLO even though only one is provided in the example. If one SLO is selected the value will equal 45%.

C. Aggregate and Summative Scoring

An Educator's summative rating will include a combination of the performance ratings associated with the four categories of the evaluation model. Evidence relative to an *Educator's performance and practice* will be combined with scores related to an Educator's efforts associated with *parent feedback* goals to determine an overall *Practice Rating*. Performance relative to *student learning measures* (designed at the beginning of the year through SLOs) will be combined with *student feedback scores* to determine an overall *Outcomes Rating*. The *Practice Rating* and the *Outcomes Rating* will be combined to give a *Summative Rating*.

Determining Summative Rating

Step 1: Calculate Educator performance level score on the *CCT Rubric*.

Table 7: *CCT Rubric* Performance and Practice Scoring

Domain	Score	Weighting	Points (Score x Weighting)
1. Classroom Environment		25%	
2. Planning for Active Learning		25%	
3. Instruction for Active Learning		40%	
4. Professional Responsibilities		10%	
		Total Score	

Table 8: *CCT Rubric* Performance and Practice Scoring - EXAMPLE

Domain	Score	Weighting	Points (Score x Weighting)
1. Classroom Environment	2	25%	0.5
2. Planning for Active Learning	3	25%	0.75
3. Instruction for Active Learning	3	40%	1.2
4. Professional Responsibilities	3	10%	0.3
		Total Score	**2.75**

Step 2: Determine Final Practice Rating

Table 9: Calculating the Practice Rating

Components	Score	Weighting	Points (Score x Weighting)
Educator Performance, Practice and Professional Growth Standards Score		40	
Parent Feedback		10	
		Total Score	

Table 10: Calculating the Practice Rating – EXAMPLE

Components	Score	Weighting	Points (Score x Weighting)
Educator Performance, Practice and Professional Growth Standards Score	2.75	40	110
Parent Feedback	2	10	20
		Total Score	**130**
		Rating Scale	**Level 3 Effective**

Step 3: Determine the Performance Level for the Practice Rating by using the rating table below.

Table 11: Practice Rating Table

Point Range	Performance Level Rating
175-200	Level 4 (Exemplary)
127-174	Level 3 (Effective)
81-126	Level 2 (Developing)
50-80	Level 1 (Below Standard)
Final Educator Performance and Practice	

Step 4:   Determine the final Outcomes Rating.

Table 12: Calculating the Outcomes Rating

Component	Score	Weighting	Points (Score x Weighting)
Student growth and development (SLOs)		45	
Student Feedback		5	
		Total Score	

Table 13: Calculating the Outcomes Rating – EXAMPLE

Component	Score	Weighting	Points (Score x Weighting)
Student growth and development (SLOs)	3	45	135
Student Feedback	3	5	15
		Total Score	**150**
		Rating Scale	**Level 3 Effective**

Step 5:   Determine the Performance Level for the Outcomes Rating by using the rating table below.

Table 14: Outcomes Rating Table

Point Range	Performance Level Rating
175-200	Level 4 (Exemplary)
127-174	Level 3 (Effective)
81-126	Level 2 (Developing)
50-80	Level 1 (Below Standard)
Final Educator Performance and Practice	

Step 6: Using the Summative Performance Rating Matrix in Table 15 below, determine the final performance rating for an Educator based on his/her combined scores. To use the table, identify the Educator's rating for each category and follow the respective column and row to the center of the table. The point of intersection indicates the Summative Rating. Note: The Matrix below uses the state performance level language as outlined in the PEAC Guidelines.

Table 15: Summative Performance Rating Matrix

Summative Performance Rating Matrix				
	Practice Rating			
	Exemplary (175-200 points)	**Effective** (127-174 points)	**Developing** (81-126 points)	**Below Standard** (50-80 points)
Exemplary (175-200 points)	**Exemplary** (175-200 points)	**Exemplary** (175-200 points)	**Effective** (127-174 points)	**Gather Further Information**
Effective (127-174 points)	**Exemplary** (175-200 points)	**Effective** (127-174 points)	**Effective** (127-174 points)	**Developing** (81-126 points)
Developing (81-126 points)	**Effective** (127-174 points)	**Effective** (127-174 points)	**Developing** (81-126 points)	**Developing** (81-126 points)
Below Standard (50-80 points)	**Gather Further Information**	**Developing** (81-126 points)	**Developing** (81-126 points)	**Below Standard** (50-80 points)

The left column (Exemplary, Effective, Developing, Below Standard) is labeled **Outcomes Rating**.

Data Management System

ReView Talent Feedback System is the district's web-based performance management software. All forms associated with the Bethany Professional Educator Growth and Evaluation Plan will be accessed electronically by Educators and Evaluators via the district's website under Faculty Resources.

III. Orientation to the Educator Evaluation Process

The district will present an overview of the Plan as part of convocation on the first day of the 2017 – 2018 school year. Throughout the school year, some faculty meeting time will be devoted to components of the plan's process and procedures. Annual orientations will occur no later than October 30. Overview of the Plan will be part of each new Educator orientation and ongoing support program offered by the district.

Evaluator Norming/Calibration Training

Annually, Evaluators will engage in professional learning opportunities, including online options and collaborative sessions that will develop their skills in effective observation, providing meaningful and useful feedback, and engaging in productive professional conversations with Educators. BPSD will regularly provide opportunities for Evaluators to demonstrate calibration and proficiency through professional development.

IV. Developing and Supporting Educators through Professional Learning

The goal of professional learning opportunities in Bethany is to support reflective practice. In Bethany all Educators must be models of ongoing learning. As a result, Bethany believes that professional learning that improves the learning of all students:

- Organizes adults into professional learning communities whose goals are aligned to school and district strategic plans and provides Educators with the knowledge and skills to collaborate.
- Requires skillful school and district leaders who guide continuous instructional improvement.
- Requires resources such as survey data, evaluation data, etc. to support Educator learning and collaboration.
- Uses disaggregated student data to determine adult learning priorities, monitor progress and help sustain continuous improvement data.
- Prepares Educators to apply research to decision making, uses learning strategies appropriate to the intended goal and applies knowledge about human learning and change.
- Prepares Educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
- Deepens Educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- Provides Educators with knowledge and skills to involve families and other stakeholders appropriately.

Prior to the beginning of the 2017-2018 school year, the PDEC will meet to organize a formal plan for professional learning to be instituted for all staff during the 2017 - 2018 school year. Data from the previous year will be considered alongside strategic initiatives to determine the needs for all professionals. Planning will determine the professional learning needs and the corresponding venues for:

- Professional learning for which all staff will participate.
- Sub-group needs and corresponding professional learning.
- Targeted training required to support individuals.

Resources will then be determined to support all three tiers of professional learning in alignment with the 2017 - 2018 BPSD Annual Budget.

Career Development and Professional Growth

The Bethany Public School District will provide opportunities for Educator career development and professional growth based on the results of the evaluation. Educators with an evaluation of Effective or Exemplary will be able to participate in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

For Educators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching to early career Educators or Educators new to Bethany, participating in development of administrator improvement and remediation plans for peers whose performance is developing or below standard; leading professional learning communities for their peers; and, targeted professional development based on areas of need.

Evaluation – Informed Professional Learning

Bethany Public Schools has established a system upon which its highest performing Educators (those Educators who consistently demonstrate Exemplary Summative Ratings) are provided opportunities for professional learning that replaces the standard protocols for professional learning outlined in the *Bethany Public Schools Professional Educator Growth and Evaluation Plan*. Through their professional growth planning, Educators can control their own professional development after receiving feedback and guidance from their direct Evaluator.

Professional growth options include, but are not limited to the following:
- Peer Coaching – The Peer Coaching option includes the participation of two or more Educators to practice peer support through a collegial approach to the observation and review of learning situations in the classroom. This option requires participation in a training component designed to assist in observation, feedback, and communications techniques.

- Independent Project – This option allows for the Educator to enrich his/her knowledge of instructional practices or related areas through an examination of professional literature, participation in professional organizations, participation in action research, attendance at seminars, workshops or related professional activities.
- Portfolio – This option allows Educators the opportunity to develop a portfolio that focuses on a portion of one of the following.
  - Bethany Public Schools Teaching and Learning Framework.
  - *Connecticut's Common Core of Teaching*.
  - *Connecticut Common Core State Standards*.
- Other – Educators are encouraged to creatively explore and design options which improve effectiveness, encourage professional growth and positively impact student learning. Creative options are developed in collaboration with the Evaluator and other district colleagues.

V.   Effectiveness and Ineffectiveness of Summative Ratings

An effective educator is one who obtains and maintains a final summative rating of three or above. A novice educator shall generally be deemed effective if said educator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice educator's career. An educator receiving a summative rating of one or two will enter the Educator Assistance Process (EAP). Failing to successfully complete the EAP will result in an educator being defined as ineffective according to state guidelines.

VI.   Educator Assistance Process

BPSD expects that Educators will demonstrate "Effective Practice" or higher. In the event that an Educator establishes a pattern of "Developing" or "Below Standard" Practice, the Educator will receive focused supervision, support and development. The Assistance Plan Process should be collaborative and include the Educator, the Evaluator and other staff directly involved with the support process. The purpose of this Assistance Plan is to provide the Educator with the opportunity and the assistance to improve practice and performance.

A structured Educator Assistance Plan:
- clearly identifies the area(s) of concern;
- clearly expresses the Evaluator's expectations for improved performance;
- outlines a plan for improvement which identifies appropriate resources and helps to assist the Educator to improve practice and performance;
- provides a monitoring system which includes a specific minimum number of observations and conferences;
- provides a reasonable and specific time period in which improvement will be made and a review completed.

Tenured Educators

1. If rated a 1 (Below Standard) at Summative Conference, Tenured Educators will be deemed Ineffective and placed on the Intensive Support Plan for the following school year and

   - if the Tenured Educator has not progressed from the 1 rating after that year they will remain on intensive support for a second year. If at the end of the second year the Educator is still rated a 1 they may be recommended for termination. If they are rated a 2 they have one year to advance to a rating of 3.

   - if that Educator has shown growth to be rated a 3 or 4 at the end of the first year of intensive support they will be moved off the Educator Assistance Plan.

2. If rated a 2 at Summative Conference, Tenured Educators will be deemed Ineffective and placed on the Structured Support Plan for the following year and

   - if the Tenured Educator remains at a 2 after the structured support year that Educator will be moved to the Intensive Support Plan for the following year. After the year on intensive support that Educator must show growth to level 3 or 4 or they may be recommended for termination.

   - if the Tenured Educator has shown growth to a rating of 3 or 4 after the structured support year they will be moved off the Educator Assistance Plan.

   - if the Tenured Educator is rated 1 at the end of the structured support year that Educator will be placed on intensive support to demonstrate growth. If growth is less than a level 3 by the end of the year the Educator may be recommended for termination.

Non-Tenured Educators

1. Non-Tenured Educators must meet a rating of 3 or 4 for at least two years (one of those being the year of tenure recommendation) in order to be recommended for tenure.

2. Non-Tenured Educators that are rated 2 at Summative Conference will be placed on the Structured Support Plan for the following year.

3. Non-Tenured Educators rated a 1 at any time may be placed on the Intensive Support Plan from the district or may be recommended for termination.

4. At the end of the period specified in the Assistance Plan the Evaluator will provide the Educator with a formal written assessment, which contains:
   - a record of the support which has been provided;
   - a record of the observations/data and/or conferences conducted held to monitor performance;
   - an assessment of performance in the area(s) of concern or deficiency as of the date of the report;
   - a statement about areas of concern or deficiency that have been resolved.
5. If the final Summative Rating is a 1 or 2, a recommendation for further administrative action which, depending upon the seriousness of the concerns or deficiencies shall include, as appropriate, one of the following:
   - an extension of the terms and limits of the Assistance Plan;
   - revision of the Assistance Plan to include other suggestions for improvement and additional help and an extension of the time limits;
   - Educator moves from structured to intensive support; or
   - other administrative actions up to and including recommendation for termination of employment.
6. If the final Summative Rating is a 3 or 4 the Educator will be removed from the Assistance Plan.
   - A copy of any written report will be given to the Educator, one will be kept by the Evaluator and one will be forwarded to Central Office for inclusion in the personnel file. The Educator has the right to review the written report before it is filed and may submit written comments to be filed alongside the Form. The Educator may have bargaining unit representation at all conferences if desired and requested. The Superintendent may assign other Evaluators to assist in this process.

Structured Support Plan

Purpose: To provide assistance to an Educator.

Participant: An Educator who has been rated Developing.

Process:

1. Evaluator and Educator meet to define specific areas for improvement. Reasons are provided in writing on the Assistance Plan referral and Action Plan Forms.
2. Educator may select a tenured Peer Educator in good standing to assist with following the plan.

3. Evaluator and Educator develop a plan using the Support Action Plan Form which, if followed, will probably lead to improvement in areas identified. The plan must include specific areas of improvement, the support assistance that the school system will provide the level of improvement required and method of assessment. The plan will be reviewed with the Peer Educator, if applicable, and opportunity will be given for input.

4. The Educator, Evaluator, and any Peer Educator or requested advocates will have a progress monitoring meeting a minimum of once within sixty days of the initial meeting and a minimum of once within sixty days of the Mid-Year Check-In.

5. The Evaluator, Educator and Peer Educator, if applicable, will review progress at the Mid-Year Conference.

6. If an Educator successfully completes the Structured Support Plan it will be documented on the Support Plan Summary Form at either the Mid-Year or End-of-Year conference.

7. If concerns are not resolved, a participant has the right to appeal their concerns to through the Dispute Resolution Process.

8. The Peer Educator may be present at any meetings at the Educator's request.

9. Evidence regarding progress on the Assistance Plan will be collected by the Educator and the Evaluator.

The Structured Support plan consists of:
- Three Announced Classroom Observations during the year.
- Three Unannounced Classroom Observations during the year.

Intensive Support Plan

Purpose: To provide intensive assistance and support to an Educator.

Participant: An Educator who has been rated Ineffective.

Process:
1. Evaluator and Educator meet to define specific areas for improvement within the same timeframe as the initial Goal Setting Conference for all Educators. Reasons are provided in writing on the Referral and Action Plan Forms.

2. The Educator and Evaluator will select a tenured Peer Educator in good standing (rated 3 or 4) to assist with following the plan.

3. Evaluator and Peer Educator develop an Assistance Plan which, if followed, will probably lead to improvement in areas identified. The plan must include specific areas of improvement, the support assistance that the school system will provide the level of improvement required and method of assessment. The plan will be reviewed with the Peer Educator and opportunity will be given for input by the Peer Educator.

4. The Educator, Evaluator, Peer Educator and any requested advocates per the plan will meet every thirty days for ongoing progress monitoring of the support plans effectiveness.

5. The Evaluator, Educator and Peer Educator will review progress at the Mid-Year Conference.

6. If an Educator successfully completes the Intensive Assistance Plan it will be documented on the Support Plan Summary Form at the End-of-Year Conference.

7. If concerns are not resolved, a participant has the right to appeal their concerns through the Dispute Resolution Process.

8. The selected Peer Educator should be present at all meetings with the Educator and Evaluator.

9. Evidence regarding progress on the plan will be collected by the Educator and the Evaluator.

The Intensive Support Plan consists of a minimum of:

- Three Announced Classroom Observations during the year.

- Three Unannounced Classroom Observations during the year.

The Educator on intensive review may also request a third-party validator to observe and review evidence. The Educator shall be given release time with their Peer Educator to plan and implement strategies for improvement. The Educator shall be provided targeted professional development in accordance with the plan. The identified Peer Educator shall be present during all meetings with the Evaluator. An Educator may appeal for a change in a Peer Educator if a conflict arises.

Dispute Resolution Process

It is hoped that conflicts can be avoided through thoughtful planning, open communication and calibrated training. On occasion, however, conflicts may arise. In that event, the right of appeal is inherent in the evaluation process and is available to every participant at any point in the process. The appeal procedure is designed to facilitate the resolution of disputes generated by the evaluation process, such as where an Evaluator and Educator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final Summative Rating. The success of the Educator evaluation process is based upon cooperation and mutual respect of both the Educator and Evaluator. Resolutions must be topic specific and timely.

Starting in the 2017 - 2018 school year, a panel composed of the Superintendent, teacher union president and a neutral third party shall resolve disputes where the Evaluator and Educator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final Summative Rating. The district may choose alternatives such as a district panel of equal management and union members, the district professional development committee, or a pre-approved outside expert so long as the Superintendent and teacher union president agree to such alternative at the start of the school year. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the Superintendent.
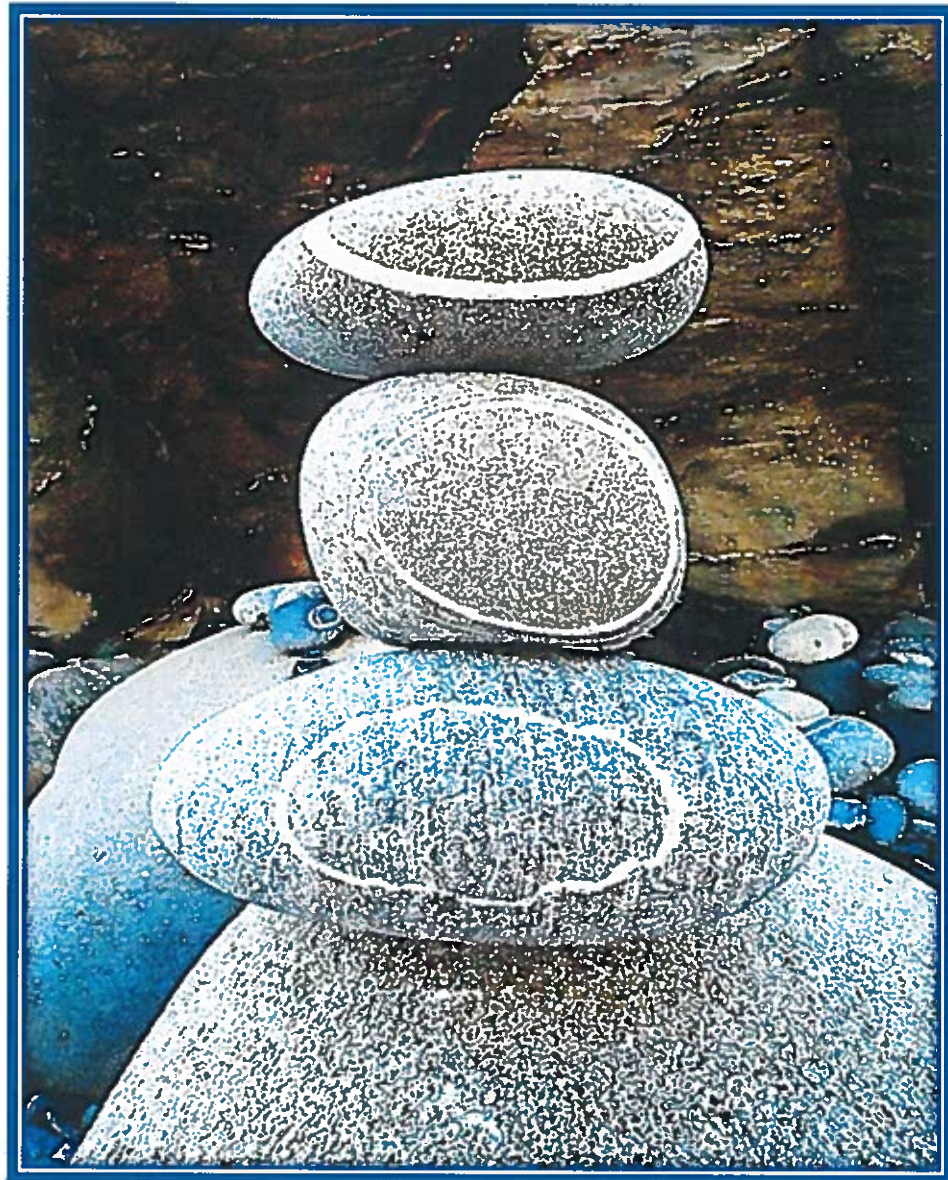
VII. Appendix

APPENDIX A

Bethany Public School District
Professional Educator Growth and Evaluation Plan

Bethany Community School
Balanced Instructional Model

English Language Arts

Goal

To develop a comprehensive instructional model, implemented schoolwide, to improve teaching and learning across all content areas. The model focuses on intentional planning, effective instruction, active student engagement, best practices, and thoughtful reflections resulting in improved student achievement.

