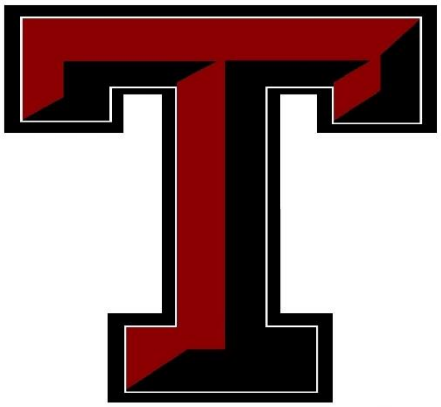

TORRINGTON PUBLIC SCHOOLS

Educator & Administrator Evaluation and Development Plan

Torrington Public Schools
Professional Development and Evaluation Plan

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Section 1 INTRODUCTION AND GUIDING ASSUMPTIONS

Educators in Torrington are committed to ensuring that students achieve and develop 21st century skills that will enable them to become lifelong learners and productive citizens in a global world. This is a shared responsibility among students, teachers, administrators, parents, the community, local boards of education, the state board of education, and local and state governments. Effective educators are among the most important school-level factors in student and teacher, learning and effective leadership is an essential component of any successful school.

To help ensure higher student performance, every board of education must have in place a collaboratively-developed, well-designed, research-based educator evaluation and professional growth system for educators at every level – teachers, student educator support specialists, building-based administrators, and central office administrators.

The Torrington Public Schools Educator Professional Development & Evaluation Plan is the structure through which teachers and administrators are supported to enhance their professional practices. As educators grow through the holistic processes used, students will benefit from enriched instruction, learn to take greater ownership for their learning, and develop and refine social skills needed to be productive workers and citizens.

The guiding principles that provide the foundation for this document are:

- When educators succeed, students succeed.
- To support educators, an evaluation plan needs to clearly define excellent practice and results, give accurate, useful feedback about educators' strengths and development areas, and provide opportunities for growth and recognition.

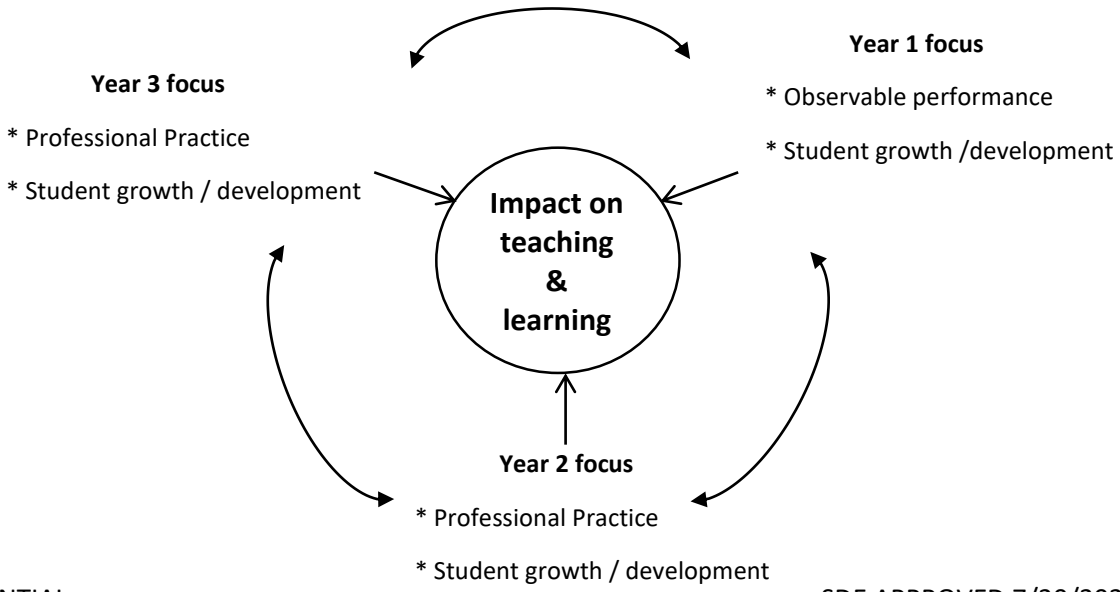
- The plan will:
    - utilize measures of growth based on student and educator performance
    - promote both professional judgment and consistency
    - foster dialogue about student and educator learning
    - encourage aligned professional development, coaching, and feedback to support educator growth
    - promote the development of educators as instructional leaders

Section 2 **EVALUATION SYSTEM OVERVIEW**

CT Statute has laid a new framework for teacher evaluation in Connecticut. The *Connecticut Guidelines for Educator Evaluation* outline specific features that must be included in every district educator evaluation system:

1. The use of a four-level rating system to describe teacher performance as progress made over time toward reaching goals: Exemplary, Proficient, Developing, and Below Standard;
2. A yearly evaluation process that includes
    - A goal-setting conference each fall;
    - Evidence collection and review;
    - A mid-year check-in;
    - A Summative review, including a self-assessment;
    - Use of multiple indicators of student growth and development to determine 45% of a teacher's evaluation;
    - Use of observations/reviews of performance and practice to determine 40% of a teacher's evaluation;
    - Use of parent engagement strategies (10%) and whole-school student learning indicators (5%) to determine 15% of a teacher's evaluation; and
    - Local district reporting to the BOE and to the State Department of Education.
3. Training for evaluators
4. Orientation and training for educators on the evaluation program for teachers;
5. Professional learning based on individual or group needs identified through evaluation;
6. A process for resolving disputes regarding objectives, the evaluation period, feedback, or the professional learning offered;
7. Improvement and remediation plans for educators and administrators;
8. Definition of effectiveness and ineffectiveness;
9. Opportunities for career development and professional growth; and
10. A validation procedure for SDE or a SDE-approved third party entity to audit ratings of below standard or exemplary.

The Torrington Public Schools will incorporate these elements into a 3-year cyclical professional growth and evaluation model for all tenure teachers which will be described in the remainder of this document.



Section 3 ORIENTATION PROGRAMS

In addition to the training offered to teachers and evaluators, Torrington Public Schools will hold annual orientation programs about the Torrington Professional Development and Evaluation Plan on a school-wide basis. Orientations for teachers will take place no later than September 30, or before the evaluation process begins for any educator, whichever is earlier. Orientations for administrators will take plan no later than November 15th. The purpose of the orientation is to review the evaluation process, materials and resources available to teachers and administrators, and to answer questions for clarification. An on-line version of the evaluation plan will be available so that teachers and administrators can refer back to it as need be.

Section 4 **TRAINING FOR ALL EDUCATORS**

The educators in Torrington Public Schools believe that any evaluation system is only as good as its implementation. The most important factor in sound implementation is the training that all those who use the system receive. Therefore, training will be provided to all educators.

