

Mansfield Public Schools

PROFESSIONAL LEARNING AND EVALUATION PLAN For Teachers



Revised July 2019

PROFESSIONAL DEVELOPMENT AND EVALUATION COMMITTEE (PDEC)

An effective PDEC is composed of certified teachers, administrators and other appropriate school personnel. Members of a PDEC collaboratively define a shared vision and establish collective responsibility for the development, evaluation and updating of a local comprehensive professional learning plan and participation in the development or adoption of the district educator evaluation and support program. The PDEC designs and regularly updates a comprehensive plan that clearly describes how professional learning is developed, implemented, monitored and evaluated within a district. A district-level PDEC is required by statute.

The following educators serve on the 2018-2019 Mansfield Public Schools PDEC team and supported the development of this plan:

Members:

	Goodwin	Southeast	Vinton	MMS	District
Teachers	Angela Jankowski Sara Sroka Judy Quinn	Amanda Doyle Sue Irvine	Jennifer Zugarazo Chris Toomey	Peg Curtis Bob Burrington Sherry Andrews	Linda Robinson Mike DiCicco Kaye Jakan
Administrators	Peter Dart	Lauren Rodriguez	Mike Seal	Candace Morell Larry Barlow	Kelly Lyman Shamim Patwa

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INTRODUCTION

The Mansfield Public Schools Professional Learning and Evaluation Plan is designed to create pathways for the continuous learning and advancement of educational professionals throughout their careers while improving outcomes for our students. The components are aligned with the Core Requirements of the Connecticut Guidelines for Educator Evaluation.

The Mansfield Professional Development and Evaluation Committee (PDEC) monitors the implementation of the evaluation process and has engaged in research of effective practices. For the past several years, members of PDEC explored evaluation approaches that combined improving student outcomes with advancing teacher professional learning. This work led to the development of a plan that meets State of Connecticut requirements, employs best practices in professional learning, and supports continuous student achievement.

The Professional Learning and Evaluation Plan supports the development of educators at all stages of their careers, as it weaves together professional standards with expectations for student learning, and ongoing evaluation with professional learning and support. The plan utilizes the CT Common Core of Teaching (CCT) Rubric for Effective Teaching, the CT Common Core of Teaching (CCT) Rubric for Effective Service Delivery, and the CT Common Core of Leading as performance standards. Performance expectations within our plan also include those responsibilities that are key in promoting a positive school climate and the development of a professional learning community. Finally, this plan focuses on establishing professional learning goals connected to district and school goals for student achievement.

Core Beliefs

It is understood that high-quality teachers and effective leaders are key factors in promoting student success. The primary purpose of professional learning and evaluation is to strengthen individual and collective practices to facilitate student growth. Effective teaching and learning is grounded in the vision and core values of the district and its schools. It is our belief that educators improve when given opportunities to direct their own professional learning by collaboratively developing understanding of students, engaging in action research to identify best practices to support continuous student growth, and together evaluating the effect of their actions. Furthermore, learning continues as educators are provided authentic feedback regarding their practices and professional learning.

The Mansfield Public School Professional Learning and Evaluation Plan is built upon the following core beliefs:

- Educators and students grow when professional learning and evaluation are aligned;
- Educators are capable meaning makers and facilitators of their own learning;
- A culture of risk-taking and collaboration fuels continuous learning for all;
- Effective professional learning and evaluation keeps the focus on student learning;
- When educators succeed, students succeed.

ROLES AND RESPONSIBILITIES

Definition of Evaluator and Teacher

Evaluator refers to all individuals (including school and district administrators) whose job responsibilities include supervision and evaluation of other teachers. Teacher, as used in this document, shall mean all certified instructional and non-instructional persons below the rank of Administrator.

Superintendent's Role in the Evaluation Process

- Arbitrate disputes
- Allocate and provide funds or resources to implement the plan
- Serve as liaison between Mansfield Public Schools Board of Education and the evaluation process
- The Superintendent will be responsible for ensuring that the Professional Development and Evaluation Committee (PDEC) receives information regarding school and program improvement and individual professional growth goals for use in recommendations for planning staff development programs

IMPLEMENTATION OF PLAN

Training and Orientation of Teachers and Administrators

The district will provide to all educators orientation and update training sessions that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff. This training will take place upon employment or at the beginning of the school year with members of Mansfield Public Schools Administration and/or Human Resource Offices.

In the interest of supporting all educators in the implementation of the plan, each Mansfield Public Schools site will offer localized support to staff members new to the district or building. In addition to being oriented to the evaluation and professional learning plan, a variety of general topics will be addressed, including:

- District and school philosophy and goals
- Policies and procedures
- Assignments and responsibilities
- Facility and staffing
- Curriculum and instructional support
- Resources for professional learning
- Schedules and routines
- Support services

Evaluator Orientation, Support, and On-Going Training

Evaluators will be provided with ongoing training and support in the use and application of Mansfield Public Schools Evaluation Plan. Training will be provided annually in understanding of Mansfield Public Schools Professional Learning and Evaluation Plan's features, Connecticut's Common Core of Teaching (CCT), Common Core of Teaching for Service Delivery Specialists for Effective Service Delivery, Common Core of Leading (CCL), Common Core State Standards, Standards for Professional Learning, the CCT Rubric for Effective Teaching, and the components of professional evaluation and observation.

Calibration of Evaluators

Administrators will meet regularly to engage in review of practice related to the professional learning and evaluation program. These regular discussions and reviews of practice, facilitated by the Superintendent, will serve to provide ongoing calibration of evaluators.

Evaluation Plan and Revision

Annually, the Professional Learning and Evaluation Plan of the Mansfield Public Schools undergo an annual review by the District's Professional Development and Evaluation Committee. The committee, with representation from both teachers and administrators, solicits feedback from all stakeholder groups and uses this information to suggest revisions to the plan if needed. The committee reports their recommendations to the Mansfield Board of Education and to the Connecticut Department of Education as required. Any revisions to the plan are disseminated to all stakeholders.

EVALUATION INFORMED PROFESSIONAL LEARNING

Student success depends on effective teaching, learning and leadership. Mansfield Public School's vision for professional learning is that educators engage in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. In order for us to achieve our mission to ensure that all children acquire the knowledge, skills, and attributes essential for personal excellence in learning, life, and work within our global community, educators must engage in strategically-planned, well-supported, standards-based, continuous professional learning focused on improving student outcomes.

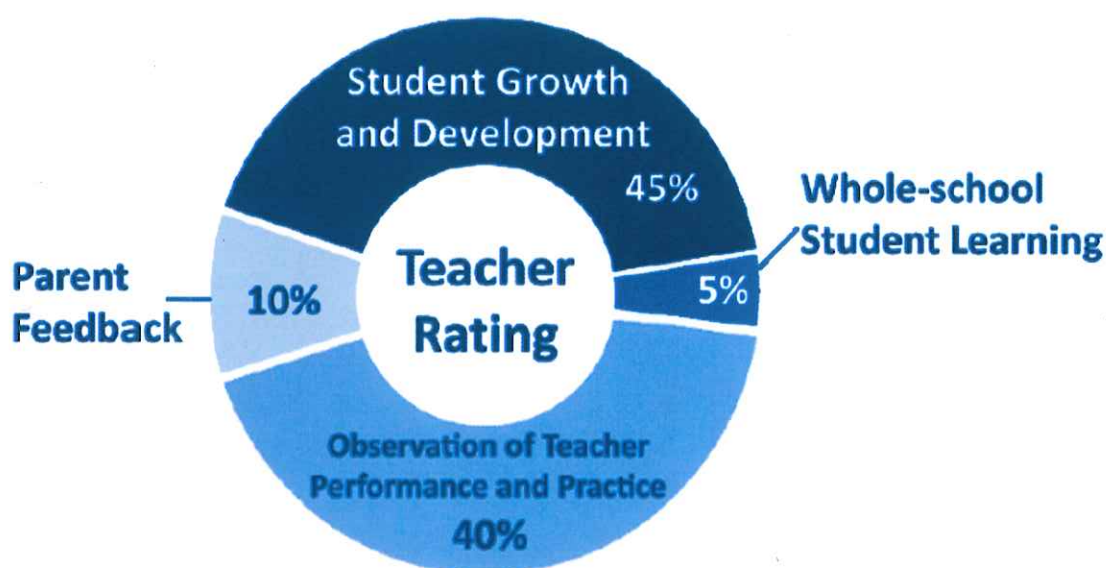
Through this plan's STEP process, educators will identify professional learning needs that supports their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher will be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district-wide professional learning opportunities.

CAREER DEVELOPMENT AND PROFESSIONAL GROWTH

Mansfield Public Schools 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 such as: observation of peers; mentoring/coaching early-career educators or educators new to Mansfield Public Schools; participating in the development of educator Professional Assistance and Support System plans for peers whose performance is developing or below standard; leading Professional Learning Communities for their peers; as well as, targeted professional development based on areas of need.

COMPONENTS OF TEACHER EVALUATION

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated based on two major categories: Teacher Practice and Student Outcomes. These two main categories are broken down into four weighted components that include: Observation of Teacher Performance and Practice, Parent/Guardian Feedback, Student Outcomes and Achievement, and Whole-School Indicators.



Teacher Practice Related Indicators:

Includes the evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:

1. **Observation of Teacher Performance and Practice (40%)** as defined within the CCT Rubric for Effective Teaching or Service Delivery 2017, which articulates four domains and twelve indicators of teacher practice.
2. **Parent/Guardian Feedback (10%)** on teacher practices through surveys

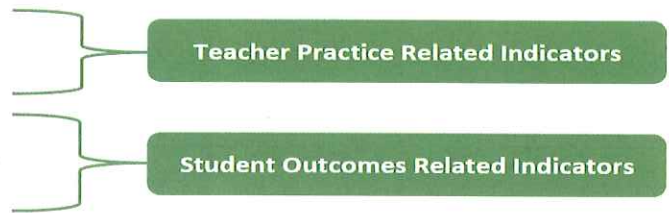
Student Outcomes Related Indicators:

Includes an evaluation of teachers' contributions to student academic progress at the school and classroom level. This area is comprised of two components:

1. **Student Outcomes and Achievement (45%)** as determined by the STEP goal and process.
2. **Whole-School Indicators (5%)** as determined by the goals set in the yearly School Development Plan

Teacher Performance and Practice 40%
Parent/Guardian Feedback 10%

Student Outcomes and Achievement 45%
Whole School Indicators 5%



STUDENT OUTCOMES AND ACHIEVEMENT (45%)

Introduction to STEP

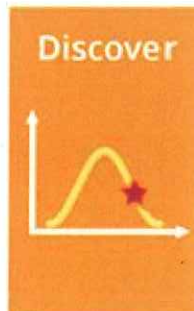
Our plan incorporates the researched-based *Supporting Teacher Effectiveness Project* (STEP) into the State's evaluation requirements for student outcomes and achievement. STEP was developed by Insight Education in partnership with the Bill & Melinda Gates Foundation, Kitamba, American Institutes for Research, and Sage Education Advisors, to create an approach to help educators solve problems through discovering, testing, and sharing effective practices.

STEP brings teachers together to address practical, shared challenges and find solutions from within their own school and district communities. Schools become places where collaboration, communication, and shared accountability among teachers, administrators, students, and parents are the norm rather than the exception. STEP is grounded in the theory of Positive Deviance, which is the idea that every community contains individuals who have found an effective way to overcome challenges. As a result, STEP influences positive changes in culture, mindsets, and relationships amongst teachers, students, and school communities. STEP includes four main phases: Seek, Discover, Confirm, and Share. By design, STEP can be iterative and/or cyclical in nature. It is common for a team to revisit or cycle through earlier phases. STEP is designed to be tailored to educator needs and provide guideposts to help support the learning community.

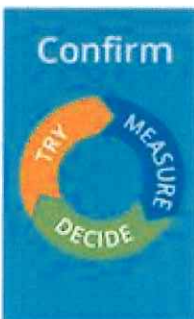
STEP Stages



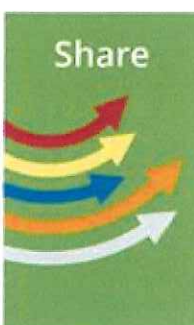
The **Seek** stage begins with forming a collaborative team. The team will analyze student data to identify a broad focus of improvement. Teachers create a student growth goal with two indicators, with at least one standardized measure when available and appropriate. Initial conferences with an administrator are held on or around October 15th.



Teachers in the **Discover** stage work together to conduct research and continue to gather student performance information. Teacher teams research best practices, summarize their findings, and identify action steps to implement in the classroom to improve student achievement. Teachers can also consider revising their student growth goal. Mid-year conferences with an administrator are held by February 15.





During the **Confirm** stage, the collaborative team selects promising practices to implement. The goal of the Confirm Stage is to determine whether practices that appeared promising in the Discover phase are effective. The team engages in an active cyclical process by which they plan, implement, reflect, and consider next steps to improve student achievement. Throughout this rapid cycle the team creates a summary of data to analyze and discuss. Each team member of the group shares results of their student growth goal and writes a reflection and self-assessment on what they have learned. End of year conferences with an administrator are held by June 1.





The **Share** stage is the summative section providing an opportunity for the collaborative teacher team to share their learnings and results with a larger audience. Sharing these practices with the community is a high impact, teacher driven, sustainable method for promoting teacher reflection and professional learning. This stage will inspire others to replicate these practices across a school or district. Teachers and teams will share practices at the start of the next school year.