Purpose

This instructional model combines best teaching practices using a workshop approach. It offers structure and consistency schoolwide, which helps with planning, lesson delivery, management, and instructional decision-making for successful outcomes.

A balanced approach is supported by and tightly aligned to the Connecticut Common Core Standards (CCCS), Common Core of Teaching (CCT), Bethany Public School District Curriculum, and both formative and summative assessments.

Routines and Procedures

Establishing routines and procedures for managing independent reading and writing are critical for success. Routines and procedures should be modeled during a mini lesson, practiced by students during independent reading/writing time, and revisited throughout the school year. Anchor charts displayed throughout the classroom will support routines and procedures to help maintain a productive and balanced literacy block.

Components

Learning Target

- Creates a purpose and interest for students to learn something new
- Informs students about what they will learn
- Explains how students will be expected to demonstrate understanding
- Expressed in student-friendly language (I Can statements)

Whole Group Explicit Instruction

Reading - During whole group explicit reading instruction, the teacher chooses either an interactive read aloud, shared reading, OR a reading mini-lesson presented in the "gathering area."

Writing - During whole group explicit writing instruction, the teacher chooses either an investigative model writing, shared writing, OR a writing mini-lesson presented in the "gathering area."

Interactive Read Aloud

- Limited to 10-15 minutes
- The teacher reads aloud in order to model and demonstrate the orchestration of strategies that characterize proficient reading
- Employ close reading strategies and questioning techniques to study and understand text
- Develops vocabulary and understanding of story structure
- Students receive instruction to help them talk about books (Accountable Talk) either with the group or with a partner (Turn and Talk)
- Includes books with a range of levels, genres, and authors

Investigative Model Writing

- Limited to 10-15 minutes
- The teacher shares model writing pieces (mentor texts, student writing samples, anchor sets) in order to model and demonstrate the characteristics of proficient writing
- Employs close reading strategies to discuss techniques used by the writer
- Develops an understanding of the structure and craft of writing
- Students receive instruction to help them talk about writing (Accountable Talk) either with the group or with a partner (Turn and Talk)
- Includes pieces with a range of levels, genres, and authors

Shared Reading/Writing

- Limited to 10-15 minutes
- An opportunity for the teacher to read the same text with students (all eyes on a shared text)
- Teacher facilitates the composition of a common writing piece based on a shared experience of the class (book review, class trip, current topic of study)
- Students actively participate in discussion and process
- Effective for the demonstration of a particular skill/strategy (concepts of print, word solving strategies, fluency, extracting sources of information, word choice, sentence structure, and organization)
- Shared reading/writing texts are revisited over a few days or during independent reading/writing time with each day exploring a different focus

Mini Lesson

- A short (10 – 15 minute) lesson that focuses on a specific skill, strategy or procedure
- Connect with what was learned in previous lesson "Yesterday, we _____. Today we will learn ___ because ___."
- The learning target (what we want the students to learn) is clearly communicated and posted– refer to the "I Can" Statements
- Create Anchor Charts that can be referred to often by students to foster independence and self-regulation
- Gradual release of responsibility model:

    I DO -Teacher models skill, strategy, or procedure - "Watch what I do…"; "Notice…"

    WE DO - Students practice the learning target (skill, strategy, or procedure) with teacher support - Teacher clarifies misunderstandings or reinforces what is done correctly "I like the way that…" or "I noticed that you…"

    YOU DO IT TOGETHER -Students have 1 - 2 mins to turn and share their thinking about the learning target with their partners

    YOU DO IT ALONE - During independent work time, students apply and practice the skill, strategy, or procedure independently - "Now, it's time for you to try…"

Independent Practice and Small Group Instruction

This is the longest part of the instructional model. The purpose is to practice a skill or strategy aligned to the learning target. During Independent Work, the teacher confers individually, takes small groups based on similar needs, and assesses student learning. These groups may consist of differentiated guided reading, guided writing, and strategy groups. They offer opportunities for repeated practice and progress monitoring. Teachers coach students through challenges and provide enrichment.

Independent Reading/Writing

Typically, independent reading/writing time is 20 – 40 minutes and the goal is to build stamina.

> Classroom management is essential and has to be established for successful student experiences.

Students

- Can read/write independently, work collaboratively in small groups (book clubs, partner work, peer conferencing etc.), or work on a project that focuses on the concept
- Select appropriate text, genre, level with teacher guidance
- Complete journal entries and/or written responses as assigned by teacher

Teacher

- Confer - learn about what strategies the student is currently using and determine what is still needed. Choose a compliment that reinforces a strength and decide on the "next step". Support the student in practicing it. Remind your student of your expectations on this "next step" as he/she continues to work
- Assess to determine next instructional step(s)
- Differentiate through small group instruction

Small Group Instruction
Guided Reading/Writing Groups

- Approximately 15 minutes but no more than 20 minutes of explicit instruction for each group
- Generally a homogeneous group, reading/writing on the same level of difficulty and are flexible by nature
- Teacher chooses text/piece that is at the students' instructional level
- Teacher gives a quick introduction of the text and presents a strategic skill or strategy learning target that she/he wants the children to remember to use
- Teacher observes students reading/writing and coaches them and provides targeted feedback
- Students instructed to practice the skill/strategy when they return to desks

Skill/Strategy Lesson

- Approximately 10 minutes
- During a skill/strategy lesson, the teacher pulls a small group who need similar coaching or support
- The students may or may not be reading on the same level
- Learning target is communicated
- Gradual release of responsibility model – teacher models and students practice with support

Closure

- 5 - 10 minutes
- Time is used to share ways in which students incorporated the day's learning target into their work or students can summarize what they learned
- Teacher might retell a conference or ask a student to share their work
- Provide a nugget to think about for next class
- Assign homework (if applicable)

Word Work

- A 15 - 20 minute mini lesson that focuses on topics such as phonics, grammar, spelling, roots and prefixes, word analysis, and vocabulary development
- Lesson targets come from student writing samples or *Fundations* scope and sequence
- The goal is for students to transfer skills into their reading and writing
- Practice is provided during independent time either alone or within a group as part of a center activity

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APPENDIX B

Bethany Public School District
Professional Educator Growth and Evaluation Plan

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

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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.

Observation Process

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

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.

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.

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.

Attributes	Below Standard	Developing	Proficient	Exemplary
				*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.

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.

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.

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.

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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APPENDIX C

Bethany Public School District
Professional Educator Growth and Evaluation Plan

The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015

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.*

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Connecticut State Department of Education

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Introduction

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 is referred to as student and educator support specialists (SESS). Support specialists or service providers are those individuals who, by the nature of their job description, do not have traditional classroom assignments but serve a "caseload" of students, staff or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students.

The CSDE, in partnership with SESS representatives from around the state, developed the *CCT Rubric for Effective Service Delivery 2014* for use with support specialists. 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 learners.

In spring 2015, phase 1 of a validation study of the *CCT Rubric for Effective Service Delivery* began with an extended group of field practitioners. This work resulted in an improved version of the rubric to embrace a wider range of service provider roles and responsibilities with greater attention to both student and adult learners. As with any tool for the observation of educator performance and practice, the *CCT Rubric for Effective Service Delivery 2015* is offered as an option for use as part of a district's evaluation and support plan and can be considered by the established district Professional Development and Evaluation Committee (PDEC). Specifically, school psychologists, speech and language pathologists, school social workers and school counselors may find this adapted rubric to most closely represent a progression of their practice; however, this most recent version has considered other educators in a school that may have unique assignments and responsibilities (e.g., board-certified behavior analyst (BCBA), home school family liaison, instructional coach, transition coordinator, etc.).

Training and Proficiency

The *CCT Rubric for Effective Service Delivery 2015* may be used by trained and proficient evaluators to observe a support specialist. Accurate and reliable evaluation of the domains, indicators and attributes 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 a supplemental handbook to guide their ratings.

IMPORTANT! The CCT Rubric for Effective Service Delivery 2015 is not a checklist with predetermined points. Rather, it is a tool that, when combined with training to ensure consistency and reliability of the collection of evidence, can lead to high quality feedback and inform 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 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 2015* and ensure that observers can accurately measure educator practice against the indicators within the observation tool.

Introduction

Observation Process

The *CCT Rubric for Effective Service Delivery 2015* 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 e-mail, 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 or verbal feedback.

Non-classroom Observations/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 the classroom, collaborative work with staff in and out of the classroom, provision of training and technical assistance with staff or families, and leading schoolwide initiatives directly related to the support specialist'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 service 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 of 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 in-class observation.

C. Post-Conference: The post-observation conference gives the service provider the opportunity to reflect on 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 during the observation and the pre- and post-conferences and identifies the applicable performance descriptors contained in the *CCT Rubric for Effective Service Delivery 2015*.

E. Ratings/Feedback: Based on the training guidelines for the *CCT Rubric for Effective Service Delivery 2015*, the evaluator will tag evidence to the appropriate indicator within the domains of the rubric and provide feedback to the service provider. Although each attribute within an indicator may not be applicable to the service provider's role or the specific learning environment where the observation is taking place, a trained evaluator should be able to collect evidence for most attributes within each indicator during an academic year.

Comparison of the CT Common Core of Teaching and the CCT Rubric for Effective Service Delivery 2015

The ***Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015*** is completely aligned with the CCT. The ***CCT Rubric for Effective Service Delivery 2015*** will be used to evaluate a service provider's performance and practice, which accounts for 40 percent of his or 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 CCT Foundational Skills (2010) 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 2015*		Generally Observed
Domain 1	Content and Essential Skills, which includes **The CT Core Standards** and other CT 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, 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

CCT Rubric for Effective Service Delivery 2015 — At a Glance

Evidence Generally Collected Through **Observations**	Evidence Generally Collected Through **Non-classroom/Reviews of Practice**
▶ Domain 1: Learning Environment, Engagement and Commitment to Learning	▶ Domain 2: Planning for Active Learning
Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:	*Service providers design academic,social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*
1a. Promoting a positive learning environment that is respectful and equitable.	2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.
1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.	2b. Developing plans to actively engage learners in service delivery.
1c. Maximizing service delivery by effectively managing routines and transition.	2c. Selecting appropriate assessment strategies to identify and plan learning targets.
▶ Domain 3: Service Delivery	▶ Domain 4: Professional Responsibilities and Leadership
Service providers implement academic,social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:	*Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:*
3a. Implementing service delivery for learning.	4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.
3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.	4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.
3c. Assessing learning, providing feedback and adjusting service delivery.	4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

Domain 1: Learning Environment, Engagement and Commitment to Learning

Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:
INDICATOR 1a: Promoting a positive learning environment that is respectful and equitable.[1]

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
	Rapport and positive social interactions	Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners.	Interactions between service provider and learners are generally positive and respectful. The provider inconsistently attempts to promote positive social interactions among learners.	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions among learners.	Fosters an environment where learners proactively demonstrate positive social interactions and conflict-resolution skills.
	Respect for learner diversity[2]	Establishes and maintains a learning environment that disregards learners' cultural, social or developmental differences.	Establishes and maintains a learning environment that is inconsistently respectful of learners' cultural, social or developmental differences.	Establishes and maintains a learning environment that is consistently respectful of learners' cultural, social or developmental differences.	Recognizes and incorporates learners' cultural, social and developmental diversity as an asset to enrich learning opportunities.
	Environment supportive of intellectual risk-taking	Creates or promotes a learning environment that discourages learners to take intellectual risks.	Creates or promotes a learning environment that encourages some but not all learners to take intellectual risks.	Consistently creates or promotes a learning environment that encourages learners to take intellectual risks.	Creates an environment where learners are encouraged to take risks by respectfully questioning or challenging ideas presented.
	High expectations for learning	Establishes and communicates few or unrealistic expectations for learners.	Establishes and communicates realistic expectations for some, but not all learners.	Establishes and communicates high but realistic expectations for all learners.	Creates opportunities for learners to set their own goals and take responsibility for their own growth and development.

1. A respectful and equitable learning environment supports whole-child development and the 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*. New York: Routledge.

2. Respect for learner diversity means 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.

Domain 1: Learning Environment, Engagement and Commitment to Learning

Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:
<u>INDICATOR 1b:</u> Promoting developmentally appropriate standards of
social and behavioral functioning that support a productive learning environment.

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
	Communicating and reinforcing appropriate standards of behavior	Minimally communicates and/or reinforces appropriate standards of behavior resulting in interference with learning.	Inconsistently communicates or reinforces appropriate standards of behavior resulting in some interference with learning.	Communicates and reinforces appropriate standards of behavior that support a productive learning environment.	Creates opportunities for learners to take responsibility for their own behavior or seamlessly responds to misbehavior.
	Promoting social and emotional competence[3]	Minimally attentive to teaching, modeling or reinforcing social skills and provides little to no opportunity for learners to self-regulate and take responsibility for their actions.	Inconsistently teaches, models, or reinforces social skills and limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions.	Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.	Encourages learners to independently apply proactive strategies[4] and take responsibility for their actions.

3. Social competence is 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, and Rhee, 2000).

4. Proactive strategies include self-regulation strategies, problem-solving strategies, conflict resolution processes, interpersonal communication and responsible decision-making.

Domain 1: Learning Environment, Engagement and Commitment to Learning

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

INDICATOR 1c: Maximizing service delivery by effectively managing routines and transition.[5]

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
	Routines and transitions appropriate to needs of learners	Implements and manages routines and transitions resulting in significant loss of service delivery time.	Implements and manages routines and transitions resulting in some loss of service delivery time.	Implements and manages effective routines and transitions that maximize service delivery time.	Encourages or provides opportunities for learners to demonstrate or independently facilitate routines and transitions.

5. 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.

Domain 2: Planning for Active Learning

Service providers design[6] academic, social/behavioral, therapeutic, crisis or consultative plans[7] to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:

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

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
	Standards alignment	Designs plans that are misaligned with relevant Connecticut content standards[8] or discipline-specific state and national guidelines.	Designs plans that partially align with relevant Connecticut content standards, or discipline-specific state and national guidelines.	Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.	Designs plans that enable learners to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work.
	Evidence-based practice	Designs plans that are not evidence based.	Designs plans that are partially evidence based.	Designs plans using evidence-based practice.	Designs plans that challenge learners to apply learning to new situations.
	Use of data to determine learner needs and level of challenge	Designs plans without consideration of learner data.	Designs plans using limited sources of data to address learner needs and to support an appropriate level of challenge.	Designs targeted and purposeful plans using multiple sources of data[9] to address learner needs and support an appropriate level of challenge.	Proactive in obtaining, analyzing and using data to guide collaborative planning.
	Targeted and specific objectives for learners	Develops objectives that are not targeted or specific to the needs of learners.	Develops objectives that are targeted or specific to the needs of some, but not the majority of, learners.	Develops objectives that are targeted and specific to the needs of all learners.	Plans include opportunities for learners to develop their own objectives.

*

6. Depending upon the role of the service provider, the action verb could be design, collaborate, inform or consult.

7. Academic, behavioral, therapeutic, crisis or consultative plans may be developed for and directed to whole group, small group and or individual learners.

8. Connecticut content standards are standards developed for all content areas including Common Core State Standards (CCSS) inclusive of College and Career Ready Anchor Standards and Early Learning and Development Standards (ELDS).

9. Multiple sources of data may include existing data or data to be collected (progress monitoring). Data may be formal (standardized tests) or informal (survey responses, interviews, anecdotal records, grades) and may be formative or summative.

Domain 2: Planning for Active Learning

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

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

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
	Strategies, tasks and questions	Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement.	Selects or designs plans that are primarily service provider-directed and offer some opportunities for active learner engagement.	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.	Selects or designs plans that allow learners to apply or extend learning to the school setting and larger world.
	Resources[10] and flexible groupings[11] and new learning	Selects or designs resources or groupings that do not actively engage learners or support new learning.	Selects or designs resources and groupings that actively engage and support some, but not all, learners.	Selects or designs a variety of resources and flexible groupings that actively engage learners in demonstrating new learning in multiple ways.	Selects or designs opportunities for learners to make choices about resources and flexible groupings to support and extend new learning.

10. Resources include, but are not limited to, available textbooks, supplementary reading and information resources, periodicals, newspapers, charts, programs, online and electronic resources and subscription databases, e-books, computer software kits, games, pictures, posters, artistic prints, study prints, sculptures, models, maps, motion pictures, audio and video recordings, DVDs, 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.

11. Flexible groupings are groupings of learners that are changeable based on the purpose of the service delivery and on changes in the needs of individual learners over time.

Domain 2: Planning for Active Learning

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

INDICATOR 2c: Selecting appropriate assessment strategies[12] to identify and plan learning targets.

ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of **Proficient**, plus one or more of the following:*
Selection of assessments and interpretation of results	Does not use knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Uses knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information.	Conducts information sessions with colleagues to enhance understanding of the assessment selection process, information obtained and development of learning plans.
Criteria for learner success	Does not identify appropriate criteria for assessing learner success.	Identifies general criteria for assessing learner success.	Identifies objective and measurable criteria for assessing learner success.	Integrates learner input into the plan for assessing learner success.
Ongoing assessment of learning	Does not plan for use of assessment strategies or methods to monitor or adjust service delivery.	Plans for use of assessment strategies or methods that provide limited opportunities to monitor or adjust service delivery.	Plans for use of assessment strategies or methods at critical points to effectively monitor or adjust service delivery.	Plans to engage learners in using assessment criteria to self-monitor and reflect on learning.

12. Assessment strategies are used to evaluate learners before, during and after service delivery. Entry assessments are often diagnostic and used to determine eligibility for services. Formative assessment is part of the process used by service providers during service delivery, which provides feedback to monitor and adjust ongoing services. Summative assessments are used to evaluate learners at the end of a service delivery plan to determine learner success.

Domain 3: Service Delivery

Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by: INDICATOR 3a: Implementing service delivery[13] for learning.			
BELOW STANDARD	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY** *All characteristics of Proficient, plus one or more of the following:*
Purpose of service delivery Does not communicate academic or social/behavioral expectations for service delivery.	Communicates academic or social/behavioral expectations for service delivery in a way that results in the need for further clarification.	Clearly communicates academic or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut content standards or discipline-specific state and national guidelines.	Provides opportunities for learners to communicate how academic or social/behavioral expectations can apply to other situations.
Precision of service delivery Delivery of services is inconsistent with planning.	Delivery of services is consistent with some but not all services as planned.	Delivery of services is consistent with planning and demonstrates flexibility and sensitivity for the majority of learners.	Delivery of services demonstrates flexibility and sensitivity for all learners.
Progression of service delivery Delivers services in an illogical progression.	Generally delivers services in a logical and purposeful progression.	Delivers services in a logical and purposeful progression.	Challenges all learners to take responsibility and extend their own learning.
Level of challenge Delivers services that are at an inappropriate level of challenge for learners.	Delivers services at an appropriate level of challenge for some, but not all, learners.	Delivers services at an appropriate level of challenge for the majority of learners.	Provides opportunities for all learners to extend learning beyond expectations, make cross-curricular connections or generalize behavior to multiple situations, as appropriate.

(Note: left margin label reads "ATTRIBUTES")

13. Service delivery is derived from a framework of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.

Domain 3: Service Delivery

	Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by: **INDICATOR 3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.**				
		BELOW STANDARD	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY** *All characteristics of **Proficient**, plus one or more of the following:*
ATTRIBUTES	**Strategies, tasks and questions**	Uses tasks and questions that do not engage learners in purposeful learning.	Uses tasks or questions to actively engage some, but not all, learners in constructing new learning.	Uses differentiated strategies, tasks, and questions to actively engage the majority of learners in constructing new and meaningful learning through integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse or inquiry.	Includes opportunities for all learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, synthesize and communicate information.
	Resources and flexible groupings and new learning	Uses available resources or groupings that do not actively engage learners and support new learning.	Uses available resources or groupings that actively engage some, but not all, learners and support some new learning.	Uses multiple resources or flexible groupings to actively engage the majority of learners in demonstrating new learning in a variety of ways.	Promotes learner ownership, self-direction, and choice of available resources or flexible groupings.
	Learner responsibility and independence	Implements service delivery that is primarily provider-directed, and provides little or no opportunities for learners to develop independence.	Implements service delivery that is mostly provider directed and provides some opportunities for learners to develop independence and share responsibility for the learning.	Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.	Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals.

Domain 3: Service Delivery

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

INDICATOR 3c: Assessing learning, providing feedback[14] and adjusting service delivery.

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY All characteristics of **Proficient**, plus one or more of the following:
	Criteria for learner success	Does not communicate criteria for academic or social/behavioral success.	Communicates general criteria for academic or social/behavioral success.	Communicates or models specific criteria for academic or social/behavioral success.	Integrates learner input in identifying criteria for individualized academic or social/behavioral success.
	Ongoing assessment of learning	Uses assessment strategies or methods that are not relevant to academic or social/behavioral outcomes.	Uses assessment strategies or methods that are partially aligned to intended academic or social/behavioral outcomes.	Uses a variety of assessment strategies or methods that elicit specific evidence of intended academic or social/behavioral outcomes at critical points throughout service delivery.	Provides opportunities for learners to identify strengths, needs, and help themselves or their peers to improve learning.
	Feedback to learner	Provides no meaningful feedback or feedback is inaccurate and does not support improvement toward academic or social/behavioral outcomes.	Provides general feedback that partially supports improvement toward academic or social/behavioral outcomes.	Provides specific, timely, accurate and actionable feedback that supports the improvement and advancement of academic or social/behavioral outcomes.	Encourages self-reflection or peer feedback that is specific and focused on advancing learning.
	Adjustments to service delivery[15]	Adjustments to service delivery are not responsive to learner performance or engagement in tasks.	Adjustments to service delivery are responsive to some, but not all, learners' performance or engagement in tasks.	Adjustments to service delivery are responsive to learner performance or engagement in tasks.	Engages learners in identifying ways to adjust their academic or social/behavioral plan.

14. Effective feedback is descriptive and immediate and helps learners to improve their performance by telling them what they are doing well while providing meaningful, appropriate and specific suggestions for improvement, as appropriate.

15. Adjustments to service delivery are based on information gained from progress monitoring. Service providers make purposeful decisions about changes necessary to help learners achieve service delivery outcomes.

Domain 4: Professional Responsibilities and Leadership

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
		Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by: **INDICATOR 4a:** Engaging in continuous professional learning to enhance service delivery and improve student//adult learning.			
ATTRIBUTES	**Self-evaluation/ reflection**	Does not self-evaluate/reflect on how practice affects learning.	Self-evaluates/reflects on practice and impact on learning, but takes limited or ineffective action to improve individual practice.	Self-evaluates/reflects on individual practice and the impact on learning; identifies areas for improvement and takes effective action to improve professional practice.	Uses ongoing self-evaluation/ reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
	Response to feedback	Does not accept feedback and recommendations or make changes for improving practice.	Accepts feedback and recommendations but changes in practice are limited or ineffective.	Willingly accepts feedback and recommendations and makes effective changes in practice.	Proactively seeks feedback in order to improve in a range of professional practices.
	Professional learning	Does not actively participate in professional learning opportunities.	Participates in required professional learning opportunities but makes minimal contributions.	Participates actively in required professional learning and seeks opportunities within and beyond the school to strengthen skills and apply new learning to practice.	Takes a lead in or initiates opportunities for professional learning with colleagues, families or community.

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:
INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of **Proficient**, plus one or more of the following:*
ATTRIBUTES	**Collaboration with colleagues**	Attends required meetings but does not use outcomes of discussions to adjust service delivery.	Participates in required meetings and uses some outcomes of discussions to adjust service delivery.	Collaborates with colleagues regularly to synthesize and analyze data and adjust practice accordingly.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt practices to support professional growth and development.
	Ethical conduct	Does not act in accordance with ethical codes of conduct and professional standards.	Acts in accordance with ethical codes of conduct and professional standards.	Acts in accordance with and supports colleagues in adhering to ethical codes of conduct and professional standards.	Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice.
	Maintenance of records	Records are incomplete, or confidential information is stored in an unsecured location.	Records are complete but may contain some inaccuracies. Confidential information is stored in a secured location.	Records are complete, organized and accurate. Confidential information is stored in a secured location.	Supports and assists colleagues, in the larger school community, in maintaining accurate and secure records.
	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.	Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner, 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.

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by: **INDICATOR 4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.**				
		BELOW STANDARD	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY** *All characteristics of* **Proficient**, *plus one or more of the following:*

ATTRIBUTES		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
	Positive school climate	Does not contribute to developing and sustaining a positive school climate.	Takes a minimal role in engaging with colleagues, learners or families to develop and sustain a positive school climate.	Engages with colleagues, learners or families to develop and sustain a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
	Stakeholder[16] engagement	Does not communicate with stakeholders about learner academic or behavioral performance outside required reports and conferences.	Communicates with stakeholders about learner academic or behavioral performance through required reports and conferences, and makes some attempts to build relationships with some, but not all, stakeholders.	Communicates frequently and proactively with stakeholders about learner academic or behavioral expectations and performance, and develops positive relationships with stakeholders to promote learner success.	Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders and communities to support learner growth and development.
	Culturally responsive communications[17] with stakeholders	Demonstrates a lack of awareness of cultural differences or inserts bias and negativity when communicating with stakeholders.	Demonstrates an awareness of some, but not all, cultural differences when communicating with stakeholders.	Demonstrates knowledge of cultural differences and communicates in a responsive manner with stakeholders and the community.	Leads efforts to enhance culturally responsive communications with stakeholders.

16. Stakeholders can include student/adult learners, families, colleagues, community members etc. and are determined by the role and delineated responsibilities of the service provider.

17. Culturally responsive communications use the cultural knowledge, prior experiences and performance styles of diverse learners to make learning more appropriate and effective and support connectedness between home and school experiences.

APPENDIX D

Bethany Public School District
Professional Educator Growth and Evaluation Plan

2016-2017 BCS Kindergarten Survey

YES   NO

1. I like coming to school. *
○ YES ○ NO

2. My teachers help me to learn new things. *
○ YES ○ NO

3. My teachers tell me how I am doing in class. *
○ YES ○ NO

4. My classroom is a happy place. *
○ YES ○ NO

2016-2017 BCS Grades 1 & 2 Survey

YES   NO

Grade*
○ 1○ 2

1. I like coming to school.*
○ YES○ NO

2. My teachers help me learn new things.*
○ YES○ NO

3. My teachers tell me how I am doing in class.*
○ YES○ NO

4. I understand the rules and directions my teachers give me.*
○ YES○ NO

5. My classroom is a happy place.*
○ YES○ NO

6. I feel my teachers give me help when I need it.*
○ YES○ NO

7. My classroom is a happy place.*
○ YES○ NO

8. My classmates treat me with kindness.*
○ YES○ NO

2016-2017 BCS Grades 3-6 Survey

YOU MATTER!

Please share your opinions on the following questions. The information you provide will help us to improve BCS.

1. What grade are you in? *
  ○ 3 ○ 4 ○ 5 ○ 6

2. I like going to school. *
  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

3. I want to do well in school. *
  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

4. I am proud of the work I do in class. *
  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

5. I understand what my teachers want me to do in class. *
  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

6. I feel comfortable asking my teacher for help. *
  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

7. My teacher likes me. *
  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

8. My teacher treats me with respect. *
  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

9. My teacher thinks I can do well in school. *
  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

10. My teacher encourages me to do my best work. *
  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

11. My teacher uses different ways to help me learn. *
  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

12. My teacher explains the reasons why he/she is teaching me certain things. *
  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

13. My teacher is happy to answer my questions. *
  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

14. My teacher explains things clearly. *
  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

15. My teacher encourages me to ask questions if I don't understand something.*

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

16. My teacher thinks we can have fun learning.*

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

17. My teacher talks to my parents/guardians about how I am doing in school.*

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

18. People listen to my ideas at school.*

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

19. My classmates treat me with respect.*

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

20. The students in my school treat adults with respect.*

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

21. The adults in my school treat students with respect.*

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

22. The adults in my school care about me.*

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

2016-2017 BCS Parent Survey

Your input is very important to us and we genuinely want to hear from you. The information you supply will be crucial in moving our district forward.

Please complete this survey by Thursday, May 18th.

1. I feel welcome at Bethany Community School (BCS). *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

2. My child enjoys going to school. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

3. BCS holds students to high behavioral standards. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

4. My child feels physically safe at school. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

5. My child feels emotionally safe at school. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

6. The school is sensitive to issues regarding race, gender, sexual orientation and disabilities. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

7. The school facility is clean and well maintained. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

8. The adults at BCS truly care about my child. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

9. If I have a question or concern, I know whom to contact at BCS. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

10. My child's teacher(s) treat me with respect. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

11. I feel comfortable contacting my child's teacher(s). *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

12. I often communicate with my child's teacher(s), whether in person, by phone, by email, or in some other way. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

13. I talk with my child's teacher(s) about my child's schoolwork, challenges, and academic progress. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

14. My child's teacher(s) care about his/her academic success. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

15. My child is challenged to meet high expectations at BCS. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

16. My child's teacher(s) challenge my child to do his/her best. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

17. I share responsibility for my child's achievement. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

18. I know what to do at home to support my child's learning. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

19. My child's teacher(s) help me to understand what my child needs to learn to be successful at his/her grade level. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

20. My child has access to extra academic help during the school day when he/she needs it. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

21. My child's teacher(s) provide information about his/her progress. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

22. My child is challenged to meet high expectations in the arts. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

23. Technology at BCS is used as a tool to enhance education. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

24. I volunteer at BCS. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

25. BCS offers me ways to be involved in my child's education. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

26. Administrators invite parents to play a meaningful role in making decisions in our district. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

27. The principal is available to parents and is willing to listen. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

28. There is clear communication from the school's administration to parents. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

29. I feel well informed about what is going on at BCS. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

30. Administrators work towards making the vision of our district a reality. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

31. Administrators keep the school focused on academic achievement. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

Please add any comments you feel would help us improve our school/district (optional).

2016-2017 BCS Certified Staff Survey

Your input is very important to us and we invite you to share your feedback. The information you supply will be critical in moving our district forward.

Please complete this survey by Thursday, May 18th.

1. I like working at Bethany Community School (BCS). *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

2. BCS is a caring and nurturing school. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

3. I feel safe working at BCS. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

4. At BCS, there are clear cut policies and procedures for student behavioral expectations. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

5. Students at BCS respect each other's differences. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

6. There are groups of students at BCS who exclude others and make them feel bad for not being part of a group. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

7. The school facility is clean and well maintained. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

8. The school emphasizes communication with parents. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

9. Parents are provided opportunities to be involved at BCS. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

10. There is a clear academic vision for BCS. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

11. Academic expectations are high at BCS. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

12. Professional development for teachers is aligned to school/district goals. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

13. Teachers at BCS are given opportunities for individualized professional development. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

14. Staff are provided opportunities to serve on committees to contribute to school/district decisions. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

15. I feel comfortable collaborating with my colleagues. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

16. My contributions are valued. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

17. My colleagues share effective instructional strategies. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

18. My colleagues care about their students' academic success. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

19. My colleagues are committed to high quality work. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

20. My colleagues create a safe and respectful environment for all students. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

21. Adults treat students respectfully at BCS. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

22. Administrators take responsibility for student achievement. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

23. Administrators are instructional leaders. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

24. Administrators let me know what is expected of me. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

25. Administrators provide me with regular and helpful feedback about my teaching. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

Comments (optional):

26. Administrators encourage collaboration among teachers to improve student learning. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

Comments (optional):

27. Administrators are open to constructive feedback. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

Comments (optional):

28. Administrators are responsive to my questions and concerns. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

Comments (optional):

29. Administrators are committed to finding fair solutions to problems. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

Comments (optional):

30. There is clear communication from school administration to staff. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

Comments (optional):

31. Administrators share a good rapport with staff. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

Comments (optional):

32. Administrators handle student discipline issues in a fair and timely fashion. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

Comments (optional):

33. I feel respected by parents. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

Comments (optional):

34. I feel supported by the Board of Education. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

Comments (optional):

Please add any comments you feel would help us improve our school/district (optional)?

APPENDIX E

Bethany Public School District
Professional Educator Growth and Evaluation Plan
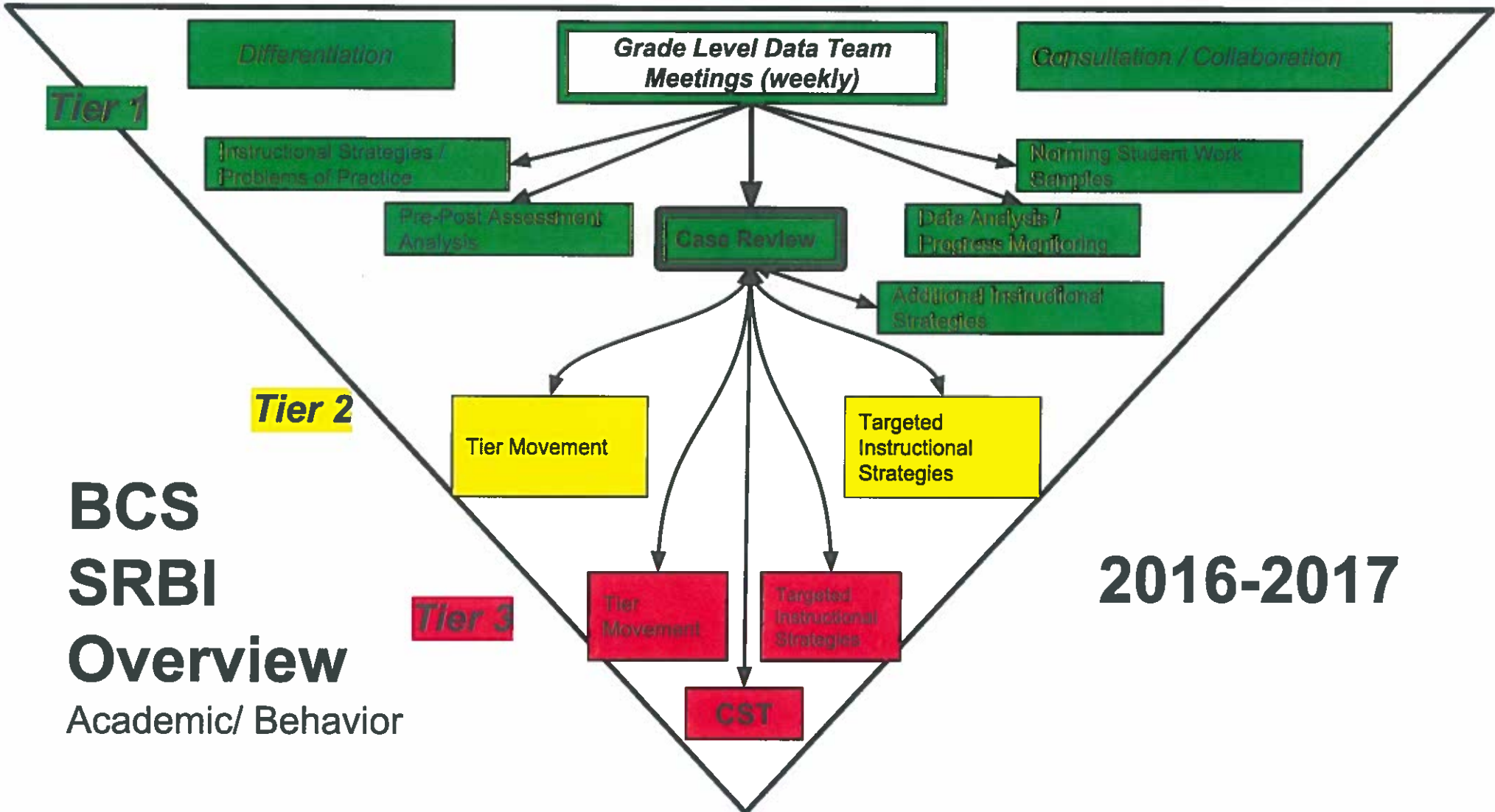
BCS
SRBI
Overview
Academic/ Behavior

2016-2017

Tier 1

Differentiation

Grade Level Data Team Meetings (weekly)

Consultation / Collaboration

Instructional Strategies / Problems of Practice

Norming Student Work Samples

Pre-Post Assessment Analysis

Case Review

Data Analysis / Progress Monitoring

Additional Instructional Strategies

Tier 2

Tier Movement

Targeted Instructional Strategies

Tier 3

Tier Movement

Targeted Instructional Strategies

CST

CONSULTATION LOG
*Provide a copy to the Teacher (attach to **Student Support Log**)*

Check as appropriate:

☐ School Counselor   ☐ School Psychologist   ☐ Intervention Teacher   ☐ Literacy /Numeracy Specialist

☐ Special Ed Teacher   ☐ Speech Pathologist   ☐ SRBI Consultant   ☐ Other:_____

Consultant Name:_____

Student:_____   **Grade:**_____   **Teacher:**_____

Day / Time	Area of Concern	Consultative Recommendations	Outcomes (completed after using suggested strategies)

BETHANY COMMUNITY SCHOOL
SRBI CASE REVIEW FORM

I. General Information

Student: _____ DOB: _____ Age: _____ Gender: _____

Grade _____ Teacher _____ Retained?   Y   N   What Grade? _____

Home Language: _____ Absences to Date: _____ Days Tardy and/or Dismissed Early: _____

Student Characteristics: (i.e. strengths, talents, interests, learning styles, social skills, work habits, environmental preferences, etc.)