Training will be designed in modules. For evaluators, training will begin during the summer before the new evaluation system is implemented, and continue during the year; each module will include a success measure that will indicate proficiency in the process of observation, collecting evidence and providing high-quality feedback. All evaluators are trained in Foundational Skills for Evaluation of Teachers. All evaluators of administrators are trained in Foundational Skills for Evaluation of Administrators.

Training for teachers will be offered on a flexible schedule, with sessions during the summer, on district professional development days during the first year of implementation, and during staff meetings. Training for both educators and evaluators will be specifically designed to address topics including, but not limited to:

- Understanding teaching standards
- Using data to determine learning needs & write student goals and select indicators of growth & development; Developing professional learning plans
- Selecting and analyzing classroom observation data methods
- Examining, analyzing, & synthesizing data from multiple sources
- Calibrating observations and Evaluation ratings
- Providing high quality, reflective feedback
- Discussing the planning for student needs, lessons, groups, etc.

The intention of PDEC is to develop a cadre of teachers and administrators who will conduct training within the district on an ongoing basis.

Section 5 FOUR-LEVEL RATING SYSTEM

The CT Guidelines for Educator Evaluation require the use of the following definitions to describe teacher performance:

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

In the Torrington Professional Development and Evaluation Plan, aligned with the CT Guidelines for Educator Evaluation, the term 'performance' will mean 'progress as defined by specified indicators.' How those indicators will be selected is outlined in another section of this plan.

In order to determine teachers' summative evaluation ratings, evidence will be examined using a holistic approach and the district will use the following:

- A 'Student Outcomes Rating', based on multiple indicators of student academic growth and development (45%) and Whole-school Student Learning Indicators (5%);
- A 'Teacher Practice Rating', based on observations of the teacher's performance and practice (40%) and Parent Feedback (10%)

Section 6 **TIMELINE**

6.1 (a) Track A Teachers

	Track A- Non-Tenured Teachers, Developing, Below Standard Tenured Teachers	**Form used**
Orientation on process	September Faculty Meeting followed by evaluator group meetings by October 1 New Hires after October 1 will receive orientation by their evaluator within 2 weeks of their start date	Group meetings with the exception of new hires after October 1 which may be individual
Goal setting conference	Teacher submits form by November 1, conference scheduled by November 15	Teacher creates Student Learning Objectives and Parent Engagement Goal.
Formal Observation– Minimum of three (3) formal in-class observations (minimum 30 minutes in length); each formal observation must include a pre-conference and a post-conference.	1st-by November 30 2nd-by January 15 3rd-by March 15	Evaluator completes Formal Observation form
Informal Observation (minimum 15 minutes in length)	As determined by evaluator	Evaluator completes Informal Observation form
Review of Practice (PLC, committee work, PPT Meetings, Data Team Meetings, presentations, Powerpoint presentations, leadership roles, etc.) Minimum of 1 Review of Practice each year;	By April 15	Teacher submits evidence to support.
Mid-year check-in (Scheduled meeting with evaluator and submission of forms)	January-February 1	Teacher completes Mid-year self-assessment, evaluator provides feedback.
Contract renewal meeting	By April 15	
Self-Reflection	One week prior to set summative conference	Teacher completes and sends to Evaluator with summary of evidence
Summative conference – Discuss Self-reflection, Observational Feedback, Outcome of Goals and Whole-school Indicators.	By April 15	Evaluator completes Summative Evaluation Form
Summative rating	No later than June 30th.	Evaluator completes summative rating and provides it to teacher

6.1 (b)Track B Teachers

	Track B- Proficient, Exemplary Tenured Teachers	**Form used**
Orientation on process	September Faculty Meeting followed by evaluator group meetings by October 1	Group meetings
Goal setting conference	Teacher submits form by November 1, conference scheduled by November 15	Teacher completes Student Learning Objectives and Parent Engagement Goal.
Formal Observation (Cycle Year 1)- Minimum of one (1) formal in-class observation (minimum 30 minutes in length) with pre- and post-observation conferences	By May 15	Evaluator completes Formal Observation form
Informal Observation (Cycle year 2 and 3) -- Minimum of three (3) Informal in-class observations (minimum 15 minutes in length)	By May 15	Evaluator completes Informal Observation form
Review of Practice (PLC, committee work, PPT Meetings, Data Team Meetings, presentations, Powerpoint presentations, leadership roles, etc.) Minimum of 1 Review of Practice each year;	By May 15	Teacher submits evidence to support.
Mid-year check-in (Scheduled meeting with evaluator and submission of forms)	January-March 1	Teacher completes Mid-year self-assessment, evaluator provides feedback.
Self-Reflection	One week prior to set summative conference	Teacher completes and sends to Evaluator with summary of evidence
Summative conference	On or about 10 days prior to the last student day.	Evaluator completes Summative Evaluation Form
Summative rating	No later than June 30th.	Evaluator completes summative rating and provides it to teacher

6.2 Goal setting conference

The goal setting conference is one of the most important conversations that takes place between the teacher and evaluator in the fall. Prior to the conference, the teacher will examine data from all students in the class, from different sources to determine his/her students' learning needs, and connect those to appropriate school and district goals. Then the teacher will draft Student Learning Objective(s) (student growth goal) and one Parent Engagement Goal that s/he will bring to the goal setting conference. During this conference, the teacher and evaluator will mutually agree on the following:

1. The Student Learning Objective(s), if applicable (for example, teachers whose primary assignment is not the direct instruction of students will write a goal that reflects the impact of their service delivery on students);
2. The teacher's performance focus area for the year, which should link to the student learning objective;
3. The indicators that will be used to show student growth or progress in meeting the teacher goal during the year (minimum of two (2) indicators);
4. The Parent Engagement Goal related to the overall school improvement parent goal(s), and the improvement targets that will be used to show success in parent engagement.
5. Which indicators of the CCT will be used that year as focus areas for observations & reviews of practice;
6. The appropriate professional growth opportunities that will support the teacher's performance focus area and its link to the student goal;
7. The types and appropriate amount of evidence that the teacher and evaluator might bring into the evaluation process.

By November 15th, the teacher and evaluator will have a record of the decisions on these items, and any other appropriate forms completed, put into the teacher's evaluation file via the district data management system.

6.3 Mid-year check-in

The mid-year check-in is the formal opportunity for the teacher and evaluator to review and discuss the students' and teacher's progress to date, as it relates to the teacher's performance focus area and the student goals that were set. The teacher and evaluator will bring evidence collected to that point to the conference for discussion. At this time, any decision to adjust the focus area or indicators, their criteria for success, and/or evidence that will be used in the evaluation may be made and recorded in the teacher's evaluation file. During the mid-year check-in, the teacher and evaluator will collaboratively review the Goals and make any necessary adjustments. The educator completes the self-assessment and the evaluator provides feedback. The evaluator and the teacher will also review any other Domain 4 evidence collected. Documents are signed and entered into the teacher's evaluation file via the district data management system.