STEP Process/Timeline (Evidence column corresponds to STEP Goal form)

 Seek	Seek Stage	Evidence	Due Date
<ul style="list-style-type: none"> Analyze student data Identify focus Create student growth goal with 2 indicators (1 standard measure when available and appropriate) 	Complete A.1., A.2., A.3, A.4., B.1., B.2., B.3.	September 1 - October 15	
<ul style="list-style-type: none"> Meet for initial conference 	Complete A.1., A.2., A.3, A.4., B.1., B.2., B.3.	By October 15	

 Discover	Discover Stage	Evidence	Due Date
<ul style="list-style-type: none"> Gather more student performance data Research positive deviant Research: literature, podcasts, webinars, conferences 	Complete C.1., C.2., D.1.	October 15 - February 1	
<ul style="list-style-type: none"> Summarize findings and adult learning Identify area for intervention Show how you will measure student outcomes 	Complete E.1., E.2.	October 15 - February 1	
<ul style="list-style-type: none"> Revise student goal (if needed) Meet for mid-year conference 	Complete E.3.	By February 1	

 Confirm Stage	Evidence	Due Date
<ul style="list-style-type: none"> Plan intervention of promising practice Implement the practice Reflect: Did it work? How do you know? Act: Decide on next steps 	Complete F.1.	February 1 - May 1
<ul style="list-style-type: none"> Check in with evaluator 	During F.1.	February 1 - May 1
<ul style="list-style-type: none"> Create summary of data 	Complete G.1., G.2, and H.1.	By June 1
<ul style="list-style-type: none"> Complete reflection and self-assessment for end of year conference 	Complete H.1.	By June 1

 Share Stage	Evidence	Due Date
Planning the share: <ul style="list-style-type: none"> Decide “how” to share: thinking about audience, media, and message Decide “when” to share: including venue and audience 	Complete I.1.	By June 1
<ul style="list-style-type: none"> Meet for end of year conference 	Complete STEP	By June 1

Summative Component Rating

Evaluators will review evidence and practices from the STEP process including the goal indicators of academic development and growth (see page 25 for STEP form) to determine a summative component rating using the following rubric:

Exceeded (4)	Met or exceeded student growth indicators and provided evidence of substantial research and implementation of intervention/strategy.
Met (3)	Partially met or met student growth indicators and provided evidence of research and implementation of intervention/strategy.
Partially Met (2)	Partially met student growth indicators and provided minimal evidence of research and/or implementation of intervention/strategy.
Did Not Meet (1)	Did not meet student growth indicators and/or did not provide evidence of research and/or implementation of intervention/strategy.

The rating will be shared and discussed with teachers during the End of the Year Conference.

TEACHER PERFORMANCE AND PRACTICE (40%)

Forty percent (40%) of a teacher's evaluation will be based on observation of teacher practice and performance using The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2017 and Effective Service Delivery 2017. Both rubrics are anchored to the six domains of the Connecticut Common Core of Teaching Standards adopted by the State Board of Education.

CCT Rubric for Effective Teaching 2017 — At a Glance

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-Classroom/Reviews of Practice
<p>▶ Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</p> <p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ol style="list-style-type: none"> 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. 1c. Maximizing instructional time by effectively managing routines and transitions. 	<p>▶ Domain 2: Planning for Active Learning</p> <p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ol style="list-style-type: none"> 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.
<p>▶ Domain 3: Instruction for Active Learning</p> <p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ol style="list-style-type: none"> 3a. Implementing instructional content for learning. 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing student learning, providing feedback to students and adjusting instruction. 	<p>▶ Domain 4: Professional Responsibilities and Teacher Leadership</p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ol style="list-style-type: none"> 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.

CCT Rubric for Effective Service Delivery 2017 — At a Glance

Evidence Generally Collected Through Observations	Evidence Generally Collected Through Non-classroom/Reviews of Practice
<p>▶ Domain 1: Learning Environment, Engagement and Commitment to Learning</p> <p><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ol style="list-style-type: none"> 1a. Promoting a positive learning environment that is respectful and equitable. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment. 1c. Maximizing service delivery by effectively managing routines and transition. 	<p>▶ Domain 2: Planning for Active Learning</p> <p><i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ol style="list-style-type: none"> 2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge. 2b. Developing plans to actively engage learners in service delivery. 2c. Selecting appropriate assessment strategies to identify and plan learning targets.
<p>▶ Domain 3: Service Delivery</p> <p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ol style="list-style-type: none"> 3a. Implementing service delivery for learning. 3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing learning, providing feedback and adjusting service delivery. 	<p>▶ Domain 4: Professional Responsibilities and Leadership</p> <p><i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ol style="list-style-type: none"> 4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning. 4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

Data Gathering Process

Mansfield Public Schools evaluators will use the CCT Rubric 2017 to guide data collection from three sources: teacher conferences, classroom observations (as appropriate) and reviews of practice. Over the course of the school year, evaluators will gather evidence for Domains of the CCT Rubric 2017 which will allow teachers to demonstrate: the context for their work; their ability to improve student learning and performance; their ability to engage in reflective practice to improve their own knowledge and skills; how they exercise leadership skills within their classrooms, schools and the district.

Observation of Teacher Practice

Observations (formal, informal, and reviews of practice) provide valuable information to all professional staff about instructional practice. Evidence collected through observations allow school leaders to understand more about the nature of learning and instruction in our schools, and feedback from observation provides individual teachers with insights regarding the impact of their management, planning, instruction, and assessment practices on student growth.

Evidence-Informed Observation of Teacher Performance and Practice (40%)	
SOURCES OF EVIDENCE	EXAMPLES OF EVIDENCE
Conferences (Pre, Post, Initial, Mid-Year, Summative)	Evidence related to all 4 domains <ul style="list-style-type: none">● Conversation and artifacts that reveal the teacher has an understanding of content, students, strategies, and use of data● Teacher's use of data to inform instruction, analyze student performance and set appropriate learning goals
In-class formal and informal observations	Evidence related to Domains 1 & 3 <ul style="list-style-type: none">● Discourse (Teacher to student, student-student) conversations● Instructional activities● Student behavior and engagement
Non-classroom reviews of practice	Evidence related to Domains 2 & 4 <ul style="list-style-type: none">● Teacher reflection, as evidenced in pre- and post-conference data.● Engagement in professional development opportunities, involvement in action research.● Collaboration with colleagues (PLC's, Communities of Practice, Team Meetings)● Teacher-family interactions● Ethical decisions

Evaluators and other instructional leaders use a combination of reviews of practice, formal and informal observations (both announced and unannounced) to:

1. Gather evidence of and facilitate professional conversation regarding the quality of teacher practice;
2. Provide constructive oral and written feedback of observations that is timely and useful for educators;
3. Provide information for the on-going calibration of evaluators and evaluation practices in the district.

NOTE: Administrators may differentiate the number and type of observations based on experience, prior ratings, needs and goals of individual teachers. Administrators may adjust timelines of observations as needed.

Teacher Observation Schedule

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
Year 1 and Year 2 Teachers and Teachers Designated as Developing and Below Standard	Three in-class formal observations* (with pre & post conferences for all) and informal observations as needed	All feedback will be oral and written, constructive and timely.
Effective and Exemplary Teachers	One formal in-class observation (with pre & post conferences) every 3 years and Three informal observations and a review of practice* in years without formal observations	All feedback will be oral and written, constructive and timely.

**Observations will be spread throughout the academic year.*

Evaluation Ratings for Performance and Practice

Evaluation ratings will be assigned at the end of each school year. After gathering and analyzing evidence for all Indicators within each of the four Domains, evaluators will use the *CCT Rubric* to initially assign ratings of Below Standard, Developing, Effective or Exemplary. Ratings will be made at the Domain level only.

Once Domain ratings have been assigned, evaluators will use the *Rating Guidelines for Observation of Teacher Performance and Practice* to assign a rating.

Ratings Guidelines for Observation of Teacher Performance and Practice	
Rating	Criteria
Exemplary	Minimum of three exemplary ratings at the domain level and no ratings below effective
Effective	Minimum of three effective ratings at the domain level and no rating below standard
Developing	Minimum of 2 effective rating at the domain level and not more than one rating below standard
Below Standard	Two or more ratings at the domain level below standard

PARENT/GUARDIAN FEEDBACK (10%)

The Mansfield Public Schools strive to meet the needs of all of the students all of the time. To gain insight into what parents/guardians and students perceive about our ability to accomplish this, a school-wide survey will be used. Ten percent (10%) of a teacher's evaluation shall be based on parent/guardian feedback, including data from surveys and may also include focus group data. Teachers are required to incorporate their building-based school-wide parent/guardian feedback goal into this component.

Surveys will be administered annually online to parents/guardians and students throughout the district. The surveys used to capture feedback will be anonymous and demonstrate fairness, reliability, validity and usefulness. Analysis of survey data will be conducted on a school-wide basis, with all certified staff engaged in the analysis, and result in one school-wide goal to which all certified staff will be held accountable. Teachers may opt to create their own Parent/Guardian goal that is based on survey data with the approval of administration.

Once a parent/guardian feedback goal has been determined, teachers will identify the strategies they will implement to achieve the goal. Teachers will be rated using the following rubric:

Exceeded (4)	Exceeded expectations for implementing strategies that supported parent/guardian feedback goal.
Met (3)	Implemented strategies that supported parent/guardian feedback goal.
Partially Met (2)	Partially implemented strategies that supported parent/guardian feedback goal.
Did Not Meet (1)	Did not implement strategies that supported parent/guardian feedback goal.

WHOLE-SCHOOL INDICATORS (5%)

A teacher's indicator rating for this component shall be based upon measurable outcomes found in the annual School Development Plan which is the administrator's performance rating for student learning outcomes. Five percent (5%) of a teacher's evaluation shall be based on the student learning outcomes identified in the School Development Plan. Teachers' efforts and actions taken towards achievement of the Whole School Learning Outcomes will be discussed during the pre-, mid-year, and post-conferences.

The following rubric will be used to determine the final whole-school rating:

Exceeded (4)	All student learning outcome indicators in the School Development Plan have been met or exceeded.
Met (3)	All student learning outcome indicators in the School Development Plan have been met or nearly met.
Partially Met (2)	Some student learning outcome indicators in the School Development Plan have been met.
Did Not Meet (1)	No student learning outcome indicators in the School Development Plan have been met.

SUMMATIVE TEACHER EVALUATION RATING

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

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

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

Exemplary ratings are reserved for performance that significantly exceeds the Effective Rating and could serve as a model for teachers district-wide or even statewide. Teachers rated at this level demonstrate Exemplary on a significant number of indicators.

Effective ratings represent fully satisfactory performance. It is the rigorous standards expected for experienced teachers.

Developing ratings indicate performance that has met a level of proficiency in some indicators but not others. Improvement is necessary and expected.

Below Standard ratings indicates performance that has been determined to be below effective on all components or unacceptably low on one or more indicators.

Determining Summative Ratings

The Summative Rating combines the practice and outcomes ratings using the matrix below.

In accordance with The Connecticut Guidelines for Educator Evaluation, Mansfield Public Schools’ Professional Learning and Evaluation Plan employs a 4-level matrix rating system, as follows:

1. Annual summative evaluations must provide each teacher with a summative rating aligned to one of four performance evaluation designations: Exemplary, Effective, Developing and Below Standard.
2. In order to determine summative rating designations for each teacher, Mansfield Public Schools evaluators will:
 - A. Rate teacher performance in each of the four Component:
 1. Student Outcomes and Achievement (45%);
 2. Observations of Teacher Performance and Practice (40%);
 3. Parent/Guardian Feedback (10%), and
 4. Whole-School Indicator (5%).

- B. Combine the Student Outcomes and Achievement and Whole-School Student Learning Outcomes rating into a single rating, taking into account their relative weights.
- C. Combine the Observations of Teacher Performance and Practice rating and the Parent/Guardian Feedback rating into a single rating, taking into account their relative weights.
- D. Combine the **Outcomes Rating** and **Practice Rating** into a final rating using the Teacher Matrix Rating System below. Determine the final rating by moving across with the summative **Outcomes Rating** and moving down using the **Practice Rating**. The intersection of these two will indicate the **Summative Final Rating** which will be either: Exemplary, Effective, Developing, or Below Standard. For example a teachers with an outcome rating of Developing and a Practice rating of Effective would have a final rating of Effective by moving vertically and horizontally across the matrix.

Teacher Matrix Rating System

		<i>Teacher Practice Rating ↓</i> (Teacher Performance and Practice rating & Parent/Guardian Feedback)			
		<i>Exemplary</i>	<i>Effective</i>	<i>Developing</i>	<i>Below Standard</i>
<i>→</i> Teacher Outcomes Rating (Student Outcomes and Achievement & Whole-School Indicator Outcomes)	<i>Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Gather further information</i>
	<i>Effective</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>
	<i>Developing</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>	<i>Developing</i>
	<i>Below Standard</i>	<i>Gather further information</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>

NOTE: If the two major categories are highly discrepant (e.g., a rating of Exemplary for Teacher Practice and a rating of Below Standard for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

Definition of Teacher Effectiveness and Ineffectiveness

Teacher effectiveness will be based upon a pattern of summative teacher ratings collected over time. In order to be deemed effective, teachers will need to have a summative rating of Effective or Exemplary. Teachers are required to be effective within two years of being evaluated using this plan. Teachers who are not deemed effective by these criteria will be deemed ineffective.

Any teacher having a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on an individual improvement plan. PASS is a 3 tiered approach to teacher support. (See description of PASS, PASS Improvement and Remediation Plan, and PASS Intensive Remediation Plan that follows.)

After one year of participating in PASS, a teacher receiving such support will be expected to have a summative rating of *Effective* or *Exemplary*. Teachers who do not receive a summative rating of *Effective* or *Exemplary* after one year of participation in PASS may be placed on the **PASS Improvement and Remediation Plan** for 30 days. After 30 days, the teacher may be placed on the **PASS Intensive Remediation Plan** for 60 days. (See description of **PASS, PASS Improvement and Remediation Plan, and PASS Intensive Remediation Plan**, below).