_____

_____

II. Parent/Guardian Contacts: Attach Parent Communication Log(s)

III. Reason for Requesting Assistance/Presenting Problem:

Reading   Writing   Math   Behavior   Attendance

Other:

Primary Target for Improvement: (What is happening? Be specific and concrete)

_____

_____

Secondary Target for Improvement: (If any)

_____

_____

Other Staff Members You Have Consulted: (Indicate Name of Staff and Date of Consultation)

| Previous Teacher | School Psychologist | School Counselor | Reading Specialist |

| Math Specialist | Special Ed. Teacher | SRBI Consultant | Writing Specialist |

Speech Pathologist   Board Certified Assistant Behavior Analyst (BCaBA)   Other: _____

IV. Data Collection: (Attach Assessments/Behavior Documentation, Student Support Log and Work Samples)

Assessments: At least 3 measures that identify focused area for improvement (i.e. Running Record, STAR Reading/Early Literacy, Phonics Assessments/Fundations, Sight Word Assessments, Phonological Assessments, Letter ID/Sound, Benchmark Writing Sample, Unit Assessments, Process Pieces, Math Unit Assessments, STAR Math, behavior chart data summary, on/off task data, any other teacher-created assessments/documentation related to focused area of concern)	Date Given	Current Performance/ Expected Goal

The following information will be filled out at each Case Review Meeting

V. Next Steps:

Case Status	Date	Date	Date	Date
Begin Tier 1 Interventions				
Continue/ Add Tier 1 Interventions				
Tier 2 Interventions are Required (letter sent home)				
Continue/Add Tier 2 Interventions				
Tier 3 Interventions are Required (letter sent home)				
Continue/Add Tier 3 Interventions				
Move to CST				
CST Outcome: Continue/Add Tier 3 Interventions				
CST Outcome: Consider 504 Referral				
CST Outcome: Consider Special Ed Referral				
Close Case Review				
Parent Communication				
Reconvene Case Review/CST At the end of each case review meeting, set the next meeting date based upon the duration of intervention discussed (i.e. 6 weeks, 8 weeks, etc)				

VI. Recommended Interventions:

Date	Tier	Strategy/ Specific intervention	With What Resources	By Whom? Where?	How: Individual/ Small Group	Frequency/ Duration	Monitoring Plan (Daily/ Weekly/ 2x Month)	Goal or Measureable Outcome

BETHANY COMMUNITY SCHOOL
PARENT COMMUNICATION LOG

Student: _____ Grade: _____ Teacher: _____

Parent/Guardian Contact Information   Home Phone_____

Parent/Guardian 1: Name_____Cell Phone_____Email_____

Parent/Guardian 2: Name_____Cell Phone_____Email_____

Date of Contact	Person Contacted	Type of Contact			Information Disclosed / Outcome of Contact	Action Plan
		Phone	Email/ Letter	In Person		

BETHANY COMMUNITY SCHOOL
STUDENT SUPPORT LOG   Student: Grade: Teacher:

Date	Tier 1 or 2	Skill(s) Targeted (Area(s) of Concern)	Classroom Differentiation or Intervention Implemented (What are the specific strategies used?)	Grouping/ Frequency/ Duration (What is the group size? How many times a week? For how many weeks?)	Baseline Assessment/ Initial Score (What data was used to identify the area of concern?) Triangulation of Data	Progress Monitoring Dates/Scores (What to skill?) [date/score] are you using measure the		

Date	Tier 1 or 2	Skill(s) Targeted (Area(s) of Concern)	Classroom Differentiation or Intervention Implemented (What are the specific strategies used?)	Grouping/ Frequency/ Duration (What is the group size? How many times a week? For how many weeks?)	Baseline Assessment/ Initial Score (What data was used to identify the area of concern?)	Progress Monitoring Dates/Scores (What are you using to measure the skill?) date / score		

BETHANY PUBLIC SCHOOL DISTRICT
Ascent to Excellence

PROFESSIONAL ADMINISTRATOR

GROWTH AND EVALUATION PLAN

The following document provides information relative to the policies and procedures associated with the revised Administrator Evaluation Program for the Bethany Public School District. Procedures have been designed through the collective efforts of the Bethany Professional Development and Evaluation Committee which includes educators, related service professionals, curriculum specialists, union representation, school administrators, and central office staff. The Committee was charged with developing a Professional Growth and Evaluation Plan for Bethany administrators. The Committee gathered feedback from educator's district-wide and designed recommendations for the policies and procedures associated with leader effectiveness and performance evaluation.

Table of Contents

Acknowledgements

Board of Education

Christopher Pittenger, M.D., Ph.D. (Chairperson)
Adam Carrington (Vice Chairperson)
Namita Wijesekera, M.D. (Secretary)

James Bruni
Doreen Fox
John Paul Garcia
Inez Kelso
Dorothy Seaton
Vivian Shih, M.D.

Administration

Colleen Murray, Superintendent
Diane Krivda, Director of Curriculum and Learning
Robert Davis, Bethany Community School Principal

Bethany Public School District

In 2016-2017 the Bethany Public School District (BPSD) partnered with ReVision Learning to develop and articulate the *Professional Administrator Growth and Evaluation Plan*. Throughout the 2016-2017 school year, the Professional Development and Evaluation Committee (PDEC), in consultation with ReVision Learning, worked to revise and evolve the District's *Professional Administrator Growth and Evaluation Plan*. Special thanks and recognition to all who supported the development, implementation, and revision of this plan.

Bethany Professional Development and Evaluation Committee

Robert Davis, Principal

Jason Ewen, Grade Four Teacher

Andrea Hubbard, Kindergarten Teacher

Nicole Kevorkian, Art Teacher

Diane Krivda, Director of Curriculum and Learning

Kevin Mahoney, Math Specialist

Colleen Murray, Superintendent (Ex-Officio)

Melissa Rakowski, Grade One Teacher

Heather Sniffin, Kindergarten Teacher and Bethany Education Association President

Tina Spagnoletti, Guidance

Approved by BOE: June 7, 2017
Approved by CSDE:

I.   Introduction

A. Vision and Purpose of the Professional Administrator Growth and Evaluation Process

Research findings are unequivocal about the connection between teacher and leader quality and student learning. Over two decades of research has proven that no single school-based factor contributes more to the success of the students than high-quality teachers. Second only to the impact of teachers, leaders that support quality environments for learning have a profound impact on our students.

It is the vision of the Bethany professionals that the educator supervision and evaluation plan be viewed as a collaborative process to ensure that all students have competent, highly effective teachers to deliver instruction and leaders to support that instruction. Bethany is committed to providing an evaluation and support structure that builds human capacity and challenges all educators to be reflective practitioners that aspire to reach excellence. BPSD is committed to an educator professional growth model that is designed to improve student learning and staff effectiveness through the ongoing development of Bethany's professional staff.

The *Bethany Public School Professional Administrator Growth and Evaluation Plan*, herein referred to as the "*Plan*," was developed to empower professional staff to work collaboratively toward continuous improvement of student learning. The *Plan* provides a shared definition of effective instructional and leadership practices, while serving as a tool for reflection, offering opportunities for ongoing professional conversations on multiple focus areas. Within each focus area are specific indicators that articulate a continuum of performance levels from ineffective to exceptional practices.

The Bethany professionals chose to align the supervision and evaluation process to the *Connecticut Common Core of Teaching*, *Connecticut's Common Core of Leading*, *The Connecticut Leader Evaluation and Support Rubric 2015*, *Bethany Board of Education Goals*, *Bethany Community School Goals* and *PEAC Guidelines*, our core beliefs and practices, as well as a significant body of research. The *Plan* is holistic and comprehensive in its design, satisfying the guidelines for educator evaluation set forth by the Connecticut State Department of Education while also contributing to the improvement of individual and collective practice among professionals, and providing support for a full range of professional performance needs.

B. Goals of the Professional Administrator Growth and Evaluation Process

To achieve Bethany's vision of implementing a collaborative and reflective educator supervision and evaluation process that ensures every student is taught by a competent, highly qualified educator, and the district is run by highly effective leaders, the goals of this *Plan* are to design an evaluation system that clearly defines excellent practice, provides educators with accurate, useful information about their strengths and areas for development, and provides meaningful opportunities for professional learning and growth.

To achieve our goals, this evaluation system will:

- Ensure the learning and growth of all professionals and students.
- Guarantee the continuation of Bethany's collaborative model, including Professional Learning Communities (PLC), grade level Data Teams, and common planning time that allow for continued reflection, collaboration and communication around student growth and student learning.
- Provide meaningful professional learning experiences that impact instructional practice.
- Pledge to provide ongoing opportunities for professional sharing and feedback in support of continuous learning.
- Provide a structure that allows educators to document and share evidence of best practice.
- Ensure that evaluations are fair, reliable, valid, holistic, and an accurate representation of educators' practice.
- Differentiate experiences for educators across a continuum of professional performance needs.

C. District Mission Framework

Mission, Beliefs, Commitments, and Core Values

At the heart of our *Bethany 2020 – Ascent to Excellence Strategic Plan*, lies the district's mission, beliefs and commitments. These core values guide our decision-making and affirm our belief that developing each educator and all students, so that they can achieve to their greatest potential, is a shared responsibility.

Mission Statement

In the Bethany Public School District, we believe our mission is to challenge and inspire every student to become a lifelong learner and a resilient, independent, literate, caring, creative, responsible world citizen.

Our Beliefs and Commitments

We believe that …

Educating children is our first priority.

Education is a community-wide responsibility and requires the active engagement of all stakeholders.

The individual worth of each child must be celebrated.

Every student can learn and deserves an equal opportunity to learn.

Every student has special gifts and talents to be discovered and nurtured.

Positive attitude and effort lead to accomplishment.

Physical activity, the arts, and play are essential elements of a comprehensive education.

Education must focus on active learning, using critical thinking and problem-solving skills.

We are committed to …

Empowering students to become resourceful learners who can apply their knowledge.

Challenging each student to reach his/her full potential.

Respecting individual and community values.

Integrating twenty-first-century technology throughout our school.

Investing in our professional staff to enhance instruction.

Developing and retaining exemplary teachers.

Providing a safe, secure and positive environment.

Managing our financial resources efficiently and effectively.

Advancing the Bethany Public School District together as a community.

D. **Bethany 2020 – Ascent to Excellence Strategic Plan**

1. We will maximize each student's potential through a rich and challenging curriculum and a broad range of programs.

2. We will provide proactive, coordinated academic, social, and emotional support for every student.

3. We will cultivate responsibility, respect, and resilience in our students, and will promote citizenship in the school, the community, and the world.

4. We will encourage and enhance collaborative relationships with parents and with the broader community.

5. We will ensure that the staff and students are fluent in the integrated use of technology in the service of learning.

6. We will be responsible stewards of Bethany's school resources.

7. We will provide a safe and secure learning environment.

8. We will invest in the continual development of our staff.

E. **Theory of Action**

IF students are provided access to highly effective teachers who also develop caring responsive relationships, *AND IF* the culture of continuous, collaborative professional growth is used to support high expectations for student learning and improved instruction, *THEN* we will meet the needs of all learners and students will achieve at high levels.

F. **Connecting Professional Administrator Growth and Evaluation Process to the Bethany Vision, Mission, Instructional Model, Achievement Goals, and Theory of Action**

As evidenced by our mission, vision, beliefs and commitments, BPSD recognizes that the education of each child and the development and growth of each staff member is not only a priority but a shared responsibility. The tenets that support the *Plan* are grounded in our strong belief that educator and student success is contingent upon our commitment to work as a professional learning community. The *Plan* will assure the attainment of both the vision and mission of our learning community.

Strengthening individual and collective educator practices with the goal of developing students' critical thinking and increasing student achievement warrants having an instructional framework as the cornerstone of our work. We acknowledge that in order for students to achieve at their highest level, we need effective educators in every classroom delivering high-quality instruction at all times. Additionally, we acknowledge that leaders responsible for providing supervision and support to our teachers must meet high standards of leadership practice, especially related to their role as instructional leaders. The Bethany Community School's Balanced Instructional Model is comprehensive, implemented school-wide, and focuses on purposeful planning, effective instructional practices, active student engagement, and thoughtful reflection resulting in improved student achievement. This instructional model is supported and tightly aligned to the *Connecticut Common Core Standards* (CCCS), *Common Core of Teaching* (CCT), Bethany Public School District's

Curriculum, and both formative and summative assessments. Our instructional model allows us to share a common understanding of effective instructional practices and identifies where these practices fall along a continuum - from exceptional to ineffective practice.

While our *Plan* is an important structure for the realization of our district vision and mission, it also plays a critical role in our district/school improvement plans. Our continuous improvement plans address how we will obtain our district goals, and cannot be accomplished without high-quality instruction taking place in every classroom. Therefore, our plan addresses the alignment of developing professional goals around instructional practices that directly support district/school goals.

Furthermore, the district's Theory of Action serves as a concrete representation of our vision and strategy for improvement. The Bethany Public School District's Theory of Action explicitly connects the learning and development of our professional educators to the learning and development of their students in the classroom, whereby we believe that if all students are provided access to highly effective educators and our leaders promote a culture of continuous, collaborative professional growth that supports high expectations for student learning and improved instruction, then we will meet the needs of our students and they will achieve at high levels.

II. Elements of the Professional Growth and Evaluation Process for Administrators

A. Administrator Evaluation Plan Overview

Figure 1 below represents an outline of the overall Professional Administrator Growth and Evaluation process.

Figure 1: Evaluation Process Timeline

Administrator Self-Reflection By Oct 2	Student Data Review By Oct 2	Collaborative Goal Setting Conference By Oct 30	Establishment of PLG and SLOs By Oct 30	Performance and Practice Reviews Throughout the Year	Mid-Year Conference By Feb 15	End of Year Conference By June 30

The *Plan* is driven by the implementation of the *Connecticut's Common Core of Leading* (CCL). These standards support a common understanding of effective leadership practice across four domains as outlined in *The Connecticut Leader Evaluation and Support Rubric 2015* (Appendix A).

Domains:
- Instructional Leadership,
- Talent Management,
- Organizational Systems, and
- Culture and Climate.

Within each domain are specific indicators that break down expected teacher practices and resulting student behaviors across four levels of performance and practice:
- Level 1 - Below Standard Practice
- Level 2 - Developing Practice
- Level 3 - Effective Practice
- Level 4 - Exemplary Practice

The *Connecticut's Common Core of Leading* (CCL) is the framework upon which the Connecticut State Department of Education formulated the *CT Leader Evaluation and Support Rubric*, herein referred to as "*the Rubric.*" *The Rubric* is the core document within this evaluation system and is used to help provide the context through which a leader's performance can be directly measured. The indicators of leadership practice outlined in *the Rubric* (see Figure 2) represent the values and beliefs of leadership of the educational community. Evaluation of educator performance will be measured through evidence collected relative to the performances identified in *the Rubric*, and educator growth across performance levels will be supported and ultimately expected in each given school year.

Figure 2. Connecticut Leader Evaluation and Support Rubric

Connecticut Leader Evaluation and Support Rubric 2015 — At a Glance

▶ Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.1 **Shared Vision, Mission and Goals** — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.

1.2 **Curriculum, Instruction and Assessment** — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.

1.3 **Continuous Improvement** — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

▶ Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.1 **Recruitment, Selection and Retention** — Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.

2.2 **Professional Learning** — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.

2.3 **Observation and Performance Evaluation** — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

▶ Domain 3: Organizational Systems

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

3.1 **Operational Management** — Strategically aligns organizational systems and resources to support student achievement and school improvement.

3.2 **Resource Management** — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.

▶ Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.1 **Family, Community and Stakeholder Engagement** — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

4.2 **School Culture and Climate** — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

4.3 **Equitable and Ethical Practice** — Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.

Stakeholder Feedback (10%) will also be collected on educator performance and will, in combination with **Administrator Performance and Practice Ratings** (40%), constitute 50% of a leader's overall performance rating. This 50% (40% + 10%) is a leader's "**Practice Rating**."

Measurement of the **Student Learning Outcomes** for students is defined as an **"Outcome Rating"** and will be measured based on results associated with student achievement on a combination of local and regional assessments (45%), and **Teacher Effectiveness** (5%). These two categories of performance evaluation will constitute the remaining 50% (45% + 5%) of an educator's overall rating (see Figure 3). Processes and information relative to measurement of performance in these four main categories of performance evaluation have been outlined in the sections that follow (see Figure 3).