6.4 Summative conference

The summative conference gives the teacher and evaluator an opportunity to review and discuss the students' and teacher's progress over the course of the year and talk about the teacher's professional growth plan for the following year. Summative conferences will take place according to the Timeline in section 4. The teacher reviews all information and data collected during the year and completes a self-reflection for review by the evaluator. This self-reflection may focus specifically on the areas for development established in the Goal-Setting Conference. The evaluator will prepare for the conference by reviewing the evidence collected that pertains to the teacher's performance focus area and the students' progress related to the growth goal. During the conference, they'll share and discuss the evidence and links among it, review the data gathered from the student engagement and parent/peer feedback components of evaluation, and the teacher's tentative summative

evaluation ratings. The teacher must be notified of the final summative rating no later June 30th. The final evaluation report must be written and sent to the teacher according to the Timeline in section 4.

Section 7 DETERMINING A TEACHER'S PRACTICE RATING

Component #1 Observations of Performance and Practice in Teacher Evaluation

7 .1 General Information

The *CT Guidelines for Educator Evaluation* require that teacher evaluations encompass data from four categories, including observation of performance and practice, and that a certain number of in-class observations take place for each teacher each year. The manner in which Torrington Public Schools will meet these requirements is described in this section. Torrington Public Schools with use the CCT Rubric for Effective Teaching and each domain of the rubric is weighted equally.

Torrington Public Schools Professional Development and Evaluation Plan will have two observations 'tracks,' based on the teacher's summative evaluation designation, as follows:

Track A – Non-Tenured teachers, tenured teachers rated Developing or Below Standard;

Track B –Proficient, Exemplary Tenured Teachers; teachers in this category will be placed into year 1, 2, or 3 in the evaluation cycle.

CCT Rubric for Effective Service Delivery shall be used for School Social Workers, Speech & Language Pathologists, School Psychologists, School Counselors, Teachers of the Hearing Impaired, Teachers of the Visually Impaired, Academic Coaches and Specialists and any other teacher who does not provide direct classroom instruction to students. Educators and Evaluators may mutually agree to use the service delivery rubric during the goal setting conference.

7.2 Formal, in-class observations (30 minutes or more)

The purpose of formal, in-class observations is to have the evaluator and teacher take a more focused look at teaching practice, both to guide decisions for professional growth and determine the teacher's level of performance in the classroom.

Teachers in Track A will have a minimum of 3 formal, in-class observations each year. Over the course of the three formal observations, evaluators will gather evidence pertaining to all of the indicators in the domains of the CCT that speak to a teacher's performance that is directly observable in the classroom.

Teachers in Track B will have at least one formal, in-class observation no less frequently than every three years (known as Year 1 of the 3-year evaluation cycle). The indicator(s)/domains that will be the focus of the formal observation will be mutually agreed upon by the teacher and evaluator during the goal-setting conference in the fall. Teachers and evaluators may include more informal or formal, in-class observations, if they mutually agree to do so, or if the evaluator feels additional observations are necessary. The number of observations will be appropriate to the teacher's needs.

All formal, in-class observations will include a pre-conference to be held no more than one week prior to the observation, and the pre-conference will be at least 15 minutes in length. Prior to the pre-conference, the teacher will complete the Pre-Observation Form. During the pre-conference, the teacher and evaluator will review the form, especially focusing on which indicators of the CCT will be the focus of the observation; the lesson the teacher will be conducting that day; and any control factors that may have an impact on what happens during the lesson. The evaluator will enter the Pre-Observation Form into the teacher's evaluation file via the district data management system.

All formal observations will be followed by a post-conference that takes place within 3 -5 school days, but no more than one calendar week after the observation. The teacher will receive verbal feedback during the post-conference and follow-up written feedback within 3 – 5 school days after the conference. Written feedback will be given via the Formal Observation Feedback Form, and the evaluator will enter this into the teacher's evaluation file via the district data management system.

7.3 Informal, in-class observations (15 minutes)

Teachers in Track A may have at least one informal, in-class observation each year (as determined by evaluator).

Teachers in Track B will have at least three informal, in-class observations each year in Cycle Years 2 and 3 of the 3-year evaluation cycle.

During an informal observation, which will last approximately 15 minutes, the evaluator is expected to provide feedback. Evidence collection during informal, in-class observations will focus on Domains 1 and 3. Domains 2 and 4 may only be included when evidence is present during the lesson. Evaluators will note the evidence that specifically relates to those Domains. Teachers may provide artifacts, lesson plans, or other evidence to support the lesson that was observed (especially relevant for documentation of Domains 2 and 4).

At the request of the teacher or the evaluator, an informal observation may be followed by a post-observation conference. The evaluator will use the Informal Observation Form; a copy will be given to the teacher, and a copy will be placed in the teacher's evaluation file via the district data management system.

7.4 General provisions regarding all in-class observations

To assure that any type of observation is given the attention and respect it deserves, no in-class observations used as part of the evaluation process will take place within five days of school before a holiday/vacation break, and in accordance with the Timeline in section 4.

All formal observations will be announced; informal observations will be unannounced. Evidence collected by the evaluator during any observation will become part of the teacher's evaluation file.

All written feedback given after formal and informal observations will be entered into the teacher's evaluation file.

Formal and informal observations of support specialists will occur in settings appropriate to their role in the school and may include the interaction between the teacher and students, staff and/or parents in those settings.

7.5 Reviews of practice

All teachers will participate in a minimum of one review of practice each year with their evaluators. To assure that they receive the attention deserved, a review of practice may not take place on the last day of school before a holiday/vacation break, unless a teacher so desires, and may not take place within the last two weeks of the school year.

For all teachers in Track B, part of the 40% of the observation of performance and practice category must include a teacher's work on elements of Domain 2: Planning for Active Learning, and Domain 4: Professional Responsibilities and Teacher Leadership. Teachers and evaluators will provide evidence of the teacher's ability to plan instructional units, engage in continuous professional growth, collaborate and communicate with colleagues, and communicate with parents concerning the student's growth and any other professional behaviors.

Reviews of practice for support specialists will focus on appropriate domains of the standards applicable to their field/role in the school.

Reviews of Practice may include, but are not limited to: reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring meetings with other teachers, and attendance records from professional development or school-based activities/events.

Other examples of Reviews of Practice:

- Examination of educator work products
- Examination of student work samples
- Development of curricular materials
- Advisory committee participation
- Progress report conference or PPT participation
- Outreach and engagement with families
- District/School-wide committee

7.6 Domain 4 Professional Responsibilities and Leadership

The evaluator shall use the following process to determine an overall score for Domain 4 Professional Responsibility. This will be completed as part of the Summative/ End of Year Process:

- Review the evidence for Domain 4 from each observation and review of practice
- Review other Domain 4 evidence collected by the evaluator throughout the year, and evidence presented by the teacher
- Holistically score Domain 4 based upon collected evidence and presented evidence

7.7 Determining evaluation ratings for observations

For all teachers, observations and review of practice will be 40% based on CCT domains 1 – 4 of the teacher's summative evaluation.