No teacher will participate in PASS for more than two consecutive school years.

TEACHER PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS)

Teachers who receive a summative evaluation rating of *Developing* or *Below Standard* may work with their local association designee in the development of a PASS plan, in collaboration with the evaluator (or designee). The plan will be created prior to the beginning of the next school year. The PASS process will identify areas of improvement needed and will include supports that Mansfield Public Schools will provide to address the performance areas identified as in need of improvement. A teacher’s successful completion of participation in PASS is determined by a summative final rating of *Effective* or *Exemplary* at the conclusion of the school year.

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Domain*: List domain rated “developing” or “below standard.”
4. *Indicators for Effective Teaching*: Identify exemplary practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies that the teacher can implement to show improvement in any domain rated “developing” or “below standard.”
6. *Tasks to Complete*: Specific tasks the Teacher will complete that will improve the domain.
7. *Support and Resources*: List of supports and resources the Teacher can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. *Indicators of Progress*: How the teacher will show progress towards effective /exemplary in identified domain(s) through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level. The teacher, local association president or designee, and evaluator or designee will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan as well as the Superintendent. The contents of the plan will be confidential.

Timeframe for Improvement in PASS

Rating	Timeframe for Improvement
Below Standard	180 days (one year) to achieve a developing rating and one year to achieve an effective rating
Developing	360 days (two years) to achieve an effective rating
Effective	N/A
Exemplary	N/A

PASS Improvement and Remediation Plan (30 Days)

The PASS Remediation Plan is a further step in the attempt to provide a teacher with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching. Based on a determination by the appropriate administrator, the administrator and/or evaluator will help the teacher outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Consistent supervision and, at minimum, a weekly observation followed by timely feedback, will be provided by the evaluator. This intervention will operate for a period of time that the evaluator determines to be appropriate, but will normally conclude within 30 school days. At the end of the intervention period, the evaluator will issue a recommendation. If the teacher demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that teacher to a normal plan. In situations when progress is unacceptable, the teacher will move into Intensive Remediation Plan. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the teacher's personnel file.

PASS Intensive Remediation Plan (60 Days)

The PASS Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan if necessary, and based on the judgment of the administrator, to provide the help necessary to meet the requirements of the position. The teacher, evaluator, and/or another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The teacher may choose to include their bargaining representative. The evaluator and/or the teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time that the evaluator determines to be appropriate, but will normally conclude after 60 school days. Weekly observations followed by feedback will be provided during this phase. At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the teacher demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that teacher on the normal plan. If the teacher's performance is below *Effective*, the administrator will recommend termination of that teacher's employment to the superintendent.

DISPUTE RESOLUTION

Resolution of Differences

Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter to the superintendent for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

The purpose of the resolution process is to secure at the lowest possible administrative level, equitable solutions or disagreements which from time to time may arise related to the evaluation process. The right of appeal is a necessary component of the evaluation process and is available to every participant at any point in the evaluation process. As our evaluation system is designed to ensure continuous, constructive and cooperative processes among professional educators, most disagreements are expected to be worked out informally between evaluators and evaluatees (this applies to teachers or administrators) in the Mansfield Public Schools Professional Learning and Evaluation Plan. The resolution process may be implemented when there is a question as to whether or not:

1. Evaluation procedures and/or guidelines have been appropriately followed.
2. Adequate data has been gathered to support fair and accurate decisions.

The resolution process shall be conducted in accordance with the law governing confidentiality.

Procedures

NOTE: The evaluatee shall be entitled to Collective Bargaining representation at all levels of the process.

1. Within three days of articulating the dispute in writing, the evaluatee will meet and discuss the matter with the evaluator with the object of resolving the matter informally.
2. If there has been no resolution, the options available to the teacher are as follows:
 - a. The issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.
 - b. The evaluatee may choose to bypass the subcommittee mentioned above and the superintendent will review information regarding the issue in dispute. The superintendent will meet with both parties (evaluator and evaluatee) as soon as possible (within three days of the meeting), and review of all documentation and recommendations. The Superintendent will act as arbitrator and make a final decision that is binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean school days. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. If an evaluatee does not initiate the appeals procedure within 5 working days of acknowledged receipt of evaluation materials, the evaluatee shall be considered to have waived the right of appeal.

Failure of the evaluatee at any level to appeal to the next level within the specified time shall be deemed to be an acceptance of the decision rendered at that level.

Appendix

Evaluation Forms:

STEP Goal Form

Pre/Post Observation Form

Formal Observation Form Effective Teaching

Formal Observation Form Effective Service Delivery

Informal Observation Form Effective Teaching

Informal Observation Form Effective Service Delivery

Review of Practice

Summative Rating Form

The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2017

The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2017

STEP and Parent Feedback Goals Form

Name:
School:
School Year:
Team Members*:
Date Submitting Form:

**Note: This form can be completed collaboratively, except where noted. Each member must submit a completed form to the evaluator.*

SEEK-Discover-Confirm-Share

SEEK- Due October 15

A: Review data

A.1: Your area of exploration should be large enough to make a difference and small enough for members to make positive changes within a short time period. The challenge defines the student performance need. **Our team has identified the following area to explore:**

Comments:

A.2: Our team has identified this area based on the following baseline data and/or evidence:

Comments:

A.3: Based on the area of exploration identified above, we will be investigating ...
(This can be written as a statement or a question).

Comments:

A.4: This area of exploration connects to these district and school goals:

Comments:

B: Student Growth Goal and Professional Learning:

B.1: As a result of identifying this challenge our measurable goal for students is:

NOTE: Teachers create a student growth goals with two indicators, with at least one standardized measure when available and appropriate.

Comments:

B.2: The indicators we will use to illustrate progress toward the area of exploration, including baseline data:

Comments:

B.3: Given your current understanding of your area of exploration and student growth goal, what professional learning and/or resources do you need?

Comments:

Parent/Guardian Feedback

**Parent/Guardian Feedback (10%)
(To be completed individually)**

School-Wide Parent Feedback Goal:

Building Administrator will provide you with this goal

Strategies:

What strategies will you implement to contribute to this goal?

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Approved Resubmit with revision (see comments below)

Administrator Comments

Comments:

Seek-**DISCOVER**-Confirm-Share

DISCOVER - October through January

The collaborative team embarks on a process to better understand the area of exploration and discover successful practices within or beyond their community that address the identified challenge.

C: Identify and Gather the Necessary Evidence

C.1: What particular teachers, grade levels, subjects, programs, or research will you explore to find promising practices?

Comments:

C.2: As you work in the Discover phase, what new practices/learnings will you need? List professional learning and/or resources needed.

Comments:

D: Create Data Summaries and Displays to Help Your Team Find Patterns

D.1: Teachers share and discuss interviews, observations, and research notes. Create tables or concept maps that enable your team to visualize links between teaching practices and student measures.

Sample Interview, Observation, and Research Data Summary Table

Teacher/Classroom/ Resource	Practice Observed, Identified or Researched	Describe Your Takeaways From the Promising Practice

E: Summarize What Your Team Learned and Document Next Steps

E.1: What are some possible explanations for the patterns of evidence observed or results detailed in your research?

Comments:

E.2: Next Step - Select Practices to Test in Confirm Phase:

Comments:

E.3: Do you need to revise your student growth goal? If yes, how so?

Comments:

Teacher Signature: _____ **Date:** _____

Administrator Signature: _____ **Date:** _____

Goal Approved/Revised Goal Approved Resubmit with revision (see comments below)

Administrator Comments

Comments:

Seek-Discover-**CONFIRM**-Share

CONFIRM SECTION I: (February through May 1st)

F. Plan, Implement, Reflect, and Consider Next Steps

F.1: The team selects several promising practices to implement. The team engages in an active cyclical process by which they:

- Devise a plan and how you will implement the promising practice.
- Implement the promising practice.
- Reflect: Did it work? How do you know (include evidence of student learning)? What did you learn?
- Decide on next steps: possibly revising the current plan, devising a new plan, or trying another promising practice.

Use the table below to document your process of learning, including formal and/or informal measures of student progress.

Date	Plan/Implement	Reflect	Next Steps

CONFIRM SECTION II: (By June 1st and Prior to Summative Goals Meeting)

G: Explain your new learning. (By June 1st)

G.1: What did you learn? **(To be completed individually).**

Comments:

G.2: What new knowledge and/or practices will you continue to use as a result of this plan? **(To be completed individually).**

Comments:

H: Reflection/Self-Assessment: Did you meet your goals? (By June 1st)

H.1: Did you meet your student growth goal? What data or information supports your response? Collective data and individual data required. **(To be completed individually).**

Comments:

Seek-Discover-Confirm-**SHARE**

SHARE SECTION- Due by June 1st

I: How will you and/or your team share what you learned?

I.1: The team decides how to share the results of this work thinking about audience, media, and message. What is your plan for public sharing? Include venue and audience.

Suggestions for Public Sharing:

- Informally with a small group in the building
- Informally in a small group in the district
- Brief presentation at a staff meeting
- Share a brief video to be shared on the team drive
- Write an article for a professional magazine
- Present at an upcoming conference
- Other (pending approval from your administrator)

NOTE: Plan submitted by June 1st. However, teams will present during the following academic year.

Comments:

Parent/Guardian Feedback (10%) (To be completed individually)

School-Wide Parent Feedback Goal:

Building Administrator will provide you with this goal

Strategies:

What strategies did you implement to contribute to this goal?

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Pre and Post-Observation Conference Worksheet

Teacher:

School:

Grade(s):

Subject:

Time/Durations:

Evaluator:

Anticipated Date of Observation:

Pre-Observation Conference Worksheet

1. Describe the class. Include specific needs of the students.

Comments:

2. As a result of this lesson, what do you expect students to know and be able to do?

Comments:

3. How will students be actively engaged in the lesson? Describe specific differentiated instructional strategies, materials and resources that will be used to meet these needs.

Comments:

4. During this lesson how will you monitor/formatively assess what students understand?

Comments:

5. How does this lesson fit into the larger instructional plan for the students?

Comments:

6. Please use this space to add any other comments or reflections you feel are relevant to this observation:

Comments:

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Post-Observation Conference Worksheet Form

Teacher:

School:

Grade(s):

Subject:

Time/Durations:

Evaluator:

Actual Date of Observation:

Please provide a reflection of your lesson. Feel free to consider some of the prompts below.

- Did the lesson achieve the outcome you expected?
- If you were to do this lesson again, what might you do differently?
- What are your next steps?
- What resources and/or understandings would support you with this work?
- What are you wondering now?

Formal Post Observation Reflections:

Teacher Signature: _____ **Date:** _____

Administrator Signature: _____ **Date:** _____

Formal Observation Summary Form for Effective Teaching

Teacher:
Subject:
Date of Observation:

School:
Time/Durations:

Grade(s):
Evaluator:

Domain 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:

- 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.

Evidence/Comments:

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.

Evidence/Comments:

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/Comments:

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.

Evidence/Comments:

Strengths/Opportunities for Growth:

Teacher Signature: _____ **Date:** _____

Administrator Signature: _____ **Date:** _____

Formal Observation Summary Form for Effective Service Delivery

Teacher:

School:

Grade(s):

Subject:

Time/Durations:

Evaluator:

Date of Observation:

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:

- 1a. Promoting a positive learning environment that is respectful and equitable.
- 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.
- 1c. Maximizing service delivery by effectively managing routines and transition.

Evidence/Comments:

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:

- 2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.
- 2b. Developing plans to actively engage learners in service delivery.
- 2c. Selecting appropriate assessment strategies to identify and plan learning targets.

Evidence/Comments:

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:

- 3a. Implementing service delivery for learning.
- 3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- 3c. Assessing learning, providing feedback and adjusting service delivery.

Evidence/Comments:

Domain 4: Professional Responsibilities and Leadership: Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:

- 4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.
- 4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.
- 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

Evidence/Comments:

Strengths/Opportunities for Growth:

Teacher Signature: _____ **Date:** _____

Administrator Signature: _____ **Date:** _____

**Informal
Observation/Review of
Practice:**

#1 #2 #3

Review of Practice Form for Effective Teaching

Teacher:

School:

Grade(s):

Subject:

Time:

Evaluator:

Date of Observation:

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.

Evidence/Comments:

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.

Evidence/Comments:

Strengths/Opportunities for Growth:

Teacher Signature: _____ **Date:** _____

Administrator Signature: _____ **Date:** _____

**Informal
Observation/Review of
Practice:**

#1 #2 #3

Review of Practice Form for Effective Service Delivery

Teacher:
Subject:
Date of Observation:

School:
Time:

Grade(s):
Evaluator:

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:

2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge	2b. Developing plans to actively engage learners in service delivery.	2c. Selecting appropriate assessment strategies to identify and plan learning targets.
--	---	--

Evidence/Comments:

Domain 4: Professional Responsibilities and Leadership: Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:

4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.	4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.	4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.
--	---	---

Evidence/Comments:

Strengths/Opportunities for Growth:

Teacher Signature: _____ **Date:** _____

Administrator Signature: _____ **Date:** _____

**Informal
Observation/Review of
Practice:**

#1 #2 #3

Informal Observation Summary Form for Effective Teaching

Teacher:
Subject:
Date of Observation:

School:
Time:

Grade(s):
Evaluator:

Domain 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:

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.
--	--	---

Evidence/Comments:

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/Comments:

Strengths/Opportunities for Growth:

Teacher Signature: _____ **Date:** _____

Administrator Signature: _____ **Date:** _____

**Informal
Observation/Review of
Practice:**

#1 #2 #3

Informal Observation Summary Form for Effective Service Delivery

Teacher:

School:

Grade(s):

Subject:

Time:

Evaluator:

Date of Observation:

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:

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

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

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

Evidence/Comments:

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:

3a. Implementing service delivery for learning.