Figure 3: Categories of Performance Evaluation

Categories of Performance Evaluation

- Stakeholder Feedback
- Administrator Performance & Practice
- Student Learning Outcomes
- Teacher Effectiveness

10% / 40% / 45% / 5%
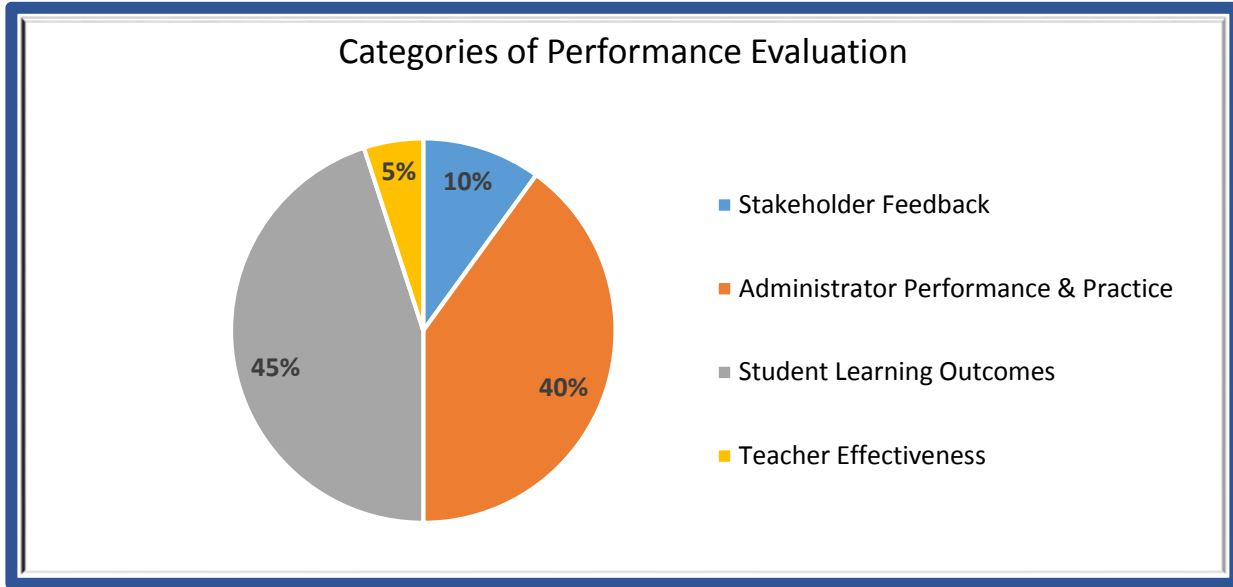
B. Components of Performance Evaluation

Category 1: Administrator Performance and Practice (40%)

Forty percent (40%) of an Administrator's evaluation shall be based on ratings of Administrator performance and practice by the District Superintendent or her/his designee(s). For the purpose of this section, the word "Administrator" will constitute those individuals in positions requiring an administrative certification (092) including Principals, Director of Curriculum and Director of Special Services.

Forty percent (40%) of an Administrator's evaluation shall be based on observation and evidence collection related to leadership practice and performance as articulated in the *Connecticut's Common Core of Leading*. Additional, review of artifacts including professional development plans, educator feedback, Administrator reflections as well as planning documents, school improvement plans, and evidences of educator development and evidences of professional relationships will also be considered in measuring Administrator performance and practice. Table 1 provides an overview of the core actions to be taken by Administrators and their Evaluator throughout the year.

Table 1: Evaluation Cycle for Administrators

Action	Person Responsible	Documents*	Timeline**
Orientation and Support Evaluation Process.	Administration	Evaluation Plan	By Oct 30
Self-Reflection (CCL).	Administrator	Self-Reflection	By Oct 2
Initial Student Data Review.	Administrator/ Evaluator	End-of-Year Achievement Data Beginning-of-Year Achievement Data	By Oct 2
Review of existing stakeholder data including but not limited to School Climate Survey, Leadership Survey & Parent/Student Surveys.	Administrator/ Evaluator	School Climate Survey Leadership Survey Parent & School wide Surveys	By Oct. 15
Review of School Improvement Plan.	Administrator/ Evaluator	School Improvement Plan	By Oct 15
Collaborative Goal Setting Conference. Related to Administrator's Goal: Student Learning Outcomes, Theory of Action, School Improvement Plan, Professional Learning, Stakeholder Feedback and Educator Growth Expectations.	Administrator/ Evaluator	Administrator Goal Setting Forms	By Oct 30
Establish a system of Unannounced Observations including but not limited to brief observations of leadership practice (e.g., staff meetings, professional development, parent or student interaction, school-based instructional rounds, classroom visitations, Board of Education meetings, community outreach, PPT meetings and school-wide functions). Written and oral feedback provided.	Administrator/ Evaluator	Unannounced Observation Form	Aug – Jun
Establish a system of classroom walkthroughs with Evaluator and designees.	Administrator/ Evaluator/ Others including but not limited to Instructional Support Team, educators, School Data Team	Walkthrough data, problem of practice, Theory of Action, instructional observation protocols	Visit 1 by Jan 1 Visit 2 by May 15
Mid-Year Conference. Related to Administrator's Goal: Student Learning Outcomes, Theory of Action, School Improvement Plan, Professional Learning, Stakeholder Feedback, and Educator Growth Expectations.	Administrator/ Evaluator	Mid-Year Conference Form	By Feb 15
Self-Assessment	Administrator	CT Leader Evaluation and Support Rubric	By Jun 23
End-of-Year Conference. Related to Administrator's Goal: Student Learning Outcomes, Theory of Action, School Improvement Plan, Professional Learning, Stakeholder Feedback, and Educator Growth Expectations.	Administrator/ Evaluator	End of Year Conference Form	By Jun 23
Preparation and submission of Summative Evaluation.	Evaluator	Summative Evaluation Form	By June 30

*Forms will be revised periodically to reflect revisions approved by the Bethany Professional Development and Evaluation Committee.
**Dates determined by the school calendar.

Documentation Review

All Administrators will have the opportunity to collect information relative to their practice that can be shared with an Evaluator in support of their overall evaluation and across all domains of *Connecticut's Common Core of Leading*. Artifacts are submitted as evidence of Administrator effectiveness in terms of the leadership standards. For each document uploaded, Administrators will be able to indicate which Domain(s)/Indicator(s) the artifact supports. Table 2 provides a list of documents and processes that can be used to support meaningful dialogue relative to evidence and artifacts.

Table 2: Examples of Artifact Documents

Action	Person Responsible	Documents
Review of School Improvement Plan.	Administrator/ Evaluator	School Improvement Plan
Identification of key documents that support teaching and learning.	Administrator/ Evaluator	Faculty Meeting Agendas and PD plans
Review of school-wide achievement data.	Administrator/ Evaluator	Achievement Results
Review of teacher summative observations/evaluations.	Administrator/ Evaluator	Summative Teacher Evaluation documents
Review of school climate data.	Administrator/ Evaluator	School Climate Survey Results Parent/Staff/Student Survey Results
Review of Instructional Problem of Practice.	Administrator/ Evaluator	Problem of Practice – Results of School-Based Walkthroughs

Leadership Performance Rubric

Bethany Public Schools has, through a committee process including input from all administrative level staff in the district, reviewed and analyzed various leadership rubrics to determine the best leadership framework for analysis of administrative performance and practice. The Committee has selected the *Connecticut's Common Core of Leading*. The 2015 version of *The Connecticut Leader Evaluation and Support Rubric* will be used as the primary tool. Appendix A shows the full *Rubric* to be used for all procedures associated with the forty percent (40%) Administrator performance and practice. Bethany Public Schools will use the following structure to weigh the four Performance Expectations of *the Rubric*.

Table 3: *CCL Rubric* Performance and Practice Scoring

Domain	Score	Weighting	Points (Score x Weighting)
1. Instructional Leadership		50%	
2. Talent Management		20%	
3. Organizational Systems		20%	
4. Culture and Climate		10%	
		Total Score	

Table 4: *CCL Rubric* Performance and Practice Scoring - EXAMPLE

Domain	Score	Weighting	Points (Score x Weighting)
1. Instructional Leadership	2	50%	1.0
2. Talent Management	2	20%	0.4
3. Organizational Systems	3	20%	0.6
4. Culture and Climate	3	10%	0.3
		Total Score	**2.3**

Leadership Practice Summative Rating

Summative Ratings are based on the preponderance of evidence for each performance expectation in *the Rubric*. Evaluators collect written evidence about and observe the Administrator's leadership practice across the four performance expectations described in *the Rubric* and as specified in the preceding tables. Specific attention is paid to leadership performance areas identified as needing development.

Once the evidence has been reviewed and an Administrator's final score has been determined based on the weighting of each Performance Expectation, the Evaluator records a final rating.

Table 5: Performance and Practice Rating
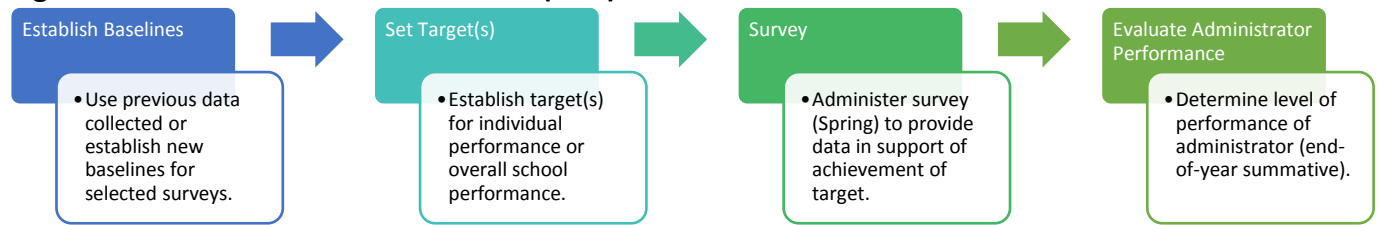
Exemplary Practice	Proficient Practice	Developing Practice	Below Standard Practice
3.51 – 4.0	2.5 – 3.5	1.5 – 2.49	1 – 1.49
		Total Score	**2.3**
		Rating	**Developing**

Category 2: Stakeholder Feedback (10%)

Ten percent (10%) of an Administrator's Summative Rating shall be based on feedback from stakeholders on areas of Administrator and/or school practice as described in the *Connecticut Leadership Standards*. For school-based Administrators, stakeholders solicited for feedback must include educators and parents, but may include other stakeholders (other staff, community members, students, etc.). More than half of the rating of an Administrator on **Stakeholder Feedback** must be based on an assessment of improvement over time. To ensure a proper baseline has been established prior to assessing improvement over time, Bethany will begin to apply an analysis of Administrator improvement to assessment of performance relative to **Stakeholder Feedback** in year two which will allow for a clear understanding of growth. Bethany will set both common targets of improvement and performance for all Administrators as well as, where necessary, set specific targets for individual Administrators.

Bethany Public Schools has selected to use district created stakeholder surveys to cull important leadership goals and establish targets for improvement in which district and school leadership can apply in practice and which evaluators can assess leadership performance. Appendix B provides examples of survey questions from the selected Bethany Public School survey samples.

Figure 4: Stakeholder Feedback Process (10%)

Establish Baselines	Set Target(s)	Survey	Evaluate Administrator Performance
• Use previous data collected or establish new baselines for selected surveys.	• Establish target(s) for individual performance or overall school performance.	• Administer survey (Spring) to provide data in support of achievement of target.	• Determine level of performance of administrator (end-of-year summative).

The Administrator will articulate targets associated with data collected by stakeholders. When applicable, the Administrator will make specifics connections between the Student Learning Objectives (SLO) being set and the targets and associated actions in response to **Stakeholder Feedback**. Assessment of performance in **Stakeholder Feedback** will be based on review of survey data as it related to targets established during the Goal Setting Conference. An example of a Stakeholder Feedback Goal is provided in Figure 4.

Figure 4: Stakeholder Feedback Goal - EXAMPLE

Target is to increase *positive* response to Parent Communication questions on Survey from 45% rating to 55% rating at Agree or Strongly Agree.

The Administrator and Evaluator examine the survey results, identify the growth made toward targets set, and determine the level of performance to be assigned as outlined in the four-point matrix in Table 6.

Table 6: Stakeholder Feedback Goal Rating

Below Standard Practice	Developing Practice	Effective Practice	Exemplary Practice
Level 1	Level 2	Level 3	Level 4
Did Not Meet Goal	**Partially Met Goal**	**Met Goal**	**Exceeded Goal**

Category 3: Student Learning Measures (45%)

Forty-five percent (45%) of an Administrator's evaluation shall be based on attainment of goals for student growth, using multiple indicators of academic growth and development to measure those goals. Improving student performance is the single most important job of our nation's public schools. Rigorous Student Learning Objectives (SLO) and corresponding Indicators of Academic Growth and Development (IAGD) help educators and Administrators challenge students at the highest possible levels and ensure focus and targeted practice toward their success.

The practice of setting student growth objectives places emphasis on using assessment results to guide instruction. Research has found that educators who set high-quality objectives often realize greater improvement in student performance than those who do not.

Establishing quality SLO/IAGD helps:
- Increase collegial discussions toward student growth and learning.
- Increase Administrator's capacity to engage in the evaluation of assessments administered in their school setting.
- Increase knowledge and understanding of curricular standards.
- Cultivate deeper understanding of students' academic strengths and weaknesses.
- Design more effective instructional practice.
- Support understanding of how to coach an educator to monitor and adjust instruction effectively to meet students' needs.
- Generate more intentional professional learning opportunities before, during and after the school year.

Included in the analysis of student outcomes is a clear through line to the on-going data cycle and analysis completed by all educators in Bethany. Administrators are responsible for monitoring the formal Data Team cycle, informing the progress monitoring required to support student growth throughout the school. Throughout the year, Administrators will reflect on progress related to Data Team analysis of student achievement and complete a **Student Outcome Portfolio**. This Portfolio will act as an IAGD in that Administrators and Evaluators will work during each collaborative conference (i.e., Goal Setting, Mid-Year and End-of-Year) to review the connections between specific educator actions, how they are supporting those actions as an Administrator, and student outcomes expected in the SLO.

Figure 5: Procedures for Establishing and Monitoring SLOs/IAGDs

Initial Student Data Review	Articulation of SLOs/IAGDs	Collaborative Goals Setting Meeting
• Administrator reviews student data to assist in articulation of SLOs/IAGDs.	• Administrator writes their SLOs/IAGDs based on benchmarking and/or initial student data review.	• Evaluator and Administrator meet to determine final SLOs and IAGDs.

End-of-Year Review of Student Outcome Portfolio	Mid-Year Review of Student Outcome Portfolio	Remaining Data Team Cycle
• Evaluator and Administrator review student performance across the year and analyze specific leader actions that supported student/educator growth.	• Evaluator and Administrator review student performance up through the mid-year and analyze specific leader actions that supported student/teacher growth.	• Administrator participates in school Data Team cycle to monitor progress.

Initial Benchmark and Initial Student Data Review

At the beginning of the year, the Administrator will complete an initial review of student data. This analysis will allow the Administrator to establish SLO/IAGD that directly align to the needs of students.

Collaborative Goal Setting Conference (by October 30)

Each Administrator, through a monitoring of the submitted teacher SLOs, analysis of baseline data and established benchmarks and/or baseline data and, in mutual agreement with his/her Evaluator, will select two goals for student growth. Time will be allotted before the conference to review student data to inform Administrator goals. For each goal, the Administrator, through mutual agreement with his/her Evaluator, will select at least three but not more than five Indicators of Academic Growth and Development (IAGD).

In order to ensure no SLO/IAGD is determined by a single, isolated test score, but instead determined through the comparison of data across assessments and administered over time, Bethany Public Schools has designed the following structure:

For each goal, the Administrator, through mutual agreement with his/her Evaluator, will select at least three, but not more than five Indicators of Academic Growth and Development (IAGDs) to include both standardized and non-standardized measures.

Each SLO/IAGD will:
- Take into account the academic track record and overall needs and strengths of the students, using baseline data when available.
- Address the most important purposes of an Administrator's assignment.
- Be aligned with school, district, or state student achievement objectives.
- Include a set of articulated action steps to meet each SLO. Action steps should reflect practice related to each domain within the *CCL*.

At least one IAGD for any SLO must be based on, when available, a standardized measure. Criteria for standardized measures includes:
- Administered and scored in a consistent manner.
- Aligned to a set of academic standards.
- Broadly administered (regional, statewide, or national).
- Administered between one and three times a year.

At least one IAGD will be based on a non-standardized measure.

Possible assessments in Bethany include but are not limited to:
- <u>Curriculum-Based/Non-Standardized Assessments</u> - Examples include Phonological Awareness Test, Phonics Core Survey, Fundations End-of-Unit Assessments, Progress Monitoring, Spelling Inventory, and Fountas and Pinnell.
- <u>Standardized Assessments</u> - Examples include STAR, STAR Early Literacy Assessments, and Smarter Balanced.
- <u>Math Assessments</u> - Examples include Regional End-of-Year Assessment, STAR, and End-of-Unit Assessments, Math Expressions Quizzes and Exit Slips.
- <u>Writing Assessments</u> - Examples include Writing Samples with Rubrics.

Within the process, the following are descriptions of selecting IAGDs:

- <u>Fair to students</u> - The indicator is used in such a way as to provide students an opportunity to show that they have met or are making progress in meeting the learning objective. The use of the indicator is as free as possible from bias and stereotype.
- <u>Fair to Educators</u> - The use of an indicator is fair when an educator has the professional resources and opportunity to show that his/her students have made growth and when the indicator is appropriate to the educator's content, assignment, and class composition.
- <u>Reliable</u> - Use of the indicator is consistent among those using the indicators and over time.
- <u>Valid</u> - The indicator measures what it is intended to measure.
- <u>Useful</u> - The indicator may be used to provide the educator with meaningful feedback about student knowledge, skills, perspective, and classroom experience that may be used to enhance student learning and provide opportunities for educator professional growth and development.

Data Team Cycle and Progress Monitoring

Bethany Public Schools engages in professional learning focused on the implementation of Data Teams at all grade levels. The **Data Driven Decision Making** process used during Data Teams is the backbone to the on-going development of the **Student Outcome Portfolio**. At the end of each data cycle, an Administrator should be identifying, in conjunction with his/her school based Data Team, the results associated with students' achievement across all assessments but especially in relation to his/her own SLOs. At least three times throughout the year, the Administrator will reflect on his/her specific impact on the progress being identified through the Data Team.