During a post observation conference, (or immediately following an informal observation if there is no post-conference) the teacher and evaluator can choose to note the preliminary observation rating on the CCT domain rubric. Ratings can only be given in Domains that were observed during the informal observation. Teachers will be allowed to provide artifacts or other evidence of what was not observed by the evaluator to inform the final rating. The information can help any teacher move his or her practice to the next level; however, it must be understood that the summative observation rating might be different.

Evidence from informal, in-class observations will not independently change a teacher's overall teacher practice rating. If, however, there is evidence collected during informal observations which indicates concerns, an evaluator will schedule a formal observation. The teacher may also request a formal observation. The overall teacher practice rating related to classroom observations may only change after the formal evaluation occurs. The evidence collected during the formal observation will be used in conjunction with other evidence gathered, and ratings from all four components of the evaluation system.

At the end of the year, the evaluator will collectively review all of the observation evidence, review of practice evidence, and any preliminary ratings given for any indicators or domain, noting changes in performance, which will be considered when making the final rating for the domain. This will be discussed with the teacher during the summative conference.

7.8 Determining evaluation ratings for reviews of practice

Reviews of practice will be part of the 40% of the teacher's summative evaluation. This rating will be based on a preponderance of evidence collected by teacher and the evaluator, and viewed holistically. The teacher and evaluator can choose to note the preliminary review of practice rating on the rubric at the time, for either each indicator for CCT domains 2 and 4. The information can help any teacher move his or her practice to the next level; however, it must be understood that the summative rating might be different.

7.9 Determining an overall evaluation rating for teacher performance and practice

At the Summative Conference, the evaluator will holistically review all of the evidence and any preliminary evaluation ratings given for observations and reviews of practice that were conducted. The final 40% evaluation rating will be based on the **preponderance of evidence** from observation and reviews of practice.

Component #2 Parent Feedback (10%)

7.10 General Information

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators category.

The process described below focuses on:

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

7.11 Administration of a Whole-School Parent Survey

Parent surveys will be administered by Torrington Public Schools and will be valid (i.e. the instrument measures what it is intended to measure) and reliable (i.e. the use of the instrument is consistent). School governance councils shall assist in the development of whole-school surveys, if applicable, in order to encourage alignment with school improvement goals.

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

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

7.12 Determining School-Level Parent Goals

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

7.13 Selecting a Parent Engagement Goal and Improvement Targets

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

improving parent-educator conferences, etc. Educators will set improvement targets related to their chosen goal. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goal(s), and (2) that the improvement targets are ambitious but achievable.

7.14 Measuring Improvement Targets

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

7.15 Arriving at a Parent Feedback Rating

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

Exemplary	Exceeded the goal
Proficient	Met the goal
Developing	Partially met the goal
Below Standard	Did not meet the goal

Section 8. USING MULTIPLE INDICATORS OF STUDENT ACADEMIC GROWTH AND DEVELOPMENT

Component #3 Determining a Teacher's Outcomes Rating

8.1 General Information

The *CT Guidelines for Educator Evaluation* approved by the State Board of Education state that 45% of a teacher's evaluation must be based on progress toward attaining or exceeding goals for student growth, using multiple indicators.

For all classroom teachers

Teachers will set a minimum of one Student Learning Objective for student growth and development. The goal must have two indicators of academic growth and development. If the educator has one (1) SLO, the SLO must include two (2) indicator's; If the educator has two (2) or more SLO's, each SLO must include at least one (1) indicator. Teachers with special circumstances, such as teaching only half-year courses, will mutually agree with their evaluators how many goals will be set over the course of the year. For example, they may set one goal with two indicators of academic growth and development. Note: If a teacher is teaching two half-year courses that are substantially different, there must be two SLO's, but each SLO may have two indicators of academic growth. If the half-year courses are the same, then they may have one SLO but there must be two indicators of academic growth for each different group of students.

1. For the first indicator, a non-standardized indicator (22.5%) must be used to show student growth over time. The teacher and evaluator will mutually agree on that indicator and the types of evidence that will be collected for the indicator(s).
2. For the second indicator (22.5%), the teacher and evaluator will mutually agree on one standardized indicator other than the state test, when available and appropriate. If a standardized indicator is not available and appropriate, the teacher and evaluator will mutually agree on the indicator and types of evidence that will be collected for the indicator(s).
3. All standardized assessments used must include interim assessments that align with the standardized assessment and be administered over time. Data from standardized assessments must be compared and analyzed collectively to determine student growth.

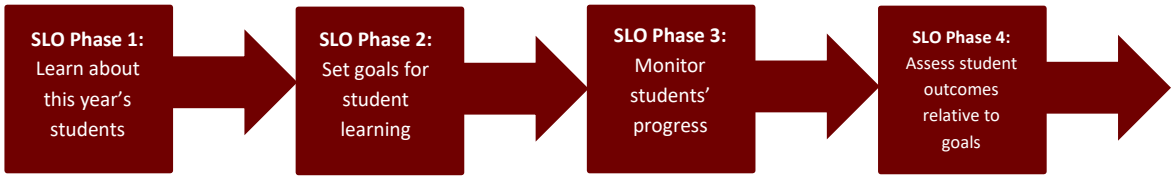
For support specialists

Support specialists work within one of three main contexts as their primary responsibility: they provide direct support to students; they provide support primarily to teachers and may do some work directly with students; or they work primarily to support the educational program as a whole, rather than provide support directly to teachers or students. The following parameters for evaluation pertain to support specialists in all of these contexts:

1. Specialists will set a minimum of one goal that reflects the instruction or support they provide, as allowed by their area of certification and based on the specialist's assigned role and responsibilities. The goal must have two indicators of academic growth and development. If the educator has one (1) SLO, the SLO must include two (2) indicator's; If the educator has two (2) or more SLO's, each SLO must include at least one (1) indicator.

2. At least one non-standardized indicator (22.5%) must be used to show growth over time. The specialist and evaluator will mutually agree on that indicator and the types of evidence that will be collected for the indicator(s).
3. For the second indicator (22.5%), the specialist and evaluator will mutually agree on one standardized indicator, if appropriate. If no standardized indicator is appropriate, a non-standardized indicator may be used, with the evaluator's approval
4. All indicators used must be appropriate for the goal and must align with the specialist's area of certification.

SLO will support educators in using a planning cycle that will be familiar to most educators:



While this process should feel generally familiar, this plan asks teachers to set more specific and measurable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with evaluators. The four SLO phases are described in detail in the following sections.