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

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

Evidence/Comments:

Celebrations/Opportunities for Growth:

Teacher Signature: _____ **Date:** _____

Administrator Signature: _____ **Date:** _____

Teacher Annual Summative Rating Form

Teacher:
Subject(s) & Grade:

School:
Date:

Final Component Ratings:

Administrators should **place an "X"** next to the rating that applies.

Student Outcomes and Achievement (45%)

<i>Exemplary</i> [] []	<i>Effective</i> [] []	<i>Developing</i> [] []	<i>Below Standard</i> [] []
-----------------------------	-----------------------------	------------------------------	----------------------------------

Observations of Teacher Performance and Practice (40%)

<i>Exemplary</i> [] []	<i>Effective</i> [] []	<i>Developing</i> [] []	<i>Below Standard</i> [] []
-----------------------------	-----------------------------	------------------------------	----------------------------------

Parent/Guardian Feedback (10%)

<i>Exemplary</i> [] []	<i>Effective</i> [] []	<i>Developing</i> [] []	<i>Below Standard</i> [] []
-----------------------------	-----------------------------	------------------------------	----------------------------------

Whole-School Indicator (5%)

<i>Exemplary</i> [] []	<i>Effective</i> [] []	<i>Developing</i> [] []	<i>Below Standard</i> [] []
-----------------------------	-----------------------------	------------------------------	----------------------------------

Final Summative Rating:

Administrators should **place an "X"** next to the rating that combines the **Outcomes Rating** and **Practice Rating** into a **final rating**. In undertaking this step, teachers will be assigned that summative rating category of **Exemplary, Effective, Developing, or Below Standard**.

Teacher Practice Rating (Components 2 & 3)					
		<i>Exemplary</i> [] []	<i>Effective</i> [] []	<i>Developing</i> [] []	<i>Below Standard</i> [] []
Teacher Outcomes Rating (Components 1 & 4)	<i>Exemplary</i> [] []	<i>Exemplary</i> [] []	<i>Exemplary</i> [] []	<i>Effective</i> [] []	<i>Developing</i> [] []
	<i>Effective</i> [] []	<i>Exemplary</i> [] []	<i>Effective</i> [] []	<i>Effective</i> [] []	<i>Developing</i> [] []
	<i>Developing</i> [] []	<i>Effective</i> [] []	<i>Effective</i> [] []	<i>Developing</i> [] []	<i>Developing</i> [] []
	<i>Below Standard</i> [] []	<i>Developing</i> [] []	<i>Developing</i> [] []	<i>Developing</i> [] []	<i>Below Standard</i> [] []
		<i>Developing</i> [] []	<i>Developing</i> [] []	<i>Developing</i> [] []	<i>Below Standard</i> [] []

Teacher Annual Summative Rating Form Continued

Administrator Comments
Teacher Practice Summative Comments:
Teacher Outcome Summative Comments (STEP):
Overall Strengths/Opportunities for Growth:

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

The Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2017

*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

September 2017

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Development Committee

Connecticut State Department of Education

Dr. Dianna R. Wentzell
Commissioner

Ellen Cohn
Deputy Commissioner

Talent Office

Dr. Sarah Barzee
Chief Talent Officer

Shannon Marimón
Division Director

CCT Rubric for Effective Teaching Committee Members

Project Manager

Sharon Fuller
Education Consultant,
Bureau of Educator Effectiveness, CSDE

Facilitators

Dr. Sandy Greenberg
Professional Examination Service

Pat Muenzen
Professional Examination Service

Committee Members/Contributing Authors

Roxanne Augelli, Waterbury

Diane Ayer, Lebanon

Michelle Cirillo, Ellington

Teresa Debritto, Region 12

Vicki DeLeo, Bolton

Michael DiCicco, Mansfield

Sandra Dunnack, Chaplin

Kevin Egan, Waterbury

Patti Fusco, West Haven (AFT)

Kim Gallo, Region 12

Mike Galuzzo, CAS

Eileen Howley, LEARN

Kathleen Koljian, Windham (AFT)

Dave Levenduski, Meriden

Tom Lindenmuth, South Windsor (CEA)

Katherine Lopez, Meriden

Everett Lyons, CAS

Pat Michaels, CES/Western CT State University

Steven Murphy, Stonington

Carly Quiros, EdAdvance

Darren Schwartz, Waterbury

Linda Skoglund, New Britain (AFT)

CSDE Consultants/Contributing Authors

Joe DiGarbo
Academic Office, Assessment

William Howe
Academic Office, Culturally-Responsive Education
and Multicultural Education

Rhonda Kempton
Special Education

Georgette Nemr
Talent Office

Claudine Primack
Talent Office

Scott Shuler
Academic Office, Music

Charlene Tate-Nichols
Academic Office, Math

Kim Wachtelhausen
Talent Office

Jennifer Webb
Academic Office, English Language Arts

Other Contributors

Patrick Flynn
ReVision Learning Partnership

Duffy Miller
Teaching Learning Solutions

Michele O'Neil
Connecticut Education Association (CEA)

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.

Introduction

Validation Process

The *CCT Rubric for Effective Teaching 2014* has been in use in over 100 school districts or Local Educational Agencies (LEAs) since its release in 2014. In order to ensure the validity of this rubric, the CSDE has continued its partnership with Professional Examination Services (ProExam), to seek feedback from teachers and administrators using the rubric and to facilitate data collection activities during the 2015-16 academic year. These activities included:

- **Fairness Review** – Subject matter experts representing diverse perspectives reviewed the language of the rubric to ensure that it is free of bias and equally applicable to teachers of all grade levels, content areas, and teaching assignments.
- **Focus Panels** – Educator who were assessed using the *CCT Rubric 2014* and administrators who conducted observations using the *CCT Rubric 2014* participated in on-line focus groups to provide feedback about the language and behavioral progressions of each attribute described in the rubric.
- **Surveys** – Teachers and administrators in districts using the *CCT Rubric 2014* participated in an electronic survey to quantitatively and qualitatively evaluate the *CCT Rubric 2014* at the domain, indicator, attribute, and behavioral progression level.

Members of the original Validation Committee, established during the 2013-14 academic year, reconvened to systematically review the information from these activities and worked to address all issues raised via the independent data collection efforts by endorsing or modifying the *CCT Rubric 2014*. The *CCT Rubric for Effective Teaching 2017* is the result of this validation process.

Evidence Guides

Collecting objective evidence is essential in helping observers paint a fair and accurate picture of educators' strengths and areas for development. Observation criteria in the *CCT Rubric for Effective Teaching 2017* focus on the skills that

can be directly observed either in the classroom or through reviews of practice. To provide more guidance as to how the rubric continuum might look in practice, the CSDE, in collaboration with the RESC Alliance and the Connecticut Association of Schools (CAS), convened multiple workgroups, comprised of teachers, service providers, and building leaders throughout the summer of 2014 to develop grade-level and content-specific samples of observable student and teacher/service provider behaviors that might be seen or heard during an observation. The *CT Evidence Guides* have been created as a resource for teachers, service providers, mentors, observers and administrators. The *CT Evidence Guides ARE NOT* intended to represent comprehensive evidence, nor are they intended to be used as a checklist or as a rubric.

The CSDE encourages districts to use the *CT Evidence Guides* as a tool for professional development and growth as well as guiding observations. These guides can offer opportunities for valuable professional learning as educators work with one another to generate their own examples of evidence aligned to their respective content area and/or grade level.

Training and Proficiency

Accurate and reliable evaluation of the competencies and indicators outlined with the *CCT Rubric for Effective Teaching 2017* 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 2017* 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 2017* 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 2017* represents the criteria by which evaluators will be trained to describe the level of performance observed.

Introduction

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 2017* 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 2017* 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 2017*.

E. Ratings/Feedback: Based on the training guidelines for the *CCT Rubric for Effective Teaching 2017*, 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 2017





The Common Core of Teaching (CCT) Rubric for Effective Teaching 2017 is completely aligned with the CCT professional standards. The *CCT Rubric for Effective Teaching 2017* 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, Connecticut's 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 <i>The Connecticut Core Standards</i> ¹ and Connecticut Content Standards	▲	<i>Demonstrated at the pre-service level as a pre-requisite to certification and embedded within the rubric.</i>
Domain 2 Classroom Environment, Student Engagement and Commitment to Learning	▲ Domain 1	In-Class Observations
Domain 3 Planning for Active Learning	▲ Domain 2	Non-classroom observations/ reviews of practice
Domain 4 Instruction for Active Learning	▲ Domain 3	In-Class Observations
Domain 5 Assessment for Learning	▲	<i>Now integrated throughout the other domains</i>
Domain 6 Professional Responsibilities and Teacher Leadership	▲ Domain 4	Non-classroom observations/ reviews of practice

¹ Underlined text throughout the document reflects Connecticut Core Standards.

CCT Rubric for Effective Teaching 2017 — At a Glance

Evidence Generally Collected Through In-Class Observations	Evidence Generally Collected Through Non-Classroom/Reviews of Practice
<p> Domain 1: Classroom Environment, Student Engagement and Commitment to Learning</p> <p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students. 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students. 1c. Maximizing instructional time by effectively managing routines and transitions. 	<p> Domain 2: Planning for Active Learning</p> <p><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 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.
<p> Domain 3: Instruction for Active Learning</p> <p><i>Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 3a. Implementing instructional content for learning. 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies. 3c. Assessing student learning, providing feedback to students and adjusting instruction. 	<p> Domain 4: Professional Responsibilities and Teacher Leadership</p> <p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i></p> <ul style="list-style-type: none"> 4a. Engaging in continuous professional learning to impact instruction and student learning. 4b. Collaborating to develop and sustain a professional learning environment to support student learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

Domain 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 ² of all students.			
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	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.	Fosters an environment where students proactively demonstrate positive social interactions and conflict-resolution skills.
	Respect for student diversity ³	Establishes a learning environment that disregards students' cultural, social and/or developmental differences and/or does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Establishes a learning environment that is consistently respectful of students' cultural, social and/or developmental differences.	Recognizes 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 attempting tasks, responding to questions and challenges, or feeling safe to make and learn from mistakes.	Creates a learning environment in which some students are willing to attempt tasks, respond to questions and challenges, and feel safe to make and learn from mistakes.	Creates a learning environment in which most students are willing to take risks ⁴ and respond to questions and challenges, and feel safe to make and learn from mistakes.	Creates an environment in which students are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
	High expectations for student learning	Establishes expectations for student learning that are too high or too low.	Establishes appropriate expectations for learning for some, but not all students; OR inconsistently reinforces appropriate expectations for student learning.	Establishes and consistently reinforces appropriate expectations for learning for all students.	Creates an environment in which students 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 learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomics and environment on the learning needs of students.

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

4. **Take risks:** Fostering a classroom environment that promotes risk-taking involves building trust; students' trust in the teacher and other students in the class. Students who trust their teachers believe that teachers will turn their failures into learning opportunities.

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by: INDICATOR 1b: Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	<p>Communicating, reinforcing, and maintaining appropriate standards of behavior</p> <p>Promoting social competence⁵ and responsible behavior</p>	<p>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.</p> <p>Provides little to no teaching, modeling, or reinforcing of social skills and/or provides little or no opportunities for students to self-regulate and take responsibility for their actions.</p>	<p>Establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with student learning.</p> <p>Inconsistently teaches, models, and/or reinforces social skills; and/or limits opportunities to build students' capacity to self-regulate and take responsibility for their actions.</p>	<p>Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.</p> <p>Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions.</p>	<p>Creates opportunities in which students establish and independently maintain appropriate standards of behavior.</p> <p>Encourages students to independently use proactive strategies⁶ and social skills and take responsibility for their actions.</p>

5. **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).

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

Domain 1: Classroom Environment, Student Engagement and Commitment to Learning

<p><i>Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>INDICATOR 1c: Maximizing instructional time by effectively managing routines and transitions.⁷</p>					
ATTRIBUTES	Routines and transitions appropriate to needs of students	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
		Does not establish or ineffectively manages routines and transitions, resulting in significant loss of instructional time.	Establishes, but inefficiently manages routines and transitions, resulting in some loss of instructional time.	Establishes and manages routines and transitions resulting in maximized instructional time.	Establishes an environment in which students independently facilitate routines and transitions.

7. **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.