Student Outcome Portfolio

The focus of the **Student Outcome Portfolio** is on refining our understanding of an Administrator's impact on student performance through a routine, consistent, rigorous, and targeted analysis of student achievement in our classrooms. The Data Team cycle is the platform for our review of our students' progress. Following Data Team meetings, Administrators will document what they have learned about the effect of their leadership on teaching and learning in the school as it relates to their SLOs. Three core components make up the **Student Outcome Portfolio**: **High-Effect Leadership Strategies**, **Effectiveness of Leadership Practice**, and **Student Outcomes**. A **Student Outcome Portfolio** needs to accompany at least one SLO as an IAGD.

Component #1: High-Effect Leadership Strategies (Related to PLG)

During each instructional cycle, and based on the Data Team analysis that allows us to monitor our students' progress, educators will routinely discuss the instructional strategies they have employed that have directly led to student achievement. This is considered Step 4 in the Bethany Data Team process. Administrators, through their school Data Team will routinely examine the results associated with student achievement and educator reflective practice documented during this step of the grade level Data Teams. Three times throughout the year, Administrators will meet with their school Data Team to examine school-wide results for key areas of student learning. An Administrator's reflection in this section of **Student Outcome Portfolio** will center on the leadership practice in which they have engaged to ensure an environment of reflective practice among educators. Beyond scheduling of Data Teams, what high effect leadership strategies have been employed to ensure educators are effectively reflecting on student outcomes?

> The Administrator provides a reflective response to:
>
> *What did I commit to in this cycle to ensure my educators are effectively reflecting on student outcomes?*

Component #2: Effectiveness of Leadership Practice

> The Administrator provides a reflective response to:
>
> *What did I find worked in this cycle?*
>
> *What did I find was not working in this cycle?*
>
> *What adjustments did I make?*

Each Data Team meeting also offers an opportunity for an Administrator to self-assess on their own practice and its impact on student achievement. This is considered Step 5 of the Bethany Data Team process. During this step in the **Student Outcome Portfolio**, Administrators reflect on what has been effective about their leadership practice and what adjustments they have made.

Component #3: Student Outcomes (Brief Explanation of the Component)

As a result of the Data Team cycle, the educator should have a direct understanding of whether or not they have met the cycle goals and have determined next steps. This is where the educator has the opportunity to make the final powerful link between their actions and the outcomes within the cycle, thereby, directly monitoring the progress of students towards the overall goals.

> The Administrator provides a reflective response to:
>
> *Was the goal met?*
>
> *If so, why? If not, why not?*
>
> *What action will I take for my students who will struggle?*

Portfolio Review

During each opportunity for review between the Evaluator and Administrator (i.e., Collaborative Goal Setting Conference, Mid-Year Conference, End-of-Year Conference), the **Student Outcome Portfolio** is measured against the following four elements to support the overall measurement of the SLO:

- The level of reflective practice (connections to *the Rubric* 1.3).
- Connections between practice and targeted strategies (connections to *the Rubric* 1.2, 1.3 and 2.2).
- The level of monitoring and adjusting (connections to *the Rubric* 1.3).
- The level of new professional learning identified (connections to *the Rubric* 2.2).

The Evaluator and the Administrator can leverage the answers to the reflective questions for each component (**High-Effect Leadership Strategies**, **Effectiveness of Leadership Practice**, and **Student Outcomes**) in order to collaboratively monitor progress towards the end-of-year objectives. To support this analysis, an assessment rubric has been established for each of the elements to be measured.

Table 7: Student Outcome Portfolio Rubric

Student Outcome Portfolio Elements	Below Standard Practice	Developing Practice	Effective Practice	Exemplary Practice
	Level 1	Level 2	Level 3	Level 4
	Did Not Meet Goal	Partially Met Goal	Met Goal	Exceeded Goal
Reflective Practice Portfolio outlines evidence of reflective practice connecting leadership practice to educator practice and student outcomes. **Suggested: 50%**	Reflective practice in relation to student performance and/or educator practice is not evident and, therefore, there is limited connection between educator practice and student performance.	Reflective practice in relation to student performance and/or educator practice is evident but there remain limited connections made between practice and student outcomes.	Reflective practice in relation to student performance and educator practice is clearly made, areas for improvement have been identified and action to improve professional practice is outlined.	Uses ongoing reflection to initiate professional dialogue with colleagues to improve individual and collective practices based on student performance data.
Effective Monitoring and Proper Adjustments Portfolio outlines evidence of effective monitoring and proper adjustments **Suggested: 30%**	Has not demonstrated how he/she monitored individual teacher practice based on student data.	Demonstrates how he/she monitors and makes efforts to improve educator individual practice based on student data.	Demonstrates how he/she monitors and makes adjustments that improve educator individual practice based on student data.	Makes adjustments that improve individual educator practice based on student data and supports collective efficacy of others.
Evidence of New Learning Portfolio outlines evidence of new learning for Administrator **Suggested: 20%**	Has not provided evidence of new learning to support the impact on student performance and/or educator practice.	Demonstrates evidence of new learning but still does not connect to the impact on student performance and/or educator practice.	Demonstrates evidence of new learning that directly connects to the impact on student performance and/or educator practice.	Uses new learning to promote and support the collective impact on student performance and/or educator practice.

Mid-Year Conference (by February 15)

Evaluators and Administrators will review progress toward the goals/objectives at least once during the school year, which is to be considered the midpoint of the school year, using available information, such as agreed-upon indicators. Both the Administrator and the Evaluator will provide some evidence at the Mid-Year Conference:

- Examples of Administrators' evidence could be student work, samples of rubrics, plans, assessment questions, and pre- and post-assessment data.
- Examples of Evaluator evidence can include observation notes/forms.

This review may result in revisions to the strategies or the approach being used and/or Administrators and Evaluators may mutually agree on a mid-year adjustment of student learning goals to accommodate changes (e.g., student populations, assignment).

End-of-Year Summative Conference (by June 30)

The Administrator shall collect evidence of student progress toward meeting the student learning objectives/indicators. This evidence will be produced by using the multiple indicators selected to align with each student learning objective/indicators. The evidence will be submitted to the Evaluator, and the Administrator and Evaluator will discuss the extent to which the students met the learning goals/objectives. Evidence for the End-of-Year Summative Conference includes the following:

- End-of-Year Self-Evaluation.
- End-of-Year Student Performance Data (Data Teams).
- Artifacts from Administrator and Evaluator.
- Proposed needs for the following year (material support, building support, professional development).

Following the conference, the Evaluator will rate the extent of the Administrator's progress toward meeting the student learning goals/objectives, based on criteria for four levels of performance. Final student outcome data from the Data Team will be used to measure the attainment of the stated IAGDs (see Table 5).

Table 8: SLO/IAGD Goal Attainment

Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Level 4	Level 3	Level 2	Level 1
Exceeded Goal	Met Goal	Partially Met Goal	Did Not Meet Goal
At least 90% of the targeted percentage of students in the IAGD met or exceeded the goal.	70-89% of the targeted percentage of students in the IAGD met or exceeded the goal.	60-69% of the targeted percentage of students in the IAGD met or exceeded the goal.	Less than 60% of the targeted percentage of students in the IAGD met or exceeded the goal.

Category 4: Teacher Effectiveness (5%)

Five percent (5%) of an Administrator's Summative Rating shall be based on educator effectiveness outcomes.

- Improving the percentage (or meeting a target of a high percentage) of educators who meet the Student Learning Objectives (SLOs) outlined in their performance evaluations.
- Improvement of overall educator effectiveness scores (after a baseline has been established).
- Number of educators participating in career development programs offered by the district.

For Central Office Staff, measures may focus on a subset of educators, grade level, or subjects consistent with the job responsibilities of the Administrator being evaluated.

Bethany Public Schools believes that educator effectiveness is based on not only performance outcomes as defined in SLOs but also in the ability of leadership to promote new and continuous learning toward educator growth and development. Furthermore, creating sustainability for the district through participation in career development pathways provides an important context to the influence of leadership on educator practice. Therefore, the weighting of **Teacher Effectiveness** will be examined in the following manner:

Table 9: Teacher Effectiveness – Year 1

Teacher Effectiveness Component	Weighting
SLO's	100%
Practice Ratings	0%
Career Development	0%

Table 10: Teacher Effectiveness – Year 2 and Beyond

Teacher Effectiveness Component	Weighting
SLO's	50%
Practice Ratings	25%
Career Development	25%

An Evaluators assessment of these areas is based on the following:

Table 11: Teacher Effectiveness Goal Attainment

SLO's			
Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Level 4	Level 3	Level 2	Level 1
81-100% of educators are rated Effective or Exemplary on the student growth portion of their evaluation.	61-80% of educators are rated Effective or Exemplary on the student growth portion of their evaluation.	41-60% of educators are rated Effective or Exemplary on the student growth portion of their evaluation.	0-40% of educators are rated Effective or Exemplary on the student growth portion of their evaluation.

Practice Ratings			
Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Level 4	Level 3	Level 2	Level 1
81-100% of educators have increased Practice Ratings by one performance level within school year.	61-80% of educators have increased Practice Ratings by one performance level within school year.	41-60% of educators have increased Practice Ratings by one performance level within school year.	0-40% of educators have increased Practice Ratings by one performance level within school year.

Career Development			
Exemplary Practice	Effective Practice	Developing Practice	Below Standard Practice
Level 4	Level 3	Level 2	Level 1
Increases in educators participating in Career Development Opportunities.	Increases in educators participating in Career Development Opportunities.	Increase in educators participating in Career Development Opportunities.	No increase in educators participating in Career Development Opportunities.

Specific structures for review of performance on these important Year Two **Teacher Effectiveness** components will be reviewed throughout the 2017 - 2018 school year in order to establish fair and appropriate system of analysis of Administrator performance. In Year One, only SLO performance will constitute the 5% for **Teacher Effectiveness**.

Table 12: Calculating Teacher Effectiveness

Teacher Effectiveness Component	Score	Weighting	Points (Score x Weighting)
SLO's		50%	
Practice Ratings		25%	
Career Development		25%	
		Total Score	

Table 13: Calculating Teacher Effectiveness - EXAMPLE

Teacher Effectiveness Component	Score	Weighting	Points (Score x Weight)
SLO's	2	50%	1
Practice Ratings	2	25%	0.5
Career Development	2	25%	0.5
		Total Score	**2**
		Rating Scale	**Developing**

C. **Aggregate and Summative Scoring**

An Administrator's **Summative Rating** will include a combination of the performance ratings associated with the four categories of the evaluation model. Evidence relative to an Administrator's **Performance and Practice** will be combined with scores related to an Administrator's efforts associated with **Stakeholder Feedback** goals to determine an overall **Practice Rating**. Performance relative to **Student Learning Measures** (designed at the beginning of the year through SLOs) will be combined with **Teacher Effectiveness** scores to determine an overall **Outcomes Rating**. The **Practice Rating** and the **Outcomes Rating** will be combined to give a **Summative Rating**.

Determining Summative Rating

Step 1:   Calculate Administrator performance level score on *the Rubric*.

Table 14: Performance and Practice Scoring

Domain	Score	Weighting	Points (Score x Weighting)
1. Instructional Leadership		50%	
2. Talent Management		20%	
3. Organizational Systems		20%	
4. Culture and Climate		10%	
		Total Score	

Table 15: Performance and Practice Scoring - EXAMPLE

Domain	Score	Weighting	Points (Score x Weighting)
1. Instructional Leadership	2	50%	1.06
2. Talent Management	2	20%	0.4
3. Organizational Systems	3	20%	0.6
4. Culture and Climate	3	10%	0.3
		Total Score	**2.3**

Step 2: Determine final **Practice Rating**.

Table 16: Calculating the Practice Rating

Components	Score	Weighting	Points (Score x Weighting)
Educator Performance, Practice and Professional Growth Standards Score		40	
Stakeholder Feedback		10	
		Total Score	

Table 17: Calculating the Practice Rating - EXAMPLE

Components	Score	Weighting	Points (Score x Weighting)
Educator Performance, Practice and Professional Growth Standards Score	2.3	40	92
Stakeholder Feedback	2	10	20
		Total Score	**112**

Step 3: Determine the Performance Level for the **Practice Rating** by using the rating table below.

Table 18: Practice Rating Table

Point Range	Performance Level Rating
175-200	Level 4 (Exemplary)
127-174	Level 3 (Effective)
81-126	Level 2 (Developing)
50-80	Level 1 (Below Standard)
Final Administrator Performance and Practice	**Level 2 (Developing)**

Step 4: Determine the final **Outcomes Rating**.

Table 19: Calculating the Outcomes Rating

Components	Score	Weighting	Points (Score x Weighting)
Student Growth and Development (SLOs)		45	
Teacher Effectiveness		5	
		Total Score	

Table 20: Calculating the Outcomes Rating - EXAMPLE

Components	Score	Weighting	Points (Score x Weighting)
Student Growth and Development (SLOs)	3	45	135
Teacher Effectiveness	3	5	15
		Total Score	**150**

Step 5: Determine the Performance Level for the **Outcomes Rating** by using the rating table below.

Table 21: Outcomes Rating Table

Point Range	Performance Level Rating
175-200	Level 4 (Exemplary)
127-174	Level 3 (Effective)
81-126	Level 2 (Developing)
50-80	Level 1 (Below Standard)
Final Educator Performance and Practice	**Level 3 (Effective)**

D. Summative Performance Rating Matrix

Step 6: Using the Summative Performance Rating Matrix using Table 21 below, determine the final Performance Rating for an Administrator based on his or her combined scores. To use the table, identify the Administrator's rating for each category and follow the respective column and row to the center of the table. The point of intersection indicates the **Summative Rating**. Note: The matrix below uses the state performance level language as outlined in the PEAC Guidelines.

Table 22: Summative Performance Rating Matrix

Summative Performance Rating Matrix				
	Practice Rating			
	Exemplary (175-200 points)	**Effective** (127-174 points)	**Developing** (81-126 points)	**Below Standard** (50-80 points)
Exemplary (175-200 points)	**Exemplary** (175-200 points)	**Exemplary** (175-200 points)	**Effective** (127-174 points)	**Gather Further Information**
Effective (127-174 points)	**Exemplary** (175-200 points)	**Effective** (127-174 points)	**Effective** (127-174 points)	**Developing** (81-126 points)
Developing (81-126 points)	**Effective** (127-174 points)	**Effective** (127-174 points)	**Developing** (81-126 points)	**Developing** (81-126 points)
Below Standard (50-80 points)	**Gather Further Information**	**Developing** (81-126 points)	**Developing** (81-126 points)	**Below Standard** (50-80 points)

(The left column of the table is labeled "Outcomes Rating")

E. Data Management System

ReView Talent Feedback System is the district's web-based performance management software. All forms associated with the *Bethany Professional Administrator Growth and Evaluation Plan* will be accessed electronically by Administrators and Evaluators via the district's website under Faculty Resources.

III. Orientation to the Administrator Evaluation Process

The district will present an overview of the *Plan* as part of the first day of the 2017 – 2018 Summer Leadership Retreat. Throughout the school year, some leadership meeting time will be devoted to components of the *Plan's* process and procedures. Annual orientations will occur no later than October 30. Overview of the *Plan* will be part of each new Administrator orientation and ongoing support program offered by the district.

Evaluator Norming/Calibration Training

Annually, Administrators will engage in professional learning opportunities, including online options and collaborative sessions that will develop their skills in effective observation, providing meaningful and useful feedback, and engaging in productive professional conversations with educators. BPSD will regularly provide opportunities for Administrators to demonstrate calibration and proficiency through professional development.

IV. Developing and Supporting Administrators through Professional Learning

The goal of professional learning opportunities in Bethany is to support reflective practice. In Bethany, all Administrators must be models of ongoing learning. As a result, Bethany believes that professional learning that improves the learning of all students:

- Organizes adults into professional learning communities whose goals are aligned to school and district strategic plans and provides educators with the knowledge and skills to collaborate.
- Requires skillful school and district leaders who guide continuous instructional improvement.
- Requires resources such as survey data, evaluation data, etc. to support educator learning and collaboration.
- Uses disaggregated student data to determine adult learning priorities, monitor progress and help sustain continuous improvement data.
- Prepares educators to apply research to decision making, uses learning strategies appropriate to the intended goal and applies knowledge about human learning and change.
- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement.
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately.

Prior to the beginning of the 2017 - 2018 school year, the PDEC will meet to organize a formal plan for professional learning to be instituted for all staff during the 2017 - 2018 school year. Data from the previous year will be considered alongside strategic initiatives to determine the needs for all professionals. Planning will determine the professional learning needs and the corresponding venues for:

- Professional learning for which all staff will participate.
- Sub-group needs and corresponding professional learning.
- Targeted training required to support individuals.

Resources will then be determined to support all three tiers of professional learning in alignment with the 2017 - 2018 BPSD Annual Budget.

V. Effectiveness and Ineffectiveness of Summative Ratings

An effective Administrator is one who obtains and maintains a final summative rating of three or above. A novice Administrator shall generally be deemed effective if said Administrator receives at least two sequential proficient ratings, one of which must be earned in the fourth year of a novice Administrator's career. An Administrator receiving a summative rating of one or two will enter the Administrator Assistance Process. Failing to successfully complete the AAP will result in an Administrator being defined as ineffective according to state guidelines.

VI. Administrator Assistance Process

Individual Administrator Improvement and Remediation Plans

Bethany Public Schools will create plans of individual improvement and/or remediation for Administrators whose performance level is ineffective: **Developing** or **Below Standard**. These plans will be collaboratively developed with the Administrator. The plan must:

- identify resources, support and other strategies to be provided to the Administrator to address documented deficiencies,
- indicate a timeline for implementing such resources, support or other strategies in the course of the same year that the plan is issued, and
- include indicators of success, including a Summative Rating of Effective or better at the conclusion of the improvement or remediation plan.

Administrator Support Plan Procedures

1. If the summative performance of an Administrator is rated ineffective, the Evaluator will provide the Administrator with written notification that a conference is required. The Evaluator will set a date and time for this conference, which should take place within three weeks after the ineffective rating is determined (possible June meeting for articulation of planning for following school year – this must align to district calendar and personnel schedules; e.g., 10-month versus 12-month administrative staff).

2. The Evaluator will conduct the conference with the Administrator. At this meeting, the Evaluator will state the concern(s) regarding the Administrator's performance and the Administrator will be given the opportunity to verbally respond to the concern(s).

3. If, after this meeting, the Evaluator determines that an Administrator Support Plan is needed, he/she will notify the Administrator in writing of the specific reasons for placing the Administrator on an Administrator Support Plan. This notification may occur at any time within the next thirty working days.

4. Once the Administrator receives this notification, he/she will have ten working days to respond in writing to the Evaluator. However, a response is not required.