8.2 Phase 1: Learn about this year's students

The first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once educators know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the educator is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

8.3 Phase 2: Student Learning Objective - determining multiple indicators of academic growth and development

Torrington Public Schools Educator Evaluation and Development Plan requires each educator to have a minimum of one SLO and a minimum of two Indicators of Academic Growth and Development (IAGD).

A **standardized assessment** may be characterized by the following attributes:

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

Sources for the development of **non-standardized indicators** may include but are not limited to:

- Benchmark assessments of student achievement measured by analytic rubrics;
- Other curricular benchmark assessments;
- Student portfolios of examples of work in content areas, collected over time and reviewed annually;

Indicators of academic growth and development should be fair, reliable, valid and useful to the greatest extent possible. These terms are defined as follows:

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

To create their SLO's, educators will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning. They should each address a central purpose of the educator's assignment and it should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning – at least a year's worth of growth (or a semester's worth for shorter courses) – should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the educator's assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

Educators are encouraged to collaborate with grade-level and/or subject-matter colleagues in the creation of SLO's. Educators with similar assignments may have identical objectives although they will be individually accountable for their own students' results.

Majority of Students in SLO

When developing SLO's and IAGD's, the majority of students should be included if teachers are itinerant, teach in multiple subject areas, or work across grade levels. In instances where the teacher teaches one class the entire day, all students should be included. In cases where a teacher teaches multiple sections of the same class, the majority can be defined as more than one-half the entire caseload. SLO's can be developed for semester courses if mutually agreed upon.

The following are examples of SLO's based on student data:

Educator Category	Student Learning Objectives
8th Grade Science	My students will master critical concepts of science inquiry.
High School Visual Arts	All of my students will demonstrate proficiency in applying the five principles of drawing.

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

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. If the educator has one (1) SLO, the SLO must include two (2) indicator's; If the educator has two (2) or more SLO's, each SLO must include at least one (1) indicator.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase 1 examination of student data that educators will determine what level of performance to target for which students.

Taken together, SLO's and indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

Sample SLO-Non-Standardized IAGD(s)

Educator Category	Student Learning Objectives	Indicators of Academic Growth and Development (at least one is required)
8th Grade Science	My students will master critical concepts of science inquiry.	1. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or a 4 on a scoring rubric focused on the key elementary of science inquiry. 2. ELL students will use science vocabulary in the appropriate context 90% of the times as evidenced by journal entries.
High School Visual Arts	All of my students will demonstrate proficiency in applying the five principles of drawing.	1. 85% of students will attain a 3 or a 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our district. 2. Students will complete a performance task of a still life drawing using the principles of shading, lighting and cross-hatching.

Step 3: Provide Additional Information

During the goal-setting process, educators and evaluators will document the following in the Digital Evaluation Platform:

- The rationale for the objective, including relevant standards;
- Any important technical information about the indicator evidence (like timing or scoring plans);
- The baseline data that was used to set each IAGD;
- Interim assessments the educator plans to use to gauge students' progress toward the SLO during the school year; and
- Any training or support the teacher thinks would help improve the likelihood of meeting the SLO.

Step 4: Submit SLO to Evaluator

SLO's are proposals until the evaluator approves them through the Digital Evaluation Platform. While educators and evaluators should confer during the goal-setting process to select mutually agreed-upon SLO's, ultimately, the evaluator must approve all SLO proposals. Please note that the CT Guidelines for Educator Evaluation require that each teacher and their evaluator must mutually agree on the goals and indicators of academic growth and development (IAGDs). Therefore, approval serves as a confirmation that mutual agreement has been reached.

The evaluator will examine each SLO relative to three criteria described below. SLO's must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the educator during the fall Goal-Setting Conference. SLO's that are not approved must be revised and resubmitted to the evaluator within ten days.

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

8.4 Monitor students' progress

Once SLO's are approved, educators should monitor students' progress towards the objective. They can, for example, examine student work products, administer interim assessments and track student's accomplishment and struggles. Educators can share their interim findings with colleagues during collaborative time and they can keep their evaluator apprised of progress.

If an educator's assignment changes or if his/her student population shifts significantly, the SLO's can be adjusted during the Mid-Year Conference between the evaluator and the educator.

8.5 Assess student outcomes relative to SLO's

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

		SLO #1 Rating			
		Exceeded	***Met***	***Partially Met***	***Did Not Meet***
SLO #2 Rating	***Exceeded***	Exemplary	Proficient	Proficient	Developing
	Met	Proficient	Proficient	Proficient	Developing
	Partially Met	Proficient	Proficient	Developing	Below Standard
	Did Not Meet	Developing	Developing	Below Standard	Below Standard

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

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to each SLO: Exceeded, Met, Partially Met or Did Not Meet. These ratings are defined as follows:

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

For SLO's with more than one indicator, the evaluator should look at the results as a body of evidence regarding the accomplishment of the objective and use the above chart to score the SLO holistically.

The final student growth and development rating for an educator is determined by identifying the ratings of their two SLO scores and using the matrix below. The point of intersection indicates the student growth and development rating. For example, if one SLO was Partially Met and the other SLO was Met, the student growth and development rating would be Proficient.

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

Whole-School Student Learning Indicators

The teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. This will be based on the administrator's progress on Student Learning Indicator targets, which correlate to the Student Learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

Section 9. DETERMINING SUMMATIVE EVALUATION RATING

In the Torrington Public Schools Professional Development and Evaluation Plan, teachers' summative evaluation ratings will be determined as follows:

Identify the rating for each area and follow the respective column and row to the center of the table of the matrix below. The point of intersection indicates the summative rating. For example, if the Teacher Practice Related Indicator rating is proficient and the Student Outcomes Related Indicator rating is proficient, then the summative rating would be recorded as proficient. If the two areas are highly discrepant (e.g., a rating of exemplary for Educator Practice and a rating of below standard for Student Outcomes), then the evaluator should examine the data and gather additional information in order to assign the summative rating.

Teacher Practice Related Indicators Rating Observations – 40% Parent Feedback – 10%					
		Exemplary	***Proficient***	***Developing***	***Below Standard***
Student Outcomes Related Indicators Rating Student Learning Objectives – 45% Whole-school Student Learning Indicators – 5%	***Exemplary***	Exemplary	Proficient	Proficient	Developing
	Proficient	Proficient	Proficient	Developing	Developing
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

The evaluator will record the rating on the Summative Rating Form to complete the year-end report. It will be signed by both the evaluator and teacher and entered into the teacher's evaluation file via the data management system.

Adjustment of Summative Ratings must be completed for all educators by June 30th of a given school year.

Section 10. LINKING TEACHER EVALUATION TO PROFESSIONAL GROWTH AND CAREER DEVELOPMENT

The foundation of the Torrington Professional Development and Evaluation Plan is a strong, collaboratively developed professional growth program. Results from collective teacher evaluations will be part of the data that will be used to develop professional growth opportunities to be offered on a school- or district-wide basis. Team-level or school-level professional development will be differentiated to the needs of the grade-levels or subject areas of the teachers, in accordance with the school's data collections.