Domain 2: Planning for Active Learning

<p style="text-align: center;"><i>Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i> INDICATOR 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge⁸ for all students.</p>		<p style="text-align: center;">DEVELOPING</p>	<p style="text-align: center;">PROFICIENT</p>	<p style="text-align: center;">EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i></p>
<p>Content of lesson plan⁹ is aligned with standards</p>	<p>Plans content that is misaligned with or does not address the <u>Connecticut Core Standards</u> and/or other <u>appropriate content standards</u>.¹⁰</p>	<p>Plans content that partially addresses <u>Connecticut Core Standards</u> and/or other <u>appropriate content standards</u>.</p>	<p>Plans content that directly addresses <u>Connecticut Core Standards</u> and/or other <u>appropriate content standards</u>.</p>	<p>Anticipates misconceptions, ambiguities, or challenges and plans ways to address these.</p>
<p>Logical sequence of lessons at an appropriate level of challenge</p>	<p>Plans lessons that are not appropriately sequenced or are not at an appropriate level of challenge.</p>	<p>Plans some lesson segments and/or lessons that are logically sequenced and at an <u>appropriate level of challenge</u>.</p>	<p>Plans lessons that are logically sequenced and support an <u>appropriate level of challenge</u>.</p>	<p>Plans lessons that challenge students to extend their learning, supports students in making connections between concepts, and/or applying skills/learning in other contexts.</p>
<p>Use of data to determine students' prior knowledge and skills and differentiation based on students' learning needs</p>	<p>Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge and skills, or different learning needs.</p>	<p>Uses appropriate, whole class data to plan instruction with limited consideration of data, students' prior knowledge and skills, or different learning needs.</p>	<p>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.</p>	<p>Designs opportunities to allow students to identify their own learning needs based on their own individual data.</p>
<p>Literacy strategies¹¹</p>	<p>Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.</p>	<p>Plans instruction that includes some opportunities for students to <u>develop literacy skills</u> or <u>academic vocabulary in isolation</u>.</p>	<p>Plans instruction that <u>integrates literacy strategies</u> and <u>academic vocabulary</u>.</p>	<p>Designs opportunities to allow students to independently select <u>literacy strategies that support their learning</u>.</p>

ATTRIBUTES

Underlined text reflects Connecticut Core Standards connections.

8. **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.

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

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

11. **Literacy through the content areas:** 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.

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: INDICATOR 2b: Planning instruction to cognitively engage students in the content.		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
Strategies, tasks and questions cognitively engage students	Selects or designs instructional strategies, tasks and/or questions that limit opportunities for students' cognitive engagement ¹² through <u>problem-solving, critical or creative thinking, discourse¹³ or inquiry-based learning¹⁴ and application to other situations.</u>	Selects or designs instructional strategies, tasks, and questions that are primarily teacher-directed and provide some opportunities for students' cognitive engagement.	Selects or designs instructional strategies, tasks, and questions that promote student cognitive engagement.	Selects or designs plans to release responsibility to the students to apply and/or extend learning <u>beyond the learning expectation.</u>	
Instructional resources¹⁵ and flexible groupings¹⁶ 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 and support connections between concepts.	Selects or designs resources that support students' application of concepts and/or skills in other contexts.	

ATTRIBUTES

Undefined text reflects Connecticut Core Standards connections.

12. **Cognitive engagement:** Problem-solving, critical or creative thinking, discourse or inquiry-based learning and application to other situations
13. **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.
14. **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.
15. **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.
16. **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.

Domain 2: Planning for Active Learning

Teachers plan instruction to <i>engage students in rigorous and relevant learning and to promote their curiosity about the world at large</i> by: INDICATOR 2c: Selecting appropriate assessment strategies¹⁷ to monitor student progress.		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
ATTRIBUTES	Criteria for student success	Does not identify criteria for student success.	Identifies general criteria for student success.	Identifies observable and measurable criteria for student success.	Identifies opportunities for students to be involved in developing or interpreting criteria for student 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/or reflect upon their own progress.

17. **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

Domain 3: Instruction for Active Learning

<p>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 content¹⁸ for learning.</p>		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
		ATTRIBUTES	<p>Instructional purpose</p> <p>Communicates learning expectations that are unclear or are misaligned with Connecticut Core Standards and/or other appropriate content standards.</p>	<p>Communicates learning expectations that are partially aligned to Connecticut Core Standards and/or other appropriate content standards and sets a general purpose for instruction that requires further clarification.</p>	<p>Clearly communicates learning expectations that are aligned with Connecticut Core Standards and/or other appropriate content standards, and sets a specific purpose(s) for instruction.</p>
<p>Content accuracy</p> <p>Presents content with significant error(s) OR uses imprecise/inaccurate language to convey ideas in the content area that leads to student misunderstanding.</p>	<p>Presents content with minor error(s) or uses imprecise language to convey ideas in the content area that leads to student misunderstanding.</p>	<p>Presents content accurately using content-specific language that leads to student understanding.</p>	<p>Effectively uses content-specific language that extends student understanding.</p>		
<p>Content progression and level of challenge</p> <p>Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.</p>	<p>Presents instructional content in a generally logical progression and/or at an appropriate level of challenge to advance student learning.</p>	<p>Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.</p>	<p>Challenges students to extend their learning beyond the lesson expectations and make cross curricular connections.</p>		
<p>Literacy strategies¹⁹</p> <p>Presents instruction with limited opportunities for students to develop literacy skills and/or academic vocabulary.</p>	<p>Presents instruction with opportunities for students to develop literacy skills and/or academic vocabulary in isolation.</p>	<p>Presents instruction that integrates literacy strategies and academic vocabulary within the lesson content.</p>	<p>Provides opportunities for students to independently select and apply literacy strategies.</p>		

Underlined text reflects Connecticut Core Standards connections.

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

19. **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.

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: INDICATOR 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.			
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient plus one or more of the following:</i>
ATTRIBUTES	Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and <u>that focus primarily on low cognitive demand or recall of information.</u>	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of <u>low cognitive demand and/or recall of information with limited opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.</u>	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through <u>appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.</u>	Includes opportunities for students to generate their <u>own questions and problem-solving strategies, and synthesize and communicate information.</u>
	Instructional resources ²⁰ and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that cognitively engage some, but not all, students, 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 connections between concepts.	<u>Fosters student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.</u>
	Student responsibility and independence	Implements instruction that is teacher-directed, providing no opportunities for students to develop independence as learners.	Implements instruction that is primarily teacher directed, but provides some opportunities for students to develop independence as learners.	Implements instruction that provides multiple opportunities for students to develop independence as learners.	Provides opportunities for students to approach learning tasks in ways that will be effective for them as individuals.

Underlined text reflects Connecticut Core Standards connections.

20. **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.

Domain 3: Instruction for Active Learning

<p>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 and monitoring student learning, providing feedback to students, and adjusting instruction.</p>		DEVELOPING		PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following.</i>
		BELOW STANDARD			
ATTRIBUTES	Criteria for student success	Does not communicate criteria for student success.	Communicates general criteria for student success.	Communicates specific observable and measurable criteria for student success.	Provides opportunities for students to be involved in developing or interpreting criteria for student success.
	Ongoing monitoring of student learning	Monitors student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Monitors student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Monitors student learning with focus on eliciting evidence of learning at critical points in the lesson in order to assess individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' self-monitoring and self-assessment to improve their learning.
	Feedback ²¹ 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.	Provides opportunities for students to self-reflect and/or provide peer feedback that is specific and focuses on advancing student learning.
	Instructional adjustment ²²	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.	Provides opportunities for students to independently select strategies that will be effective for them as individuals.

21. **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.

22. **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.

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by <i>developing and demonstrating professionalism, collaboration and leadership</i> by: INDICATOR 4a: Engaging in continuous professional learning to impact instruction and student learning.	
ATTRIBUTES	
	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
BELOW STANDARD	DEVELOPING
PROFICIENT	EXEMPLARY
<p>Teacher self-evaluation and reflection and impact on student learning</p>	<p>Insufficiently reflects on/analyzes practice and impact on student learning.</p> <p>Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.</p> <p>Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement and takes action to improve professional practice.</p> <p>Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.</p>
<p>Response to feedback</p>	<p>Does not respond to supervisor or peer feedback and recommendations for improving practice.</p> <p>Responds to supervisor or peer feedback and recommendations for improving practice although changes in practice are limited.</p> <p>Responds to supervisor or peer feedback and makes changes in practice based on feedback.</p> <p>Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.</p>
<p>Professional learning²³</p>	<p>Does not engage in professional learning activities.</p> <p>Engages in relevant professional learning but application to practice is limited.</p> <p>Engages in relevant professional learning and applies new learning to practice.</p> <p>Takes a lead in and/or initiates opportunities for professional learning with colleagues.</p>

23. *Connecticut's Definition of Professional Learning:* High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.

Domain 4: Professional Responsibilities and Teacher Leadership

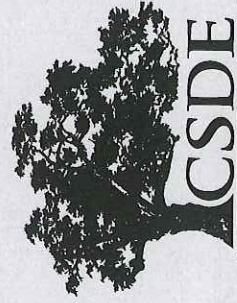
<i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:</i> INDICATOR 4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.	
BELOW STANDARD	
DEVELOPING	
PROFICIENT	
EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	
Positive school climate	<p>Does not comply with efforts to develop and/or sustain a positive school climate.</p>
Family and community engagement	<p>Limits communication with families about student academic or behavioral performance to required reports and conferences.</p>
Culturally responsive²⁶ communications	<p>Demonstrates lack of cultural awareness or bias in interactions with students, families and/or the community.</p>
ATTRIBUTES	<p>Complies with efforts to develop and/or sustain a positive school climate.</p> <p>Communicates with families about student academic or behavioral performance through required reports and conferences and/or makes some attempts to build relationships through additional communications.</p> <p>Interacts with students, families and community in a manner that indicates limited awareness of, or respect for, cultural differences.</p>
Positive school climate	<p>Actively engages with colleagues, students and families to develop and/or sustain a positive school climate.</p>
Family and community engagement	<p>Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success.</p>
Culturally responsive²⁶ communications	<p>Interacts with students, families and the community in a culturally respectful manner.</p>
ATTRIBUTES	<p>Leads efforts to improve and strengthen the school climate.</p> <p>Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; seeks input from families and communities to support student growth and development.</p> <p>Leads efforts to enhance culturally respectful interactions with students, families and the community.</p>

²⁶ **Culturally-responsive:** 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.

The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2017

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.*



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Connecticut State Department of Education

September 2017

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**Connecticut State
Department of Education**

Dr. Dianna R. Wentzell
Commissioner

Ellen Cohn
Deputy Commissioner

Talent Office

Dr. Sarah Barzee
Chief Talent Officer

Shannon Marinón
Division Director

Project Manager

Sharon Fuller
Bureau of Educator Effectiveness
and Professional Learning
Education Consultant

Facilitators

Dr. Sandy Greenberg
Professional Examination Services

Pat Muenzen
Professional Examination Services

Development Committee

Committee Members

Timothy M. Breslin, Ph.D.
Connecticut Association of Schools

Carol Bunk
ACES-Village School

Carole Kerkin
Capital Region Education Council (CREC)

Teresa Cherry-Cruz M.S.
CCC/SLP
Bridgeport Public Schools

Linda DeFrancesco
ACES-Center for Autism and
Developmental Disorders

Eric Elias
Meriden Public Schools

Janet Edgren PT, C/NDT
ACES

Lori Foote-Mitchell
Windsor Public Schools

Carl Gross
Region 1 Public Schools

Jessica Grzegorek
Cromwell Public Schools

Holly Hollander
Cromwell Public Schools

Anne Kipp
Region 9 Easton/Redding
Public Schools

Patricia Sullivan Kowalski
Meriden Public Schools

Jill LaPlante
Region 5 Public Schools

Jennifer Luckart M.S., CCC/SLP
Bridgeport Public Schools

Rose Morrow, CCC-SLP
ACES – Village School

Jane Natoli
Waterbury Public Schools

Ellen O'Brien
Bridgeport Public Schools

Paula Panos
Region 9 Easton/Redding
Public Schools

Elisabeth Pasqua
Waterbury Public Schools

Erin Putnam
Region 10 Public Schools

Deb Richards
Capital Region Education
Council (CREC)

Julie Sochacki
Waterbury Public Schools

Pam Sordi
Region 16 Public Schools

Linda M. Steller, M.A.
ACES

Vanessa Taragowski
ACES

Vonda Tencza
Hebron Public Schools

Katy Torres
Waterbury Public Schools

Christine VanDeusen
LEARN

Karla N. Vazquez, Psy.S.
Darien Public Schools

Margaret Walsh
Southington Public Schools

Patricia Williams
Waterbury Public Schools

Ana Wittig
Oak Hill School

**Richard P. Zipoli, Ph.D.,
CCC-SLP**
Southern Connecticut
State University

Patrick Flynn
ReVision Learning Partnership

CSDE Consultants

Jay Brown
Bureau of Special Education

Jocelyn Mackey
Bureau of Health, Nutrition,
Family Services and
Adult Education

Claudine Primack
Bureau of Educator Effectiveness
and Professional Learning

Kim Traverso, LPC
Bureau of Health, Nutrition,
Family Services and
Adult Education

Kim Wachtelhausen
Bureau of Educator Effectiveness
and Professional Learning

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.

Validation Process

The *CCT Rubric for Effective Service Delivery 2014* has been in use in many school districts or Local Educational Agencies (LEAs) since its release in 2014. In order to ensure the validity of this rubric, the CSDE has continued its partnership with Professional Examination Services (ProExam), to seek feedback from teachers and administrators using the rubric and to facilitate data collection activities during the 2015–16 academic year. These activities included:

Fairness Review—Subject matter experts representing diverse perspectives reviewed the language of the rubric to ensure that it is free of bias and equally applicable to service providers of all grade levels, content areas, and assignments.

Surveys—Service providers and administrators in districts using the *CCT Rubric for Effective Service Delivery 2014* participated in an electronic survey to quantitatively and qualitatively evaluate the *CCT Rubric for Effective Service Delivery 2014* at the domain, indicator, attribute, and behavioral progression level.

Members of the original Validation Committee, established during the 2013–14 academic year, reconvened to systematically review the information from these activities and worked to address all issues raised via the independent data collection efforts

by endorsing or modifying the *CCT Rubric for Effective Service Delivery 2014*. The *CCT Rubric for Effective Service Delivery 2017* is the result of this validation process.

As with any tool for the observation of educator performance and practice, the *CCT Rubric for Effective Service Delivery 2017* 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 2017* 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 2017 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.

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 2017* 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 2017* 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 service 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 2017*.