5. At any time after notification of being placed on an Administrator Support Plan, the Administrator has the option of requesting a support team. This two-person team will consist of one administrative staff member from the district and one administrator or consultant outside the district selected by the Evaluator. The nature of this team is purely supportive (not punitive). The team will assist, and not evaluate, the Administrator in mutually agreed upon ways.

6. Following the conclusion of the ten working day response period, the Evaluator will schedule a meeting within the next ten working days to determine the plan of action for the Administrator Support Program.

7. This Administrator Support Plan will include a restatement of the area(s) of concern, what type/extent of improvement is needed, steps to be taken to achieve that improvement, and an estimate of the time (days/weeks) when the improvement should be observable.

8. The Administrator Support Plan will be implemented by the Evaluator working in conjunction with the Administrator. Both parties are responsible for taking appropriate and timely measures in an effort to effect an improvement in the Administrator's professional practice.

9. If improvement is not evident after stated estimation of time (see Step 7) additional action may be taken to either intensify support or begin action in support of dismissal.

Career Development and Professional Growth

The Bethany Public School District will provide opportunities for Administrator career development and professional growth based on the results of the evaluation. Administrators with an evaluation of Effective or Exemplary will be able to participate in opportunities to further their professional growth, including attending state and national conferences and other professional learning opportunities.

For Administrators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching to early career administrators or administrators new to Bethany, participating in development of administrator improvement and remediation plans for peers whose performance is developing or below standard; leading professional learning communities for their peers; and, targeted professional development based on areas of need.

Evaluation – Informed Professional Learning

Bethany Public Schools has established a system upon which its highest performing Administrators (those Administrators who consistently demonstrate Exemplary Summative Ratings) are provided opportunities for professional learning that replaces the standard protocols for professional learning outlined in the *Bethany Public Schools Professional Administrator Growth and Evaluation Plan*. Through their professional growth planning, Administrators can control their own professional development after receiving feedback and guidance from their direct Evaluator.

Professional growth options include, but are not limited to the following:

- Peer Coaching – The Peer Coaching option includes the participation of two or more administrators to practice peer support through a collegial approach to the observation and review of learning situations in the classroom. This option requires participation in a training component designed to assist in observation, feedback, and communications techniques.

- Reflection and Continuous Learning – This option provides the Administrator the opportunity to engage in self-evaluation of the effects of leadership practice on educator and student performance. Through collaboration with the designated Evaluator and possibly other colleagues. The Administrator will analyze school and/or district professional development needs, school and/or district student performance outcomes, and propose supports structures to improve practice and performance.

- Independent Project – This option allows for the Administrator to enrich his/her knowledge of leadership practices or related areas through an examination of professional literature, participation in professional organizations, participation in action research, attendance at seminars, workshops or related professional activities.

- Portfolio – This option allows Administrators the opportunity to develop a portfolio that focuses on a portion of one of the following.
  - Bethany Public Schools Teaching and Learning Framework.
  - *Connecticut's Common Core of Leading*.
  - *Connecticut Common Core State Standards*.
  - Standards for School Leaders (as applies to Administrators).

- Other – Administrators are encouraged to creatively explore and design options which improve effectiveness, encourage professional growth and positively impact student learning. Creative options are developed in collaboration with the Evaluator and other district colleagues.

VII. Dispute Resolution Process

The success of the Administrator Evaluation Process is based upon cooperation and mutual respect of both the Administrator and Evaluator. It is hoped that conflicts can be avoided through thoughtful planning, open communication and calibrated training. On occasion, however, conflicts may arise. In that event, the Administrator shall be entitled to representation at all levels of the resolution process. The appeal procedure is designed to facilitate the resolution of disputes generated by the evaluation process, such as where an Evaluator and Administrator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final Summative Rating. Resolutions must be topic specific and timely.

Procedure:

1. In the event of a conflict, the Administrator will submit a written dispute to the Evaluator, explaining the specific component(s) of the evaluation process being disputed and the reason(s) for the dispute.

2. Within three working days of articulating the complaint in writing, the Administrator will meet and discuss the matter with the Evaluator with the objective of resolving the matter informally.

3. If there has been no resolution, the district will establish a panel consisting of a district administrator of equal management level as the Administrator, and a mutually agreed upon third party, such as an independent consultant, RESC consultant, or Regional Superintendent, within three working days of the informal meeting.

4. The panel will review information from the Evaluator and the Administrator and will meet with both parties within five working days after receiving the aforementioned information. The panel must come to a resolution with unanimous agreement.

5. Should the process established not result in the resolution of a given issue, the determination regarding that issue will be made by the district Superintendent.

VIII. Appendix

APPENDIX A

Bethany Public School District
Professional Administrator Growth and Evaluation Plan

The Connecticut
Leader Evaluation and Support Rubric 2015

A Rubric to Guide the Development, Support and Evaluation of
School and District Leaders

Connecticut State Department of Education

August 18, 2015

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Introduction

History

Connecticut's first leadership standards were formally adopted in 1999 and after 12 years of use were revised based on the national Interstate School Leadership Licensure Consortium (ISLLC) Standards. The **Common Core of Leading-Connecticut School Leadership Standards (CCL-CSLS)**, adopted by the Connecticut State Department of Education in 2012, currently serves as the foundation for a variety of state functions, including leadership preparation program accreditation, licensure assessment, and administrator evaluation and support throughout an administrator's professional career. The CCL-CSLS identifies six performance expectations that describe the knowledge, skills and dispositions necessary in key areas of leadership practice.

In accordance with the *Connecticut Guidelines for Educator Evaluation,* the *Leader Evaluation Rubric* was developed to describe the indicators of leadership practice within the six performance expectations of the CCL-CSLS in a standards-based rubric with ratings across four performance levels. The *Leader Evaluation Rubric* established a common language to operationalize the six performance expectations as well as to guide professional conversations about leadership practice. The tool was well received as it promoted continuous improvement of school and district leaders; however, feedback from the field indicated the need to revise the rubric in order to remove redundancies and make it more manageable.

In February 2015, the Connecticut State Department of Education (CSDE) convened a Leader Validation Rubric Committee to begin phase one of a validation study of the *Leader Evaluation Rubric*. The committee included an extensive group of practicing administrators and superintendents representative of various school districts and educational organizations throughout Connecticut. Their process began by reviewing work that was currently in progress by other organizations, as well as research into rubrics used nationally. What resulted from this intensive process is the *CT Leader Evaluation and Support Rubric 2015*.

Structure of the *CT Leader Evaluation and Support Rubric 2015*

The *CT Leader Evaluation and Support Rubric 2015* is organized into four domains and addresses leadership practices from each of the six performance expectations of the CCL-CSLS. The four domains are as follows: Instructional Leadership, Talent Management, Organizational Systems, and Culture and Climate. While the *CT Leader Evaluation and Support Rubric 2015* is one option to use in the evaluation and support of administrators, the CCL-CSLS still remain as Connecticut's leadership standards and apply to all Connecticut administrators. Please note that in the progression of practice across four levels of performance that the performances described in the Exemplary column are in addition to the performances described in the Proficient column. The *CT Leader Evaluation and Support Rubric 2015* also includes Potential Sources of Evidence. Each administrator and his or her evaluator are encouraged to discuss which sources of evidence would provide the most useful information about the administrator's performance and practice during the goal-setting process. The list of sources provided is not intended to be all inclusive but serves as an illustrative sampling.

Initial responses to the revised *CT Leader Evaluation and Support Rubric 2015* praise the emphasis on a leader's role in the following key areas: the alignment of school and district improvement processes; recruitment, development, and retention of a diverse workforce; commitment to equitable and ethical practices; and investment in building the capacity of others to expand and exhibit their leadership potential.

Training and Calibration

The *CT Leader Evaluation and Support Rubric 2015* may be used by evaluators who have been trained in conducting effective observations and providing high-quality feedback. CSDE-sponsored trainings include training focused on the use of the *CT Leader Evaluation and Support Rubric 2015,* as well as on the administrator evaluation and support model as a whole. Accurate and reliable evaluation of administrator performance and practice based on the domains, indicators and attributes of the *CT Leader Evaluation and Support Rubric 2015* can only be achieved through training, experience and professional judgement. To ensure consistent and fair evaluations across different observers and settings, evaluators need to regularly calibrate their judgments against those of their colleagues. Engaging in ongoing calibration activities conducted around a common understanding of effective leadership practice will help to establish inter-rater reliability and ensure fair and consistent evaluations. Calibration activities offer an opportunity to participate in rich discussion and reflection through which to deepen understanding of the *CT Leader Evaluation and Support Rubric 2015* and ensure evaluators can accurately measure leadership practice as described in the indicators within the rubric.

Comparison of *CT Leader Evaluation Rubric* and *CT Leader Evaluation and Support Rubric 2015*

In the revised rubric, the six Performance Expectations of the CCL-CSLS have been reorganized
into four domains and renamed to capture the most essential skills of a leader.

CT Leader Evaluation Rubric	CT Leader Evaluation and Support Rubric 2015
Performance Expectation 1: Vision, Mission and Goals: Element A: High Expectations for All Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals Element C: Continuous Improvement toward the Vision, Mission and Goals	**Domain 1: Instructional Leadership** Indicator 1.1 Shared Vision, Mission and Goals Indicator 1.2 Curriculum, Instruction and Assessment Indicator 1.3 Continuous Improvement
Performance Expectation 2: Teaching and Learning Element A: Strong Professional Culture Element B: Curriculum and Instruction Element C: Assessment and Accountability	**Domain 2: Talent Management** Indicator 2.1 Recruitment, Selection and Retention Indicator 2.2 Professional Learning Indicator 2.3 Observation and Performance Evaluation
Performance Expectation 3: Organizational Systems and Safety Element A: Welfare and Safety of Students, Faculty and Staff Element B: Operational Systems Element C: Fiscal and Human Resources	**Domain 3: Organizational Systems** Indicator 3.1 Operational Management Indicator 3.2 Resource Management
Performance Expectation 4: Families and Stakeholders Element A: Collaboration with Families and Community Members Element B: Community Interests and Needs Element C: Community Resources	**Domain 4: Culture and Climate** Indicator 4.1 Family, Community and Stakeholder Engagement Indicator 4.2 School Culture and Climate Indicator 4.3 Equitable and Ethical Practice
Performance Expectation 5: Ethics and Integrity Element A: Ethical and Legal Standards of the Profession Element B: Personal Values and Beliefs Element C: High Standards for Self and Others	
Performance Expectation 6: The Education System Element A: Professional Influence Element B: The Educational Policy Environment Element C: Policy Engagement	

Connecticut Leader Evaluation and Support Rubric 2015 — At a Glance

▶ Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.1 **Shared Vision, Mission and Goals** — Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.

1.2 **Curriculum, Instruction and Assessment** — Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.

1.3 **Continuous Improvement** — Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

▶ Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.1 **Recruitment, Selection and Retention** — Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.

2.2 **Professional Learning** — Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.

2.3 **Observation and Performance Evaluation** — Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

▶ Domain 3: Organizational Systems

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

3.1 **Operational Management** — Strategically aligns organizational systems and resources to support student achievement and school improvement.

3.2 **Resource Management** — Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.

▶ Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.1 **Family, Community and Stakeholder Engagement** — Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

4.2 **School Culture and Climate** — Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

4.3 **Equitable and Ethical Practice** — Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

1.1 Shared Vision, Mission and Goals
Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.

KEY AREAS OF LEADERSHIP PRACTICE		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*	POTENTIAL SOURCES OF EVIDENCE
	High expectations for students	Does not develop, implement or sustain vision, mission and goals that convey a commitment to high expectations for all students.	Develops, implements and sustains vision, mission and goals with a limited commitment to high expectations for all students.	Develops, implements and sustains shared vision, mission and goals that articulate high expectations, including college- and career-readiness, for all students.	Creates a process to regularly review and renew shared vision, mission and goals that articulate high expectations, including college- and career-readiness, for all students.	• School vision and mission statement • Faculty meeting agendas, minutes, observations • Parent group agenda, minutes, observations • Student, parent, staff surveys • Professional learning plan, content, feedback • School or district improvement plan • Student learning data • Educator evaluation data • Communications (including social media, website, newsletters, public appearances, etc.) • School functions and activities • Survey data • Implementation of policies on bullying or stakeholder engagement • Implementation of policies on stakeholder engagement • Presence of IEPs or 504 plans; implementation for special education staff • Evidence of vertical teaming for curriculum staff • Evidence of intra- or inter-building communication and cooperation • School or district community collaborations • Use and organization of community or parent volunteers • Various team and committee meeting agendas, minutes, observations • Data tracking parental involvement • PBIS implementation • Parent handbook • Use of interdistrict resources and professional learning cooperative designs
	School/District Improvement Plan (SIP/DIP)[1]/ action plan and goals	Does not create or implement SIP/DIP and goals to address student and staff learning needs; the plan is not aligned to the district improvement plan or does not apply best practices of instruction and organization.	Creates and implements SIP/DIP and goals that partially address student and staff learning needs; the plan may not be fully aligned to the district improvement plan or does not fully apply best practices of instruction and organization.	Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; the plan aligns district goals, teacher goals, school or district resources, and best practices of instruction and the organization.	Develops capacity of staff to create and implement cohesive SIP/DIP and goals that address student and staff learning needs; the plan is aligned to district goals, teacher goals, school or district resources, and best practices of instruction and organization.	
	Stakeholder engagement	Rarely engages with stakeholders about the school or district's vision, mission and goals.	Engages some stakeholders to develop, implement and sustain the school or district's vision, mission and goals.	Engages a broad range of stakeholders to develop, implement and sustain the shared school or district vision, mission and goals. Identifies and addresses barriers to achieving the vision, mission and goals.	Builds capacity of staff, students and other stakeholders to collaboratively develop, implement and sustain the shared vision, mission and goals of the school and district. Builds capacity of staff to identify and address barriers to achieving the vision, mission and goals.	

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1. SIP/DIP — School Improvement Plan/District Improvement Plan. Plans for school and/or district improvement may be referred to by other titles (for example, Continuous Improvement Plan, Strategic Plan). In this document, we will use SIP/DIP to refer to plans for school and/or district improvement.

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

		1.2 Curriculum, Instruction and Assessment Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment				
		BELOW STANDARD	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY** *All characteristics of Proficient, plus one or more of the following:*	**POTENTIAL SOURCES OF EVIDENCE**
KEY AREAS OF LEADERSHIP PRACTICE	**Curriculum development**	Few or no processes are established to design, implement and evaluate curriculum and instruction.	Establishes inconsistent processes to design, implement and evaluate curriculum and instruction.	Works with staff to develop a system to design, implement and evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.	Builds the capacity of staff to collaboratively design, implement and evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings.	• Professional development sessions • Educator evaluation data • Student learning data (formative and summative) • Data team agendas, minutes, observations • School or district improvement plan • Curriculum guides • Lesson plans • Faculty meeting agendas, minutes, observations • Teacher formative assessments • Student learning goals or objectives and indicators of academic growth and development (IAGDs)
	Instructional strategies and practices	Does not or rarely promotes the use of instructional strategies or practices that address the diverse needs of all students².	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of some students.	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.	Builds the capacity of staff to collaboratively research, design and implement evidence-based instructional strategies and practices that address the diverse needs of students.	
	Assessment practices	Provides little to no support to staff in designing, implementing and evaluating formative and summative assessments that drive instructional decisions.	Demonstrates some effort to support staff in designing, implementing and evaluating formative and summative assessments that drive instructional decisions.	Works with staff to design, implement and evaluate formative and summative assessments that drive instructional decisions.	Develops the capacity of staff to design, implement and evaluate formative and summative assessments that drive instructional decisions.	

2. **Diverse student needs:** students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socioeconomic backgrounds, varied school readiness or other factors affecting learning.

Domain 1: Instructional Leadership

Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.

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

KEY AREAS OF LEADERSHIP PRACTICE		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*	POTENTIAL SOURCES OF EVIDENCE
	Data-driven decision-making	Uses little to no data to guide ongoing decision-making to address student and adult learning needs.	Uses some data to guide ongoing decision-making to address student and adult learning needs.	Analyzes varied sources of data[3] about current practices and outcomes to guide ongoing decision-making that addresses student and adult learning needs and progress toward the school or district vision, mission and goals.	Builds capacity of staff to use a wide-range of data to guide ongoing decision-making to address student and adult learning needs and progress toward school or district vision, mission and goals.	• School or district improvement plan • Leadership team agendas, minutes, observations • Faculty or departmental meeting agendas, minutes, observations • Professional development plan • Data team schedule, processes and minutes • Data team agendas, minutes, observations • Educator evaluation data, including informal or formal observations • Student intervention data • Parent group agenda, minutes, observations • School governance council agendas, minutes, observations
	Analysis of instruction	Provides little guidance or support to individual staff regarding the analysis of instruction.	Guides individual staff to examine and adjust instruction to meet the diverse needs of students.	Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students.	Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and district improvement goals, identify and address areas of improvement and celebrate successes.	
	Solution-focused leadership	Makes little or no attempt to solve schoolwide or districtwide challenges related to student success and achievement.	Attempts to solve schoolwide or districtwide challenges related to student success and achievement.	Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.	Builds the capacity of staff to develop and implement solutions to schoolwide or districtwide challenges related to student success and achievement.	

3. Data sources may include but are not limited to formative and summative student learning data, observation of instruction or other school processes, survey data, school climate or discipline data, graduation rates, attendance data.

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.1 Recruitment, Selection and Retention
Recruits, selects, supports and retains effective educators needed to implement the school or district's vision, mission and goals.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	**Recruitment, selection and retention practices**	Does not have or apply recruitment, selection and retention strategies.	Implements recruitment, selection and retention strategies that reflect elements of the school or district's vision, mission and goals.	Develops and implements a coherent recruitment, selection and retention strategy in alignment with the school or district's vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy in alignment with the school or district's vision, mission and goals; influences district's policies and procedures.	• School or district improvement plans • Educator evaluation data • Application materials and interviews • Personnel records • Leadership team agendas, minutes, observations • Professional development sessions • ED 163 • Climate survey • Retention data • Faculty or departmental meeting agendas, minutes, observations
	Evidence-based personnel decisions	Does not consider evidence as a requirement for recruitment, selection and retention decisions.	Uses limited evidence of effective teaching or service delivery as a factor in recruitment, selection and retention decisions.	Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and retention decisions.	Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and retention decisions.	
	Cultivation of positive, trusting staff relationships	Does not have positive or trusting relationships with staff or relationships have an adverse effect on staff recruitment and retention.	Develops positive or trusting relationships with some school and district staff and external partners to recruit and retain highly qualified and diverse staff.	Develops and maintains positive and trusting relationships with school and district staff and external partners to recruit and retain highly qualified and diverse staff.	Leads others to cultivate trusting, positive relationships with school and district staff and external partners to recruit and retain highly qualified and diverse staff.	
	Supporting early career teachers	Provides support for early career teachers that meets only minimum state requirements.	Identifies general needs and provides some support to meet the general needs of early career teachers.	Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	Builds capacity of staff to provide high-quality, differentiated support for early career teachers.	