All educators will also use information from their own evaluations to develop growth plans to impact instruction and student learning. Growth plans may be developed on an individual or small group basis (e.g., grade 4 teachers, or high school teachers who teach biology, developing a growth plan together). Those growth plans may be used, as appropriate, as one source of data in the educator's evaluation, as they pertain to CCT domain 4 (professional responsibilities).

Professional growth for teachers in TEAM

Year 1, 2, and 3 teachers who are participating in TEAM will base most professional growth on the needs identified through the modules the teacher is working on. If a common need is also addressed through evaluation, the teacher is encouraged to develop the TEAM professional growth plan around that need. The teacher is allowed to use the TEAM reflection paper, if s/he chooses, as one piece of evidence that supports his/her professional growth, but whether or not the teacher successfully completes any TEAM module cannot be used.

Professional growth for teachers on support plans

Teachers who are rated Developing or Below Standard will be placed on a support plan that is developed collaboratively by the teacher, evaluator, and local association president (or designee). This plan will include specific activities designed to help the teacher grow professionally while addressing areas of need. The extent to which the teacher will be required to participate in other school or district professional growth activities will be determined as the support plan is being developed.

Career enhancement options

All educators will be encouraged to use their evaluations and professional growth opportunities for career enhancement. The PDEC has identified some career enhancement options, which include but are not limited to the following:

1. TEAM Mentoring – Mentor teachers and mentor administrators will be selected, in part, based on evaluation ratings. A prospective mentor must have at least 3 consecutive ratings of 'Proficient' or higher, and meet other requirements, in order to be considered.
2. PLC Facilitators (coordinating teacher) – These teachers will receive additional training provided by the district in how to analyze and interpret both quantitative and qualitative data. They will be available to work with colleagues in their schools to help them understand how to collect, interpret, and use different types of data so as to impact instruction and other areas of student growth.
3. Group Facilitators – Teachers who are interested in learning how to facilitate a variety of types of work groups in the district (e.g., curriculum review and development committees, professional reading groups, problem-solving groups) will have the opportunity to learn skills to do such facilitation within their school or on a district-wide basis.

Section 11. TEACHER IMPROVEMENT AND REMEDIATION PLANS

11.1 (a) Definition of Effective and Ineffective

Novice teachers shall generally be deemed effective if said teacher shows a continuous pattern of growth within and across rating categories. By the end of year four a teacher should have received at least two sequential "proficient" ratings, one of which must be earned in the fourth year of a novice teacher's career The evaluator may make an exception of this requirement and pattern of growth taking into consideration such factors as changes in assignment, implementation of new curricular programs, the composition of a particular class of students, and/or other such factors that may be outside of a teacher's control. Superintendents shall offer a contract to any novice teacher he/she deems effective at the end of year four.

A previously tenured teacher from another district shall be deemed effective if said teacher has received a rating of proficient by the end of the second year of teaching.

A post-tenure teacher shall be deemed effective if said teacher shows a continuous pattern of growth within and across rating categories and receives ratings of proficient of exemplary.

A post-tenure teacher shall generally be deemed ineffective if said teacher demonstrates a pattern of receiving developing or substandard ratings and fails to show improvement after the successful completion of an assistance plan. The evaluator may make an exception of this requirement and pattern of growth taking into consideration such factors as changes in assignment, implementation of new curricular programs, the composition of a particular class of students, and/or other such factors that may be outside of a teacher's control.

After two consecutive years without achieving an "proficient" rating in professional practice or a summative rating of "below standard" or "developing" the teacher shall be deemed ineffective and subject to dismissal.

11.1 (b) Teacher improvement and remediation plan development

Teachers whose summative evaluation ratings are 'Developing' or 'Below Standard' will be required to work with their local association president (or designee) and evaluator to design a growth plan that addresses identified needs.

The plan must include the following components:

1. A clear description of the teacher's area of need;
2. A clear description of the expected outcomes;
3. Criteria for success that will result in an evaluation rating of 'Proficient' or higher;
4. The resources and support that the local district will provide to the teacher;
5. A clear statement of who is responsible for providing each of the supports;
6. A clear timeline for activities of the plan, within the school year in which the plan will be implemented; it is required that a mid-plan conference take place among the teacher, local association president or designee, and the evaluator or designee, to determine how effective the plan is to date, and make any necessary changes to it;
7. Any extenuating circumstances that will be taken into account in the implementation of the plan.

The plan will be designed and written using the Teacher Support Plan and signed by the teacher, local association president (or designee), and evaluator. Copies will be distributed to all those involved in the implementation of the plan. The contents of the plan will be kept confidential but entered into the teacher's evaluation file by the evaluator, using the district data management system. As part of the support plan activities, the teacher and evaluator will also enter evidence they collect into the teacher's evaluation file via the data management system.

After two consecutive years without achieving an "Proficient" rating in professional practice or a summative rating of "below standard" or "developing" the teacher shall be deemed ineffective and subject to dismissal.

Section 12. DISPUTE RESOLUTION PROCESS

Torrington Public Schools believes that evaluation must be a collaborative process between the evaluator and teacher, drawing on the expertise and perspective of both parties. However, recognizing that disagreements may arise during the process, and in accordance with the *Connecticut Guidelines for Educator Evaluation,* a comprehensive dispute resolution process has been designed and agreed to by the PDEC, which includes the superintendent.

In cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan, the teacher and evaluator should meet within ten school days of receiving verbal or written feedback in an attempt to resolve the dispute at the building level first. If on the tenth school day an impasse has occurred, teacher *must* notify the local association president (or designee) and the director of human resources.

The PDEC will have responsibility for overseeing the dispute resolution process and will establish an Appeal sub-committee. The Superintendent (or designee) and the local association president (or designee) will each select one representative to constitute this sub-committee, drawing from PDEC members first. The sub-committee in total shall be comprised of one teacher (selected by the local association president (or designee)), one administrator (selected by the Superintendent (or designee)) and one neutral third-party as mutually agreed upon by the Superintendent (or designee) and the local association president (or designee). In the event that the committee does not reach a decision, the issue shall be considered by the Superintendent whose decision shall be binding.

Section 13. PROCESS TO MONITOR AND EVALUATE IMPLEMENTATION OF THE PLAN

Torrington Public Schools will monitor implementation of the new plan on a continuing basis, seeking feedback from teachers and administrators through both short surveys and focus groups. Short surveys will be developed by the PDEC and administered to all staff in April. The survey will focus on a specific aspect of the evaluation process. In June, the PDEC will reconvene to evaluate the process, analyze the feedback, and update the plan.