E. Ratings/Feedback:

Based on the training guidelines for the *CCT Rubric for Effective Service Delivery 2017*, 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 2017

The *Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2017* is completely aligned with the CCT. The *CCT Rubric for Effective Service Delivery 2017* 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 2017		Generally Observed
Domain 1	Content and Essential Skills, which includes The CT Core Standards and other CT content standards	▲	<i>Demonstrated at the pre-service level as a pre-requisite to certification and embedded within the rubric</i>	
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	▲	<i>Now integrated throughout the other domains</i>	
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 2017 — At a Glance

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

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	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
	PROFICIENT
	DEVELOPING
	BELOW STANDARD
Rapport and positive social interactions	<p>Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners.</p> <p>Interactions between service provider and learners are generally positive and respectful and/or the provider inconsistently attempts to promote positive social interactions.</p> <p>Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions.</p> <p>Fosters an environment where learners have opportunities to proactively demonstrate positive social interactions and/or conflict-resolution skills.</p>
Respect for learner diversity²	<p>Establishes a learning environment that disregards learners' cultural, social and/or developmental differences, or does not address disrespectful behavior.</p> <p>Establishes a learning environment that is inconsistently respectful of learners' cultural, social and/or developmental differences.</p> <p>Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences.</p> <p>Recognizes and incorporates learners' cultural, social and/or developmental diversity to enrich learning opportunities.</p>
Environment supportive of risk-taking³	<p>Creates or promotes a learning environment that discourages learners from attempting tasks, responding to questions and challenges, or feeling safe to make and learn from mistakes.</p> <p>Inconsistently creates or promotes a learning environment that encourages learners to attempt tasks, respond to questions and challenges, or feel safe to make and learn from mistakes.</p> <p>Consistently creates or promotes a learning environment in which learners are willing to take risks, respond to questions and challenges, and feel safe to make and learn from mistakes.</p> <p>Creates or promotes an environment where learners are encouraged to respectfully question or challenge ideas presented.</p>
High expectations for learning	<p>Does not establish expectations for learning.</p> <p>Establishes expectations that are too high or too low, or inconsistently reinforces realistic expectations for learning/growth and development.</p> <p>Establishes and consistently reinforces high and realistic expectations for learning/growth and development.</p> <p>Creates opportunities for learners to take responsibility for their own growth and development.</p>

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.

3. Take risks: Fostering a classroom environment that promotes risk-taking involves building trust; students' trust in the teacher and other students in the class. Students who trust their teachers believe that teachers will turn their failures into learning opportunities.

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 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.

	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
ATTRIBUTES	<p>Communicating and reinforcing appropriate standards of behavior</p> <p>Demonstrates little or no evidence of establishing and/or reinforcing appropriate standards of behavior resulting in interference with learning.</p>	<p>Establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with learning.</p>	<p>Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment.</p>	<p>Creates opportunities for learners to take responsibility for their own behavior and/or seamlessly responds to misbehavior.</p>
	<p>Promoting social and emotional competence⁴</p> <p>Provides little to no teaching, modeling or reinforcing social skills or provides little to no opportunities for learners to self-regulate and take responsibility for their actions.</p>	<p>Inconsistently teaches, models, and/or reinforces social skills and/or limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions.</p>	<p>Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.</p>	<p>Encourages learners to independently apply proactive strategies⁵ and social skills and take responsibility for their actions.</p>

4. 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).

5. 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

<p><i>Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:</i></p> <p>INDICATOR 1c: Maximizing service delivery by effectively managing routines and transition.⁶</p>		DEVELOPING		PROFICIENT		EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>			
		BELOW STANDARD		DEVELOPING		PROFICIENT		EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	
ATTRIBUTES	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.		Establishes an environment in which learners independently facilitate routines and transitions.		

6. 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 ⁷ academic, social/behavioral, therapeutic, crisis or consultative plans ⁸ 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	DEVELOPING			
BELOW STANDARD	PROFICIENT			
EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>	EXEMPLARY			
Standards alignment	<p>Designs plans that are misaligned with or does not address the Connecticut Core Standards and/or other appropriate content standards.⁹</p> <p>Designs plans that are not evidence based.</p> <p>Designs plans without consideration of data.</p> <p>Designs objectives that are not targeted or specific to the needs of learners.</p>	<p>Designs plans that partially align with relevant Connecticut content standards, or discipline-specific state and national guidelines.</p> <p>Designs plans that are partially evidence based.</p> <p>Designs plans using limited sources of data¹⁰ to address learner needs and to support an appropriate level of challenge.</p> <p>Designs objectives that are related, but not targeted or specific to the needs of learners.</p>	<p>Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.</p> <p>Designs plans using evidence-based practice.</p> <p>Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge.</p> <p>Develops objectives that are targeted and specific to the needs of learners.</p>	<p>Designs plans that encourage learners to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work.</p> <p>Designs plans that challenge learners to apply learning to new situations.</p> <p>Proactive in obtaining, analyzing and using data to guide collaborative planning.</p> <p>Plans include opportunities for learners to inform the development of future objectives.</p>
Evidence-based practice	<p>Designs plans that are not evidence based.</p>	<p>Designs plans that are partially evidence based.</p>	<p>Designs plans that challenge learners to apply learning to new situations.</p>	<p>Designs plans that challenge learners to apply learning to new situations.</p>
Use of data to determine learner needs and level of challenge	<p>Designs plans without consideration of data.</p>	<p>Designs plans using limited sources of data¹⁰ to address learner needs and to support an appropriate level of challenge.</p>	<p>Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge.</p>	<p>Proactive in obtaining, analyzing and using data to guide collaborative planning.</p>
Targeted and specific objectives for learners	<p>Designs objectives that are not targeted or specific to the needs of learners.</p>	<p>Designs objectives that are related, but not targeted or specific to the needs of learners.</p>	<p>Develops objectives that are targeted and specific to the needs of learners.</p>	<p>Plans include opportunities for learners to inform the development of future objectives.</p>

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

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

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

10. 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

<p><i>Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>INDICATOR 2b: Developing plans to actively engage learners in service delivery.</p>				
		DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
		<p>Selects or designs plans that are primarily service provider-directed and offer some opportunities for active learner engagement.</p>	<p>Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.</p>	<p>Selects or designs plans that provide opportunities for learners to apply or extend learning to new situations.</p>
		<p>Selects or designs resources and/or groupings that do not engage learners or support new learning.</p>	<p>Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning.</p>	<p>Selects or designs opportunities for learners to make choices about resources and/or flexible groupings that support and extend new learning.</p>
ATTRIBUTES	Strategies, tasks and questions	<p>Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement.</p>		
	Resources¹¹ and/or flexible groupings¹² and new learning			

11. 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.

12. 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 strategies¹³ to identify and plan learning targets.	
ATTRIBUTES	DEVELOPING
BELOW STANDARD	PROFICIENT
EXEMPLARY <i>All characteristics of Proficient plus one or more of the following:</i>	
<p>Selection of assessments and interpretation of results</p>	<p>Does not use knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.</p>
<p>Criteria for learner success</p>	<p>Does not identify appropriate criteria for assessing learner success.</p>
<p>Ongoing assessment of learning</p>	<p>Does not plan for use of assessment strategies or methods to monitor or adjust service delivery.</p>
	<p>Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.</p>
	<p>Identifies general criteria for assessing learner success.</p>
	<p>Plans for use of assessment strategies or methods that provide limited opportunities to monitor and/or adjust service delivery.</p>
	<p>Uses knowledge of learners' abilities, developmental level, cultural, linguistic and/or experiential background to select and interpret assessment information.</p>
	<p>Identifies objective and measurable criteria for assessing learner success.</p>
	<p>Plans for use of assessment strategies or methods at critical points to effectively monitor and adjust service delivery.</p>
	<p>Consults with others to enhance understanding of the assessment selection process, the information obtained, and the subsequent development of learning plans.</p>
	<p>Identifies opportunities for learners and/or others to be involved in developing and/or interpreting criteria for learners' success.</p>
	<p>Plans to engage learners in using assessment criteria to self-monitor and reflect on learning.</p>

13. 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 delivery¹⁴ for learning.

ATTRIBUTES	Service Delivery Performance Levels			
	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY <small>All characteristics of Proficient, plus one or more of the following:</small>
Purpose of service delivery	Does not communicate academic and/or social/behavioral expectations for service delivery.	Communicates academic and/or social/behavioral expectations for service delivery in a way that requires further explanation.	Clearly communicates academic and/or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut Core Standards and/or other appropriate content standards.	Provides opportunities for learners to communicate how academic and/or social/behavioral expectations apply to other situations.
Precision of service delivery	Delivers services with significant error(s) and uses imprecise language to convey ideas, resulting in learning misunderstanding.	Delivers services with minor error(s) or uses imprecise language to convey ideas, resulting in the need for clarification.	Delivers services accurately, resulting in learning.	Effectively delivers services that extend learners' understanding.
Progression of service delivery	Delivers services which lack a logical and purposeful progression.	Delivers services in a generally logical and purposeful progression, but are not sensitive to learner needs.	Delivers services in a logical and purposeful progression that meet the needs of learners.	Provides learners with opportunities that challenge them to take responsibility and extend their own learning.
Level of challenge	Does not provide an opportunity for challenge.	Provides some challenges that align to learning needs.	Consistently delivers services at a level of challenge that aligns to learners' needs.	Provides opportunities for learners to extend learning beyond expectations.

14. 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

<p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>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.</p>					
<p>ATTRIBUTES</p>	<p>BELOW STANDARD</p>	<p>DEVELOPING</p>	<p>PROFICIENT</p>	<p>EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i></p>	
	<p>Strategies, tasks and questions</p>	<p>Uses a limited combination of tasks and questions that do not result in new and meaningful learning.</p>	<p>Uses a limited combination of tasks or questions that result in new and meaningful learning.</p>	<p>Uses differentiated strategies, tasks, and questions that result in new and meaningful learning and promotes problem-solving, critical and creative thinking, purposeful discourse or inquiry.</p>	<p>Includes opportunities for learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, and synthesize and communicate information.</p>
	<p>Resources and flexible groupings and new learning</p>	<p>Limited use of available resources or groupings that do not actively engage learners and support new learning.</p>	<p>Uses available resources or groupings to actively engage learners and support some new learning.</p>	<p>Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings.</p>	<p>Fosters learner ownership, self-direction, and choice of available resources or flexible groupings.</p>
	<p>Learner responsibility and independence</p>	<p>Implements service delivery that is primarily provider directed, and provides little or no opportunities for learners to develop independence.</p>	<p>Implements service delivery that is mostly provider directed and provides some opportunities for learners to develop independence and share responsibility for the learning.</p>	<p>Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.</p>	<p>Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals.</p>

Domain 3: Service Delivery

<p><i>Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <p>INDICATOR 3c: Assessing learning, providing feedback¹⁵ and adjusting service delivery.</p>				
		DEVELOPING	PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
Criteria for learner success	Does not communicate criteria for learner success.	Communicates general criteria for learner success.	Communicates specific observable and measurable criteria for learner success.	Provides opportunities for learners to be involved in developing and/or interpreting criteria for their own success.
Ongoing assessment of learning	Monitors learning with focus limited to task completion and/or compliance rather than learners' achievement of purpose/objective.	Monitors learning with focus on progress toward achievement of the intended purpose/objective.	Monitors learning with focus on eliciting evidence of learning at critical points in order to assess progress toward achievement of the intended purpose/objective.	Promotes learners' self-monitoring and self-assessment to improve their learning.
Feedback to learner	Provides no meaningful feedback or feedback lacks specificity and/or does not support improvement toward academic or social/behavioral outcomes.	Provides feedback that partially supports improvement toward academic or social/behavioral outcomes.	Provides feedback that is specific, timely, accurate, and actionable, and supports the improvement toward academic or social/behavioral outcomes.	Fosters self-reflection and/or peer feedback that is specific and focused on advancing learning.
Adjustments to service delivery¹⁶	Makes no attempts to adjust service delivery in response to learners' performance or engagement in tasks.	Makes some attempts to adjust service delivery in response to learners' performance or engagement in tasks.	Adjusts to service delivery in response to learners' performance or engagement in tasks.	Develops differentiated methods to obtain feedback from learners in order to assist in adjustment of service delivery.
ATTRIBUTES				

15. 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.

16. 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

<p><i>Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:</i> INDICATOR 4a: Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.</p>		DEVELOPING		PROFICIENT	EXEMPLARY <i>All characteristics of Proficient, plus one or more of the following:</i>
		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY
ATTRIBUTES	Self-evaluation/ reflection	Insufficiently reflects and analyzes practice and impact on learners.	Self-evaluates and reflects on practice and impact on learners, but makes limited effort to improve practice.	Self-evaluates and reflects on practice and the impact on learners; identifies areas for improvement and takes effective 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	Does not accept supervisor or peer feedback and recommendations or make changes for improving practice.	Accepts supervisor or peer feedback and recommendations but changes in practice are limited or ineffective.	Willingly accepts supervisor or peer feedback and recommendations and makes effective changes in practice.	Proactively seeks supervisor and peer feedback in order to improve in a range of professional practices.
	Professional learning ¹⁷	Does not engage in professional learning activities.	Engages in required professional learning opportunities, but application of learning to practice is minimal.	Engages in relevant professional learning and seeks opportunities to strengthen skills and apply new learning to practice.	Facilitates professional learning with colleagues, families or community.

17. Connecticut's Definition of Professional Learning: High-quality professional learning is a process that ensures all educators have equitable access throughout their career continuum to relevant, individual and collaborative opportunities to enhance their practice so that all students advance towards positive academic and non-academic outcomes.