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.2 Professional Learning

Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school or district's vision, mission and goals.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	**Professional learning system**	Provides limited opportunities for professional learning, or provides opportunities that do not result in improved practice.	Establishes or supports professional learning opportunities that address individuals' needs to improve practice.	Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school or district's vision, mission and goals.	Cultivates collective responsibility and fosters leadership opportunities for a professional learning system that promotes continuous improvement.	• School or district improvement plans • Leadership team agendas, minutes, observations • Professional learning plan • Professional learning survey or feedback • Educator evaluation data
	Reflective practice and professional growth	Does not use evidence to promote reflection or determine professional development needs.	In some instances, uses evidence that may or may not promote reflection and to determine professional development needs and provide professional learning opportunities.	Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and exhibits a commitment to lifelong learning through individual and collaborative practices.	Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.	
	Resources for high-quality professional learning	Provides minimal support, time or resources for professional learning.	Provides the conditions, including support, time or resources for professional learning that lead to some improvement in practice.	Provides the conditions, including support, time or resources for professional learning, that lead to improved practice.	Collaboratively develops the conditions, including support, time and resources based on a comprehensive professional learning plan that leads to improved instruction; fosters leadership opportunities that lead to improved instruction.	

Domain 2: Talent Management

Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.3 Observation and Performance Evaluation
Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	**Evidence-based evaluation strategies**	Evaluates staff using minimal evidence that is not aligned with educator performance standards.	Evaluates staff using limited evidence such as observation, artifact review, collegial dialogue or student-learning data that is aligned to educator performance standards, which may result in improved teaching and learning.	Evaluates staff using multiple sources of evidence such as observation, artifact review, collegial dialogue and student-learning data that is aligned to educator performance standards, which result in improved teaching and learning.	Fosters peer-to-peer evaluation based on evidence gathered from multiple sources, including peer-to-peer observation, which results in improved teaching and learning.	• School or district improvement plan • Educator evaluation data • Student learning goals or objectives and indicators of academic growth and development (IAGDs) • Leadership team agendas, minutes, observations • Professional development sessions • Professional learning recommendations • Teacher mentorship or peer support programming
	Feedback	Provides inappropriate or inaccurate feedback, or fails to provide feedback. Avoids difficult conversations with staff resulting in status quo or negative impact on student learning and results.	Provides ambiguous or untimely feedback that may not be actionable. Participates in some difficult conversations with staff, only when prompted.	Regularly provides clear, timely and actionable feedback based on evidence. Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.	Establishes conditions for peers to lead difficult conversations to strengthen teaching and enhance student learning.	

Domain 3: Organizational Systems

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

		BELOW STANDARD	**DEVELOPING**	**PROFICIENT**	**EXEMPLARY** *All characteristics of Proficient, plus one or more of the following:*	**POTENTIAL SOURCES OF EVIDENCE**
KEY AREAS OF LEADERSHIP PRACTICE	**Organizational systems**	There is little or no evidence that decisions about the establishment, implementation and monitoring of organizational systems support the vision, mission and goals or orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems usually support the vision, mission and goals and orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school or district.	Builds staff capacity to make or inform decisions about the establishment, implementation and monitoring of organizational systems that support the vision, mission and goals and orderly operation of the school or district.	• Schedules • Student assistance team • Safe school climate committee • Leadership team agendas, minutes, observations • Instructional improvement committees • Professional development and evaluation committees (PDEC), or school-based equivalent • School conditions • Maintenance of facilities, playgrounds, equipment, etc. • Processes for arrival and dismissal • Safety procedures • Use of electronic systems for student or staff data and communication • Phone logs, bulletins, website • Use of social media
	School site safety and security	Fails to respond to or comply with feedback regarding the school site safety and security plan. Does not enforce compliance with safety requirements. Fails to address physical plant maintenance or safety concerns.	Partially implements a school site safety and security plan. Reactively addresses safety requirements. Addresses physical plant maintenance, as needed.	Designs and implements a comprehensive school site safety and security plan. Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.	Empowers staff to address and resolve any identified safety issues and concerns in a timely manner.	
	Communication and data systems	Uses existing data systems that provide inadequate information or does not establish communication systems that encourage the exchange of information.	Develops communication and data systems that provide information but is not always timely in doing so. Minimally develops capacity of staff to document and access student learning progress over time.	Develops or implements communication and data systems that assure the accurate and timely exchange of information. Develops capacity of staff to document and access student learning progress over time.	Solicits input from all stakeholders to inform decisions regarding continuously improving the data and communication systems. Collaboratively develops capacity of staff to document and access student learning progress over time and continually seeks input on improving information and data systems.	

3.1 Operational Management
Strategically aligns organizational systems[4] and resources to support student achievement and school improvement.

4. Including but not limited to management systems and operations, data system design and oversight, scheduling of students and staff, routines and communication.

Domain 3: Organizational Systems

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

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*	POTENTIAL SOURCES OF EVIDENCE
		**3.2 Resource Management** — Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.				
KEY AREAS OF LEADERSHIP PRACTICE	**Budgeting**	Does not develop a budget that aligns to the school and district improvement plans or district, state and federal regulations.	Develops and implements a budget that is partially aligned to the school and district improvement plans and district, state and federal regulations.	Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible.	Builds capacity of staff to play an appropriate role in the creation and monitoring of budgets within their respective areas.	• School or district budget documents or processes • School or district improvement plan • Leadership team agendas, minutes, observations • Parent group agenda, minutes, observations • School governance council agendas, minutes, observations • Technology plan
	Securing resources to support vision, mission and goals	Makes minimal attempts to secure resources that may or may not support achievement of the school or district's vision, mission and goals.	Advocates for school and district resources that can support some achievement of the school or district's vision, mission and goals.	Advocates for and works to secure school and district resources to support achievement of the school or district's vision, mission and goals.	Maximizes shared resources among schools, districts and communities to address the gaps between the current outcomes and goals toward continuous improvement.	
	Resource allocation	Allocates resources in ways that do not promote educational equity[5] for diverse student, family and staff needs.	Allocates resources in ways that marginally promote educational equity for diverse student, family and staff needs.	Allocates resources to ensure educational equity for all diverse student, family and staff needs.	Engages students, staff and community in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.	

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5. Educational equity: providing equitable resources to meet diverse student, family and staff needs

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.1 Family, Community and Stakeholder Engagement
Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*	POTENTIAL SOURCES OF EVIDENCE
KEY AREAS OF LEADERSHIP PRACTICE	**Communications**	Provides limited or ineffective communication about vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.	Communicates vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.	Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students.	Creates a schoolwide or districtwide culture in which all staff makes themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors.	• Communications (including social media, website, newsletters, public appearances, etc.) • Feedback from climate survey • Parent group agenda, minutes, observations • Committee membership • Participation in community groups (Rotary, Lions Club, etc.) • Participation in professional organizations • Community groups (United Way, etc.) • School or district improvement plan • Family resource centers or outreach programs • School or district community collaborations • Use and organization of community or parent volunteers • Data on parental involvement • PBIS implementation • Parent handbook • Use of interdistrict resources and professional learning cooperative designs
	Inclusive decision-making	Minimal attempts to involve families or members of the community in decision-making about improving student-specific learning.	Promotes family and community involvement in some decision-making that supports the improvement of student-specific learning.	Provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning.	Engages families and members of the community as leaders and partners in decision-making that improves schoolwide or districtwide student achievement or student-specific learning.	
	Relationship building	Takes few opportunities to build relationships with families, community partners and other stakeholders regarding educational issues.	Maintains professional and cordial relationships with some families, community partners and other stakeholders regarding educational issues.	Develops and maintains culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.	Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.	
	Cultural competencies and community diversity	Demonstrates limited awareness of cultural competencies and community diversity as an educational asset.	Identifies some connections between cultural competencies and community diversity that strengthen educational programs.	Capitalizes on the cultural competencies and diversity of the community as an asset to strengthen education.	Integrates cultural competencies and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.	

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.2 School Culture and Climate
Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

KEY AREAS OF LEADERSHIP PRACTICE		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*	POTENTIAL SOURCES OF EVIDENCE
	Student conduct	Establishes limited or unclear expectations for student conduct or provides unclear communication about expectations.	Establishes expectations for student conduct aligned to stated values for the school or district and provides some opportunities to reinforce expectations with staff and students.	Establishes, implements and monitors expectations for student conduct aligned to stated values for the school or district, and provides appropriate training for staff and students to uphold these expectations.	Establishes a school culture in which students monitor themselves and peers regarding the implementation of expectations for conduct.	• Discipline data • Student surveys • Observation of students and behaviors (cafeteria, halls, unstructured areas, etc.) • Faculty or departmental meeting agendas, minutes, observations • Observations of faculty • Social media • Educator evaluation data (professional responsibilities) • Parent surveys • Participation in parent meetings or school events • Records of safety issues • Collaboration with police and fire departments (minutes from meetings) • Procedure manuals • Emergency management drills • Communication with parents and families • Safe school climate committees • Contingency plans
	Professional conduct	Establishes limited or unclear expectations for adults or provides unclear communication about adherence to the Connecticut Code of Professional Responsibility for Teachers.	Communicates expectations about adult behavior in alignment with the Connecticut Code of Professional Responsibility for Teachers.	Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Teachers.	Establishes a school culture in which adults monitor themselves and peers regarding adherence to the Connecticut Code of Professional Responsibility for Teachers.	
	Positive school climate for learning	Acts alone in addressing school climate issues. Demonstrates little awareness of the link between school climate and student learning, or makes little effort to build understanding of school climate.	Seeks input and discussion from school community members to build his or her own understanding of school climate. Maintains a school climate focused on learning and the personal well-being of students.	Advocates for, creates and supports a caring and inclusive school or district climate focused on learning, high expectations and the personal well-being of students and staff.	Supports ongoing collaboration with staff and community to maintain and strengthen a positive school climate.	

Domain 4: Culture and Climate

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.3 Equitable and Ethical Practice
Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school or district community.

KEY AREAS OF LEADERSHIP PRACTICE		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*	POTENTIAL SOURCES OF EVIDENCE
	Professional Responsibility and Ethics	Does not consistently exhibit or promote professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	N/A	Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness.	• Transparency of policies and procedures • Leadership team agendas, minutes, observations • Professional organizations or memberships • Feedback from colleagues, parents, community members • Educator evaluation data (professional responsibilities) • Faculty or staff handbook • Faculty or departmental meeting agendas, minutes, observations • Professional development • Use of technology • Technology plan or acceptable use policy • Social media efforts
	Equity, cultural competence and social justice	Does not consistently promote educational equity, cultural competence and social justice for students or staff.	Earns respect and is building professional influence to foster educational equity, cultural competence and social justice for students and staff.	Uses professional influence and authority to foster and sustain educational equity, cultural competence and social justice for students, staff and other stakeholders. Promotes social justice by ensuring all students have access to educational opportunities.	Removes barriers and publicly advocates for high-quality education that derive from all sources of educational disadvantage or discrimination.	
	Ethical use of technology	Does not address or does not use ethical practices in the use of technology, including social media, to support the school or district's vision, mission and goals.	Demonstrates ethical practices in the use of technology, including social media, to support the school or district's vision, mission and goals.	Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals. Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community.	Proactively addresses the potential benefits and hazards of technology and social media to support the school or district's vision, mission and goals. Demonstrates understanding of models and guides the legal, social and ethical use of technology among members of the school or district community.	

APPENDIX B

Bethany Public School District
Professional Administrator Growth and Evaluation Plan

2016-2017 BCS Kindergarten Survey

YES NO

1. I like coming to school.*
○ YES ○ NO

2. My teachers help me to learn new things.*
○ YES ○ NO

3. My teachers tell me how I am doing in class.*
○ YES ○ NO

4. My classroom is a happy place.*
○ YES ○ NO

2016-2017 BCS Grades 1 & 2 Survey

YES   NO

Grade*

○ 1○ 2

1. I like coming to school.*

○ YES○ NO

2. My teachers help me learn new things.*

○ YES○ NO

3. My teachers tell me how I am doing in class.*

○ YES○ NO

4. I understand the rules and directions my teachers give me.*

○ YES○ NO

5. My classroom is a happy place.*

○ YES○ NO

6. I feel my teachers give me help when I need it.*

○ YES○ NO

7. My classroom is a happy place.*

○ YES○ NO

8. My classmates treat me with kindness.*

○ YES○ NO

2016-2017 BCS Grades 3-6 Survey

YOU MATTER!

Please share your opinions on the following questions. The information you provide will help us to improve BCS.

1. What grade are you in? *
   ○ 3 ○ 4 ○ 5 ○ 6

2. I like going to school. *
   ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

3. I want to do well in school. *
   ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

4. I am proud of the work I do in class. *
   ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

5. I understand what my teachers want me to do in class. *
   ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

6. I feel comfortable asking my teacher for help. *
   ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

7. My teacher likes me. *
   ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

8. My teacher treats me with respect. *
   ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

9. My teacher thinks I can do well in school. *
   ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

10. My teacher encourages me to do my best work. *
    ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

11. My teacher uses different ways to help me learn. *
    ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

12. My teacher explains the reasons why he/she is teaching me certain things. *
    ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

13. My teacher is happy to answer my questions. *
    ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

14. My teacher explains things clearly. *
    ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

15. My teacher encourages me to ask questions if I don't understand something. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

16. My teacher thinks we can have fun learning. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

17. My teacher talks to my parents/guardians about how I am doing in school.*

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

18. People listen to my ideas at school.*

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

19. My classmates treat me with respect.*

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

20. The students in my school treat adults with respect.*

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

21. The adults in my school treat students with respect.*

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

22. The adults in my school care about me.*

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

2016-2017 BCS Parent Survey

Your input is very important to us and we genuinely want to hear from you. The information you supply will be crucial in moving our district forward.

Please complete this survey by Thursday, May 18th.

1. I feel welcome at Bethany Community School (BCS). *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

2. My child enjoys going to school. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

3. BCS holds students to high behavioral standards. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

4. My child feels physically safe at school. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

5. My child feels emotionally safe at school. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

6. The school is sensitive to issues regarding race, gender, sexual orientation and disabilities. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

7. The school facility is clean and well maintained. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

8. The adults at BCS truly care about my child. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

9. If I have a question or concern, I know whom to contact at BCS. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

10. My child's teacher(s) treat me with respect. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

11. I feel comfortable contacting my child's teacher(s). *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

12. I often communicate with my child's teacher(s), whether in person, by phone, by email, or in some other way. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

13. I talk with my child's teacher(s) about my child's schoolwork, challenges, and academic progress. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

14. My child's teacher(s) care about his/her academic success. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

15. My child is challenged to meet high expectations at BCS. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

16. My child's teacher(s) challenge my child to do his/her best. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

17. I share responsibility for my child's achievement. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

18. I know what to do at home to support my child's learning. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

19. My child's teacher(s) help me to understand what my child needs to learn to be successful at his/her grade level. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

20. My child has access to extra academic help during the school day when he/she needs it. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

21. My child's teacher(s) provide information about his/her progress. *

○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

22. My child is challenged to meet high expectations in the arts. *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

Comments (optional):

23. Technology at BCS is used as a tool to enhance education. *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

Comments (optional):

24. I volunteer at BCS. *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

Comments (optional):

25. BCS offers me ways to be involved in my child's education. *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

Comments (optional):

26. Administrators invite parents to play a meaningful role in making decisions in our district. *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

Comments (optional):

27. The principal is available to parents and is willing to listen. *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

Comments (optional):

28. There is clear communication from the school's administration to parents. *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

Comments (optional):

29. I feel well informed about what is going on at BCS. *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

Comments (optional):

30. Administrators work towards making the vision of our district a reality. *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

Comments (optional):

31. Administrators keep the school focused on academic achievement. *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

Comments (optional):

Please add any comments you feel would help us improve our school/district (optional).

2016-2017 BCS Certified Staff Survey

Your input is very important to us and we invite you to share your feedback. The information you supply will be critical in moving our district forward.

Please complete this survey by Thursday, May 18th.

1. I like working at Bethany Community School (BCS). *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

2. BCS is a caring and nurturing school. *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

3. I feel safe working at BCS. *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

4. At BCS, there are clear cut policies and procedures for student behavioral expectations. *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

5. Students at BCS respect each other's differences. *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

6. There are groups of students at BCS who exclude others and make them feel bad for not being part of a group. *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

7. The school facility is clean and well maintained. *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

8. The school emphasizes communication with parents. *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

9. Parents are provided opportunities to be involved at BCS. *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

10. There is a clear academic vision for BCS. *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

11. Academic expectations are high at BCS. *

  ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

12. Professional development for teachers is aligned to school/district goals. *

    ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

    Comments (optional):

13. Teachers at BCS are given opportunities for individualized professional development. *

    ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

    Comments (optional):

14. Staff are provided opportunities to serve on committees to contribute to school/district decisions. *

    ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

    Comments (optional):

15. I feel comfortable collaborating with my colleagues. *

    ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

    Comments (optional):

16. My contributions are valued. *

    ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

    Comments (optional):

17. My colleagues share effective instructional strategies. *

    ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

    Comments (optional):

18. My colleagues care about their students' academic success. *

    ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

    Comments (optional):

19. My colleagues are committed to high quality work. *

    ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

    Comments (optional):

20. My colleagues create a safe and respectful environment for all students. *

    ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

    Comments (optional):

21. Adults treat students respectfully at BCS. *

    ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

    Comments (optional):

22. Administrators take responsibility for student achievement. *

    ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

    Comments (optional):

23. Administrators are instructional leaders. *

    ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

    Comments (optional):

24. Administrators let me know what is expected of me. *

    ○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know

    Comments (optional):

25. Administrators provide me with regular and helpful feedback about my teaching. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

26. Administrators encourage collaboration among teachers to improve student learning. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

27. Administrators are open to constructive feedback. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

28. Administrators are responsive to my questions and concerns. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

29. Administrators are committed to finding fair solutions to problems. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

30. There is clear communication from school administration to staff. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

31. Administrators share a good rapport with staff. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

32. Administrators handle student discipline issues in a fair and timely fashion. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

33. I feel respected by parents. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

34. I feel supported by the Board of Education. *
○ Strongly Agree ○ Agree ○ Disagree ○ Strongly Disagree ○ I Don't Know
Comments (optional):

Please add any comments you feel would help us improve our school/district (optional)?