Surveys will be accessible electronically, will be anonymous, and will be designed in such a way that each survey can be submitted only once by any staff member.

Section 14. EVALUTATION RATINGS AND AUDIT AND VALIDATION

By June 1 of each year, the superintendent will report to the local board of education the status of teacher evaluations in the district. By September 15 of each year, the superintendent will report to the State Department of Education the status of teacher evaluations, including the frequency of evaluations, number of teachers who have not been evaluated, and aggregate evaluation ratings. The district will participate in evaluation audits as required.

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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**
Domain 1: Classroom Environment, Student Engagement and Commitment to Learning	**Domain 2: Planning for Active 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.	*Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:* 2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students. 2b. Planning instruction to cognitively engage students in the content. 2c. Selecting appropriate assessment strategies to monitor student progress.
Domain 3: Instruction for Active Learning	**Domain 4: Professional Responsibilities and Teacher Leadership**
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.	*Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:* 4a. Engaging in continuous professional learning to impact instruction and student learning. 4b. Collaborating to develop and sustain a professional learning environment to support student learning. 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

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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 *All characteristics of* **Proficient**, *plus one or more of the following:*
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.

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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 *All characteristics of* **Proficient**, *plus one or more of the following:*
ATTRIBUTES	**Communicating, reinforcing, and maintaining appropriate standards of behavior**	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with student learning.	Establishes appropriate standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.	Creates opportunities in which students establish and independently maintain appropriate standards of behavior.
	Promoting social competence[5] and responsible behavior	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.	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.	Consistently teaches, models, and/or positively reinforces social skills and/or builds students' capacity to self-regulate and take responsibility for their actions.	Encourages students to independently use proactive strategies[6] and social skills and take responsibility for their actions.

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

Teachers ***promote student engagement, independence and interdependence*** *in learning and facilitate a positive learning community by:*
INDICATOR 1c: Maximizing instructional time by effectively managing routines and transitions.[7]

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* **Proficient**, *plus one or more of the following:*
ATTRIBUTES	**Routines and transitions appropriate to needs of students**	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

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

INDICATOR 2a: Planning of instructional content that is aligned with standards, builds on students' prior knowledge, and provides for appropriate level of challenge[8] for all students.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* **Proficient**, *plus one or more of the following:*
ATTRIBUTES	**Content of lesson plan[9] is aligned with standards**	Plans content that is misaligned with or does not address the Connecticut Core Standards and/or other appropriate content standards.[10]	Plans content that partially addresses Connecticut Core Standards and/or other appropriate content standards.	Plans content that directly addresses Connecticut Core Standards and/or other appropriate content standards.	Anticipates misconceptions, ambiguities, or challenges and plans ways to address these.
	Logical sequence of lessons at an appropriate level of challenge	Plans lessons that are not appropriately sequenced or are not at an appropriate level of challenge.	Plans some lesson segments and/or lessons that are logically sequenced and at an appropriate level of challenge.	Plans lessons that are logically sequenced and support an appropriate level of challenge.	Plans lessons that challenge students to extend their learning, supports students in making connections between concepts, and/or applying skills/ learning in other contexts.
	Use of data to determine students' prior knowledge and skills and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge and skills, or different learning needs.	Uses appropriate, whole class data to plan instruction with limited consideration of data, students' prior knowledge and skills, or different learning needs.	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.	Designs opportunities to allow students to identify their own learning needs based on their own individual data.
	Literacy strategies[11]	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning.

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 *All characteristics of* **Proficient**, *plus one or more of the following:*
ATTRIBUTES	**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 problem-solving, critical or creative thinking, discourse[13] or inquiry-based learning[14] and application to other situations.	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 beyond the learning expectation.
	Instructional resources[15] and flexible groupings[16] 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.

Underlined 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 ***engage students in rigorous and relevant learning and to promote their curiosity about the world at large*** *by:*
INDICATOR 2c: Selecting appropriate assessment strategies[17] to monitor student progress.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* **Proficient**, *plus one or more of the following:*
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

Teachers implement instruction to ***engage students in rigorous and relevant learning and to promote their curiosity about the world at large*** *by:*
INDICATOR 3a: Implementing instructional content[18] for learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* **Proficient**, *plus one or more of the following:*
ATTRIBUTES	**Instructional purpose**	Communicates learning expectations that are unclear or are misaligned with Connecticut Core Standards and/or other appropriate content standards.	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.	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.	Provides opportunities for students to demonstrate their understanding of the purpose of the lesson.
	Content accuracy	Presents content with significant error(s) OR uses imprecise/ inaccurate language to convey ideas in the content area that leads to student misunderstanding.	Presents content with minor error(s) or uses imprecise language to convey ideas in the content area that leads to student misunderstanding.	Presents content accurately using content-specific language that leads to student understanding.	Effectively uses content-specific language that extends student understanding.
	Content progression and level of challenge	Presents instructional content that lacks a logical progression and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at an appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross curricular connections.
	Literacy strategies[19]	Presents instruction with limited opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with opportunities for students to develop literacy skills and/or academic vocabulary in isolation.	Presents instruction that integrates literacy strategies and academic vocabulary within the lesson content.	Provides opportunities for students to independently select and apply literacy strategies.

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 *All characteristics of* **Proficient**, *plus one or more of the following:*
ATTRIBUTES	**Strategies, tasks and questions**	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with limited opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.	Includes opportunities for students to generate their own questions and problem-solving strategies, and synthesize and communicate information.
	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.	Fosters student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
	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

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.

ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* **Proficient**, *plus one or more of the following:*
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 **developing and demonstrating professionalism, collaboration and leadership** by:*
INDICATOR 4a: Engaging in continuous professional learning to impact instruction and student learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* **Proficient**, *plus one or more of the following:*
ATTRIBUTES	**Teacher self-evaluation and reflection and impact on student learning**	Insufficiently reflects on/analyzes practice and impact on student learning.	Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice.	Self-evaluates and reflects on individual practice and its impact on student learning, identifies areas for improvement, and takes action to improve professional practice.	Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs.
	Response to feedback	Does not respond to supervisor or peer feedback and recommendations for improving practice.	Responds to supervisor or peer feedback and recommendations for improving practice although changes in practice are limited.	Responds to supervisor or peer feedback and makes changes in practice based on feedback.	Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.
	Professional learning[23]	Does not engage in professional learning activities.	Engages in relevant professional learning but application to practice is limited.	Engages in relevant professional learning and applies new learning to practice.	Takes a lead in and/or initiates opportunities for professional learning with colleagues.