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 <i>All characteristics of Proficient, plus one or more of the following:</i>
Collaboration with colleagues¹⁸	Does not collaborate with colleagues to improve service delivery and learning.	Collaborates with colleagues with limited impact on service delivery and learning.	Collaborates with colleagues to improve service delivery and learning.	Leads efforts to improve and strengthen the school climate.
Professional responsibility and ethics¹⁹	Does not consistently demonstrate professional responsibilities and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Exhibits practices that demonstrate the need for increased awareness of the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Consistently exhibits professional responsibilities and ethical practices in accordance with the <i>Connecticut Code of Professional Responsibility for Teachers</i> .	Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.
Maintenance of records	Records/data are incomplete, or confidential information is stored in an unsecured location.	Records/data are complete but may contain some inaccuracies. Confidential information is stored in a secured location.	Records/data are complete, organized and accurate. Confidential information is stored in a secured location.	Shares best practices in maintenance of records/data.

ATTRIBUTES

18. Colleague: A colleague is a person with whom an educator works, including, but not limited to, other teachers, administrators, support staff, and paraeducators.

19. Connecticut Code of Professional Responsibility for Teachers: A set of principles which the teaching profession expects its members to honor and follow; and serves as a basis for decisions on issues pertaining to licensure and employment. (Regulations of Connecticut State Agencies Section 10-145q-400a).

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 <small>All characteristics of Proficient, plus one or more of the following:</small>				
Positive school climate	<p>Does not comply with efforts to develop and sustain a positive school climate.</p>	<p>Complies with efforts to develop and/or sustain a positive school climate.</p>	<p>Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.</p>	<p>Leads efforts to improve and strengthen the school climate.</p>
Stakeholder²⁰ engagement	<p>Limits communication with stakeholders to required reports and conferences.</p>	<p>Communicates with stakeholders through required reports and conferences, and makes some attempts to build relationships with some stakeholders.</p>	<p>Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success.</p>	<p>Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders to support learner growth and development.</p>
Culturally responsive communications²¹ with stakeholders	<p>Demonstrates bias or lack of cultural competence in interactions with stakeholders.</p>	<p>Interacts with stakeholders in a manner that indicates limited awareness of or respect for cultural differences.</p>	<p>Interacts with stakeholders in a culturally responsive manner.</p>	<p>Leads efforts to enhance culturally responsive communications with stakeholders.</p>

ATTRIBUTES

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

21. 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.

ADMINISTRATOR EVALUATION PLAN

ADMINISTRATOR EVALUATION PLAN OVERVIEW

INTRODUCTION

Mansfield Public Schools Administrator Evaluation Plan means to develop a shared understanding of leader effectiveness. Mansfield Public Schools administrator evaluation and support plan defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

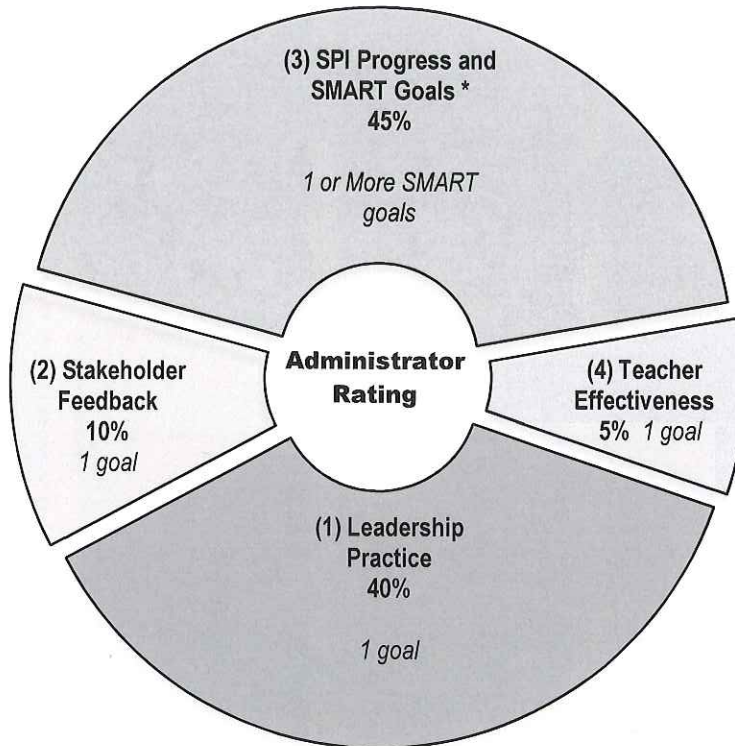
The plan describes four levels of performance for administrators and focuses on the practices and outcomes of **effective** administrators. These administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on one or more SMART goal(s) aligned to school and district priorities
- Having more than 60% of teachers **effective** on the student growth portion of their evaluation

This document describes the administrator evaluation plan, beginning with a set of underlying core design principles. We then describe the four components on which administrators are evaluated – leadership practice, stakeholder feedback, student learning and teacher effectiveness – before describing the process of evaluation and, finally, the steps evaluators take to reach a summative rating for an administrator.

COMPONENTS OF THE ADMINISTRATOR EVALUATION PLAN

The evaluation of administrators, as well as supports for their ongoing growth and development, are based on four categories:



COMPONENT #1: LEADERSHIP PRACTICE (40%)

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

The Common Core of Leadership (CCL) Competencies

Leadership practice is described in the *Common Core of Leading: Connecticut School Leadership Standards* (CCL), adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations. (This document is available online at the State's website <http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/ccl-csls.pdf>).

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning)** for principals will be weighted twice as much as any other Performance Expectation. The other Performance Expectations must have a weighting of at least 5% of the overall evaluation. These weightings will be consistent for all Mansfield Public School administrators.

Administrator Performance Levels

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

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

Two key concepts are often included as indicators. Each of the concepts demonstrates a continuum of performance across the row, from *Below Standard* to *Exemplary*.

- **Assigning ratings for each Performance Expectation:** Performance indicators provide examples of observable, tangible behavior that indicate the degree to which administrators are meeting each Performance Expectation. Evaluators and administrators will review performance and complete evaluation at the

Performance Expectation level, NOT at the Element level. Additionally, it is important to document an administrator's performance on each Performance Expectation with evidence generated from multiple performance indicators, but not necessarily all performance indicators. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

- **Assessing the practice of administrators, other than principals and assistant principals:** For those Mansfield Public School administrators who are employed in non-school roles, the evaluator will assess administrator practice based upon ratings of evidence collected directly from the Connecticut School Leadership Standards. The leader evaluation rubric will be used in situations where it is applicable to the role of the administrator.

Leadership Practice Summative Rating

Summative ratings are based on the preponderance of evidence for each performance expectation in the *Connecticut School Leadership Standards*. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

The administrator and evaluator meet for a Goal-Setting Conference on or about August 1 to identify focus areas for development of the administrator's leadership practice.

1. The administrator being evaluated collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. Evaluators of administrators must conduct at least two school site observations for any administrator and will conduct at least four school site observations for administrators who are new to their district, school, the profession, or who have received ratings of *Developing* or *Below Standard*.

2. The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference on or about January 30 with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. On or about May 30, the administrator being evaluated reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
4. On or about June 30, the evaluator and the administrator being evaluated meet to discuss all evidence collected. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, effective, developing, or below standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the Leadership Practice Matrix and generates a summary report of the evaluation on or about June 30.

Orientation and Training Programs

The Mansfield Public Schools will provide a series of sessions for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timelines for their evaluation. Special attention will be given to the *Common Core of Leading Performance Expectations* and the *Leadership Practice Rubric*, so that all administrators fully understand Performance Expectations and the requirement for being an *Effective* administrator. Additional sessions will be provided throughout the academic year that will provide Mansfield Public Schools administrators with access to resources and to connect with colleagues to deepen their understanding of the Evaluation Program.

The Mansfield Public Schools will provide all evaluators of administrators with training focused on the administrator evaluation system. Training will include an in-depth overview and orientation of the 4 categories that are part of the plan, the process and timeline for plan implementation, the process for arriving at a summative evaluation, and use of the **Mansfield School's online evaluation system**. Training will be provided on using the *Leadership Practice Rubric*, so that evaluators are thoroughly familiar with the language, expectations, and examples of evidence required for administrator proficiency.

Data Gathering Process

Mansfield Public Schools evaluators will use the *Leadership Practice Rubric* to guide their data collection. Over the course of the school year, the evaluators and evaluates will gather evidence for all Standards and Elements within the Leadership rubric. This evidence will be used to guide the development of goals, focus leadership practice observation, and suggest areas for professional growth and development. See the table below for examples of artifacts and observable practice used for administrator evidence collection.

Data-Informed Evidence of Leadership Practice

CT Standards and Elements	Artifacts – Data Sources	Observable Practice
<p>1. Vision, Mission, and Goals – Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.</p> <p>Elements:</p> <ul style="list-style-type: none"> A) High Expectations for All B) Shared Commitments to Implement and Sustain the Vision, Mission, and Goals C) Continuous Improvement toward the Vision, Mission, and Goals 	<ul style="list-style-type: none"> • School Mission / Vision statement, and references to that statement in documents that show its impact; e.g., program of studies, board minutes, leadership team meetings • Records detailing the development of the school's mission/vision • Meeting agendas, minutes. • Data analysis, • SIP plans • Implementation plan and progress reports • Teacher student surveys • School artifacts; transcripts, program of studies, school profiles, publications, web-sites 	<ul style="list-style-type: none"> • Board/School director, leadership team and faculty meetings • Data analysis meetings • Team meetings developing goals and plans • Principal interaction with individual teachers • Community meetings / forums • Classroom visits / shadowing students • Student forums • School events (open house, athletic/fine arts, others)

CT Standards and Elements	Artifacts – Data Sources	Observable Practice
<p>2. Teaching and Learning – Educational leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.</p> <p>Elements:</p> <ul style="list-style-type: none"> A) Strong Professional Culture B) Curriculum and Instruction C) Assessment and Accountability 	<ul style="list-style-type: none"> • Evaluation documents • Evidence of monitoring student learning class by class • Scheduling data/master schedules • Curriculum documents, program of studies • Guidance curriculums / program guides • Grading data, end of course assessment data • Teacher / department grading criteria • Assessment data, attendance data • Instructional policies and guidelines • Observation data • Observers' / Principals' results of calibration assessments 	<ul style="list-style-type: none"> • Faculty and team meetings • Teacher evaluation conferences • Curriculum meetings, staff development sessions • The "school building" – what's posted, what's on walls, what's focused on, is student work or achievement evident in the building? • RTI process • Use of technology in classroom and in communication throughout building • Classroom observations
<p>3. Organizational Systems and Safety - Educational leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high performing learning environment.</p> <p>Elements:</p> <ul style="list-style-type: none"> A) Welfare and Safety of Students, Faculty, and Staff B) Operational Systems C) Fiscal and Human Resources 	<ul style="list-style-type: none"> • Budgeting, human resource management (staff allocation etc). • Schedule • Building and grounds management plans and schedules • Building / facility inspection documents • Pupil policy manuals • Student / faculty handbooks 	<ul style="list-style-type: none"> • Building condition and maintenance safety and security

CT Standards and Elements	Artifacts – Data Sources	Observable Practice
<p>4. Families and Stakeholders – Educational leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.</p> <p>Elements:</p> <ul style="list-style-type: none"> A) Collaboration with Families and Community Members B) Community Interests and Needs C) Community Resources 	<ul style="list-style-type: none"> • Meeting agendas, minutes, • How parents are organized, volunteers, community programs • Community Partnership agreements • Communications with parents and community • Community surveys • Data on student backgrounds, income, etc • Community involvement plans 	<ul style="list-style-type: none"> • Parent organization meetings • Community meetings • Parent conferences
<p>5. Ethics and Integrity – Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.</p> <p>Elements:</p> <ul style="list-style-type: none"> A) Ethical and Legal Standards of the Profession B) Personal Values and Beliefs C) High Standards for Self and Others 	<ul style="list-style-type: none"> • Principal written reflection on various aspects of the school, SIP plans, student data, • Budget allocations • Program documents [e.g., Program of Studies] 	<ul style="list-style-type: none"> • Observation of principal in different settings • Board/community/faculty presentations
<p>6. – The Educational System – Education leaders ensure the success and achievement of all students and advocate for their student, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.</p> <p>Elements:</p> <ul style="list-style-type: none"> A) Professional Influence B) The Educational Policy Environment C) Policy Engagement 	<ul style="list-style-type: none"> • Letters, memos • Disaggregation of school data to show gaps and progress of groups within the school • Policy review and revision 	<ul style="list-style-type: none"> • Participation in administrative meetings with focus on future planning, • Presentations on matters of policy

Administrator Observation Schedule

PERFORMANCE DESIGNATION	NUMBER OF OBSERVATIONS	CONFERENCING AND FEEDBACK
2013-14 SCHOOL YEAR		
Non-Tenured Administrators	Three formal observations	Two of which must have pre-conferences and post-conferences. All feedback will be oral and written, constructive and timely.
Tenured Administrators	A minimum of two formal observations	At least one of which must have pre-conferences and post-conferences. All feedback will be oral and written, constructive and timely.
All Other Administrators	At least one review of practice, with a mutually agreed upon area of practice	All feedback will be oral and written, constructive and timely.
2014-15 SCHOOL YEAR		
Non-Tenured & Tenured Administrators Not Designated as Exemplary or Effective	Four formal school-site observations (with pre & post conferences for three) and informal observations as needed	All feedback will be oral and written, constructive and timely.
All Other Tenured Administrators	Two formal school-site observations (with pre & post conferences) and informal observations as needed	All feedback will be oral and written, constructive and timely.
2015-16 SCHOOL YEAR		
Non-Tenured & Tenured Administrators Not Designated as Exemplary or Effective	Four formal school-site observations (with pre & post conferences for three) and informal observations as needed	All feedback will be oral and written, constructive and timely.
All Other Tenured Administrators	Two formal school-site observations (with pre & post conferences) and informal observations as needed	All feedback will be oral and written, constructive and timely.

Principals, Assistant Principals and Other Administrators:
Leadership Practice Matrix (40%)

Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)
<i>Exemplary</i> on Teaching and Learning	At least <i>Effective</i> on Teaching and Learning	At least <i>Developing</i> on Teaching and Learning	<i>Below Standard</i> on Teaching and Learning
<i>Exemplary</i> on at least 2 other performance expectations	At least <i>Effective</i> on at least 3 other performance expectations	At least <i>Developing</i> on at least 3 other performance expectations	or <i>Below Standard</i> on at least 3 other performance expectations
No rating below <i>Effective</i> on any performance expectation	No rating below <i>Developing</i> on any performance		

COMPONENT #2: STAKEHOLDER FEEDBACK (10%)

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

To gain insight into what stakeholders perceive about administrators' effectiveness, for each administrative role, the stakeholders surveyed will be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback will include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.).

The Mansfield Public Schools strive to meet the needs of all of the students all of the time. To gain insight into what parents and students perceive about our ability to accomplish this, a school-wide survey will be used. The survey to be used is the *Student, Parent and Staff School Climate surveys* that were developed by the State Department of Education (SDE) in collaboration with the Connecticut Association of Schools (CAS) and first administered in our district during 2012-13. The Mansfield Board of Education will be consulted regarding the appropriate use of the *CSDE School Climate Assessment Instruments (CSCAI)* tool.

The *CSCAI* surveys will be administered online to parents, teachers, and students throughout the district. Administering the surveys on-line allows for anonymous responses, all Mansfield Public Schools will collect and analyze parent feedback data that will be used for continuous improvement. All Mansfield Public Schools administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement.

Once the stakeholder feedback goal has been determined by the administrator, the administrator will identify the strategies he/she will implement to meet the target.

Examples of *CSCAI* surveys are included in the Appendix.

Arriving at a Stakeholder Feedback Summative Rating

Ratings will reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year as a baseline for setting a growth target. Exceptions to this include:

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

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

1. Review baseline data on selected measures,
2. Set 1 target for growth on a selected measure (or performance on a selected measure when growth is not feasible to assess or performance is already high)
3. By March 15, administer surveys to relevant stakeholders
4. Aggregate data and determine whether the administrator achieved the established target
5. Assign a rating, using this scale:

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

COMPONENT #3: SPI PROGRESS AND SMART GOALS (45%)

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

State Assessments (SPI) (The use of SPI progress is suspended for 2015-16.)

1. School Performance Index (SPI) progress – changes from year to year in student achievement on Connecticut’s standardized assessments [Connecticut Mastery Test (CMT-Science)]
2. SPI progress for student subgroups – changes from year to year in student achievement for subgroups on Connecticut’s standardized assessments.

NOTE: If there are no student subgroups of adequate size for reporting, the entire rating will be based on the SPI Progress rating.

Evaluation Steps Based on State Test Measures (The use of state measures is suspended for 2015-16.)

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

Step 1: SPI Progress and SPI Subgroup Progress ratings are applied to give the administrator a score between 1 and 4 for each category, using the table below:

	Exemplary (4)	Effective (3)	Developing (2)	Below Standard (1)
SPI Progress	>125% of target progress	100-125% of target progress	50-99% of target progress	<50% of target progress
Subgroup SPI Progress	Meets performance targets for all subgroups that have SPI < 88 OR all subgroups have SPI > 88	Meets performance targets for 50% or more of sub-groups that have SPI < 88	Meets performance targets for at least one sub-group that has SPI < 88	Does not meet performance target for any subgroup that has SPI < 88

Step 2: The scores in each category are combined; resulting in an overall state test rating (not available for 2015-16) that is scored on the following scale:

Exemplary	Effective	Developing	Below Standard
>3.5	Between 2.5 and 3.5	Between 1.5 and 2.4	Less than 1.5

All protections related to the assignment of school accountability ratings (e.g., the minimum number of days a student must be enrolled in order for that student’s scores to be included in an accountability measure) shall apply to the use of state test data for administrator evaluation. *Use of State test data suspended for 2015-16.*

Locally-Determined Measures – SMART goals

Administrators establish one or more SMART goals on measures they select. In selecting measures, certain parameters apply:

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level or an administrators’ assignment, Mansfield Public Schools will use research-based learning standards appropriate for that administrators’ assignment (i.e., Standards for Professional Learning, American School Counselors Association, etc.).

- For administrators assigned to a school in “review” or “turnaround” status, indicators will align with the performance targets set out in the school’s mandated Improvement Plan.

Administrators have broad discretion in selecting indicators, including, but not limited to:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students’ performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

The process for selecting measures and creating SMART goal(s) will strike a balance between alignment to student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way:

- First, establish student learning priorities for a given school year based on available data.
- The administrator uses available data to craft an improvement plan for the school/district. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to Mansfield Public Schools priorities (unless the school is already doing well against those priorities) and (b) aligned with the school/district improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable goals for the chosen assessments/indicators.
- The administrator shares the SMART goal(s) with her/his evaluator, informing a conversation designed to ensure that:
 - The SMART goal(s) are attainable.
 - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established SMART goal(s).
 - The SMART goal(s) are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to

the assessment of the administrator against the objective.

- The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator being evaluated and the evaluator collect interim data on the SMART goal(s) to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this portion using the Mansfield Public Schools Administrator Evaluation Summative Rating Form.

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

		State Assessment – SPI (22.5%)			
		Exemplary	Effective	Developing	Below Standard
Locally-determined Portion SMART goal(s) (22.5%)	Exemplary	Exemplary	Exemplary	Effective	Developing
	Effective	Exemplary	Effective	Effective	Developing
	Developing	Effective	Effective	Developing	Developing
	Below Standard	Developing	Developing	Developing	Below Standard

COMPONENT #4: TEACHER EFFECTIVENESS (5%)

Teacher effectiveness – as measured by an aggregation of teachers’ SMART goals – is 5% of an administrator’s evaluation.

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

As part of Mansfield Public Schools teacher evaluation plan, teachers are assessed in part on their accomplishment of their SMART goals. This is the basis for assessing administrators’ contribution to teacher effectiveness outcomes.

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

ADMINISTRATOR EVALUATION PROCESS

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The following pages explain the annual cycle that administrators and evaluators will follow.

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

School Year Cycle: Plan Implementation and Evidence Collection

JULY	AUGUST	JANUARY	MAY	JUNE
Orientation and context setting	Goal setting and plan development	Mid-year formative review	Self-assessment	Preliminary summative rating to be finalized in August

Step 1: Orientation and Context-Setting (on or about July 30):

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

1. Maintain levels of school performance.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.

5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

Step 2: Goal-Setting and Plan Development (on or about August 15):

Before a school year starts, administrators will:

1. identify a target for growth for students;
2. identify one or more SMART goal(s); and,
3. identify one stakeholder feedback target.

Administrators will then identify the two specific areas of focus for their practice *that will help them accomplish* their SMART goals, and their stakeholder feedback target, and choosing from among the elements of the *Connecticut School Leadership Standards*. Administrators will identify these two specific focus areas of growth in order to facilitate a professional conversation about their leadership practice with their evaluator. What is critical is that the administrator can connect improvement in the practice focus areas to the student, the SMART goal(s) and the stakeholder feedback target, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet in August to discuss and agree on the selected outcome goals and practice focus areas.

The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used.

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

The evaluator will establish a schedule of school visits with the administrator to collect evidence and observe the administrator's work. The first visit will take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation plan. Subsequent visits will be planned at two- to three-month intervals. **A note on the frequency of school site observations:**

- two observations for each administrator.

- four observations for any new non-tenured administrator, or who has received ratings of *Developing* or *Below Standard*.

Step 3: Mid-Year Formative Review (on or about **January 30):**

Midway through the school year there will be a formal check-in to review progress. In preparation for meeting:

- The administrator analyzes available student achievement data and considers progress toward outcome goals.
- The evaluator reviews observation and feedback forms to identify key themes for discussion.

The administrator being evaluated and the evaluator hold a Mid-Year Formative Conference, with explicit discussion of progress toward student learning targets, as well as any areas of performance related to standards of performance and practice. The meeting is also an opportunity to surface any changes in the context (e.g., a large influx of new students) that could impact accomplishment of outcome goals; goals may be changed at this point.

Step 4: Self-Assessment (on or about May 30):

On or about May 30, the administrator being evaluated completes a self-assessment on his/her practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator being evaluated determines whether he/she:

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

The administrator being evaluated will also review his/her focus areas and determine if s/he considers themselves on track or not.

The administrator being evaluated submits his/her self-assessment to his/her evaluator.

Step 5: Summative Review and Rating (on or about June 30):

The administrator being evaluated and the evaluator meet on or about June 30 to discuss the administrator's self-assessment and all evidence collected over the course of the year. This meeting serves as an opportunity to convey strengths, growth areas, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

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

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

SUMMATIVE ADMINISTRATOR EVALUATION RATING

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

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

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

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on one or more SMART goal(s) aligned to school and district priorities
- Having more than 60% of teachers **effective** on the student growth portion of their evaluation

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

Exemplary ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate *exemplary* performance on more than a small number of practice elements. *Effective* represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators.

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

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

Determining Summative Ratings

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

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

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. As shown in the Summative Rating Form in the Appendix evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. The Stakeholder Feedback rating is combined with the Leadership Practice rating and the evaluator uses the matrix (see Appendix) to determine an overall Practice Rating.

B. ADMINISTRATOR OUTCOMES RATING: SMART goals (45%) + Teacher Effectiveness (5%) = 50%

The outcomes rating derives from the two student learning measures – state test results (SPI) and SMART goal(s) – and teacher effectiveness outcomes. As shown in the Summative Rating Form in the Appendix, state reports provide an assessment rating and evaluators record a rating for the SMART goal(s) agreed to in the beginning of the year. These two combine to form the basis of the overall SMART goals rating. The Teacher Effectiveness rating is combined with the SMART goal rating and the evaluator uses the matrix to determine an overall Outcomes Rating.

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

The Summative rating combines the practice and outcomes ratings using the matrix below.

If the two areas in any Matrix are highly discrepant (e.g., a rating of exemplary for Administrator Practice and a rating of below standard for Administrator Outcomes), then the evaluator and the evaluatee will re-examine the data and/or gather additional information in order to determine the rating for the Matrix.

If upon re-examination of the data, the ratings do not change, the evaluator will use the Matrix to determine the rating

Administrator *Matrix Rating System*

		Administrator Practice Rating			
		Exemplary	Effective	Developing	Below Standard
Administrator Outcomes Rating	Exemplary	Exemplary	Exemplary	Effective	Developing
	Effective	Exemplary	Effective	Effective	Developing
	Developing	Effective	Effective	Developing	Developing
	Below Standard	Developing	Developing	Developing	Below Standard

DEFINITION OF ADMINISTRATOR EFFECTIVENESS AND INEFFECTIVENESS

Administrator effectiveness will be based upon a pattern of summative administrator ratings collected over time. In order to be deemed effective, administrators will need to have a summative rating of *Effective* or *Exemplary*. Administrators are required to be effective within 2 years of being evaluated using this plan. Administrators who are not deemed effective by these criteria will be deemed ineffective.

Any administrator having a summative rating of Developing or Below Standard after 1 year of being evaluated with this plan may be placed on an individual improvement plan. (See Professional Assistance and Support System, or PASS, below)

After one year of participating in PASS, the administrator receiving support in PASS will be expected to have a summative rating of *Effective* or *Exemplary*. Administrators who do receive a summative rating of *Effective* or *Exemplary* after one year of PASS may be placed on an additional year of PASS. *No administrators will be placed on PASS for more than 2 consecutive years.*

ADMINISTRATOR PROFESSIONAL ASSISTANCE AND SUPPORT SYSTEM (PASS)

Administrators who receive a summative evaluation rating of *Developing* or *Below Standard* will be required to work with his/her evaluator (or designated PASS Administrator Performance Remediation Plan Developer) to design an administrator performance remediation plan. The plan will be created within 30 days after the completion of the summative evaluation rating conference. The administrator performance remediation plan will identify areas of needed improvement and include supports that Mansfield Public Schools will provide to address the performance areas identified as needing improvement. After the development of the PASS Administrator Performance Remediation plan, the administrator and evaluator will collaborate to determine the target completion date. Administrators must receive a summative evaluation rating of *Effective* within a year of the development of his/her PASS Administrator Performance Remediation Plan.

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement.
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Performance Expectation*: List performance expectation rated "developing" or "below standard."
4. *Indicators for Effective Leading*: Identify exemplar practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies the administrator can implement to show improvement in performance expectations rated "developing" or "below standard."
6. *Tasks to Complete*: Specific tasks the administrator will complete that will improve the performance expectation.
7. *Support and Resources*: List of supports and resources the administrator can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. *Indicators of Progress*: How the administrator will show progress towards effective /exemplar in domain through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focused on the development of a professional learning community supporting colleagues within this level. The administrator and evaluator will sign the plan. Copies will be distributed to all those who will be

involved in the implementation of the plan as well as the Superintendent. The contents of the plan will be confidential.

For educators rated Exemplary, the following career development and professional growth opportunities would be available: observation of peers; mentoring/coaching early-career educators or educators new to Mansfield Public Schools; participating in development of educator Professional Assistance and Support System 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.

Resolution of Differences

Should an administrator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The administrator has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the administrator and evaluator are unable to resolve their differences, they may submit the matter to the superintendent for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