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

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

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* **Proficient**, *plus one or more of the following:*
ATTRIBUTES	**Collaboration with colleagues**[24]	Does not collaborate with colleagues to improve teaching and learning.	Minimally collaborates with colleagues to improve teaching and learning.	Collaborates with colleagues to improve teaching and learning.	Supports and assists colleagues to adapt planning and instructional practices that support teaching and learning.
	Professional responsibility and ethics	Does not consistently exhibit professional responsibility and ethical practices in accordance with the *Connecticut Code of Professional Responsibility for Teachers.*[25]	Exhibits practices that demonstrate the need for increased awareness of the *Connecticut Code of Professional Responsibility for Teachers.*	Consistently exhibits professional responsibility and ethical practices in accordance with the *Connecticut Code of Professional Responsibility for Teachers.*	Collaborates with colleagues to deepen the awareness of the moral and ethical demands of professional practice.

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

25. ***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 10-145d-400a).

Domain 4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by ***developing and demonstrating professionalism, collaboration and leadership*** *by:*
INDICATOR 4c: Working with colleagues, students, and families to develop and sustain a positive school climate that supports student learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* **Proficient**, *plus one or more of the following:*
ATTRIBUTES	**Positive school climate**	Does not comply with efforts to develop and/or sustain a positive school climate.	Complies with efforts to develop and/or sustain a positive school climate.	Actively engages with colleagues, students and families to develop and/or sustain a positive school climate.	Leads efforts to improve and strengthen the school climate.
	Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences and/or makes some attempts to build relationships through additional communications.	Proactively communicates with families about learning expectations and student academic or behavioral performance, and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; seeks input from families and communities to support student growth and development.
	Culturally responsive[26] communica-tions	Demonstrates lack of cultural awareness or bias in interactions with students, families and/or the community.	Interacts with students, families and community in a manner that indicates limited awareness of, or respect for, cultural differences.	Interacts with students, families and the community in a culturally respectful manner.	Leads efforts to enhance culturally respectful interactions with students, families and the community.

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.

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CCT Rubric for Effective Service Delivery 2017 — At a Glance

Evidence Generally Collected Through **Observations**	Evidence Generally Collected Through **Non-classroom/Reviews of Practice**
▶ Domain 1: Learning Environment, Engagement and Commitment to Learning	▶ Domain 2: Planning for Active Learning
Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by: 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.	*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.
▶ Domain 3: Service Delivery	▶ Domain 4: Professional Responsibilities and Leadership
Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by: 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.	*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.

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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]

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
ATTRIBUTES	**Rapport and positive social interactions**	Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners.	Interactions between service provider and learners are generally positive and respectful and/or the provider inconsistently attempts to promote positive social interactions.	Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions.	Fosters an environment where learners have opportunities to proactively demonstrate positive social interactions and/or conflict-resolution skills.
	Respect for learner diversity[2]	Establishes a learning environment that disregards learners' cultural, social and/or developmental differences, or does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of learners' cultural, social and/or developmental differences.	Establishes a learning environment that is consistently respectful of learners' cultural, social and/or developmental differences.	Recognizes and incorporates learners' cultural, social and/or developmental diversity to enrich learning opportunities.
	Environment supportive of risk-taking[3]	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.	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.	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.	Creates or promotes an environment where learners are encouraged to respectfully question or challenge ideas presented.
	High expectations for learning	Does not establish expectations for learning.	Establishes expectations that are too high or too low, or inconsistently reinforces realistic expectations for learning/growth and development.	Establishes and consistently reinforces high and realistic expectations for learning/growth and development.	Creates opportunities for learners to take responsibility for their own growth and development.

1. A respectful and equitable learning environment supports whole-child development and the understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students but they also offer opportunities for equitable access, survivability, outputs and outcomes. Branson, C. & Gross, S. (Eds.). (2014). *Handbook of Ethical Educational Leadership*. New York: Routledge.
2. Respect for learner diversity means recognizing individual differences, including but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.
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.

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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 *All characteristics of* **Proficient**, *plus one or more of the following:*
ATTRIBUTES	**Communicating and reinforcing appropriate standards of behavior**	Demonstrates little or no evidence of establishing and/or reinforcing appropriate standards of behavior resulting in interference with learning.	Establishes appropriate standards of behavior but inconsistently enforces these expectations, resulting in some interference with learning.	Establishes appropriate standards of behavior that are consistently reinforced, supporting a productive learning environment.	Creates opportunities for learners to take responsibility for their own behavior and/or seamlessly responds to misbehavior.
	Promoting social and emotional competence[4]	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.	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.	Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions.	Encourages learners to independently apply proactive strategies[5] and social skills and take responsibility for their actions.

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.

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Domain 1: Learning Environment, Engagement and Commitment to Learning

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

INDICATOR 1c: Maximizing service delivery by effectively managing routines and transition.[6]

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* Proficient, *plus one or more of the following:*
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.

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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.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* **Proficient**, *plus one or more of the following:*
ATTRIBUTES	**Standards alignment**	Designs plans that are misaligned with or does not address the Connecticut Core Standards and/or other appropriate content standards.[9]	Designs plans that partially align with relevant Connecticut content standards, or discipline-specific state and national guidelines.	Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines.	Designs plans that encourage learners to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work.
	Evidence-based practice	Designs plans that are not evidence based.	Designs plans that are partially evidence based.	Designs plans using evidence-based practice.	Designs plans that challenge learners to apply learning to new situations.
	Use of data to determine learner needs and level of challenge	Designs plans without consideration of data.	Designs plans using limited sources of data[10] to address learner needs and to support an appropriate level of challenge.	Designs targeted and purposeful plans using multiple sources of data to address learner needs and support an appropriate level of challenge.	Proactive in obtaining, analyzing and using data to guide collaborative planning.
	Targeted and specific objectives for learners	Develops objectives that are not targeted or specific to the needs of learners.	Develops objectives that are related, but not targeted or specific to the needs of learners.	Develops objectives that are targeted and specific to the needs of learners.	Plans include opportunities for learners to inform the development of future objectives.

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.

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Domain 2: Planning for Active Learning

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

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

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* **Proficient**, *plus one or more of the following:*
ATTRIBUTES	**Strategies, tasks and questions**	Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement.	Selects or designs plans that are primarily service provider-directed and offer some opportunities for active learner engagement.	Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement.	Selects or designs plans that provide opportunities for learners to apply or extend learning to new situations.
	Resources[11] and/or flexible groupings[12] and new learning	Selects or designs resources and/or groupings that do not engage learners or support new learning.	Selects or designs resources and/or groupings that minimally engage learners.	Selects or designs a variety of resources and/or flexible groupings that actively engage learners in demonstrating new learning.	Selects or designs opportunities for learners to make choices about resources and/or flexible groupings that support and extend 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.

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Domain 2: Planning for Active Learning

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

INDICATOR 2c: Selecting appropriate assessment strategies[13] to identify and plan learning targets.

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

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.

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Domain 3: Service Delivery

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

INDICATOR 3a: Implementing service delivery[14] for learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* **Proficient**, *plus one or more of the following:*
ATTRIBUTES	**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.

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Domain 3: Service Delivery

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

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

ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* **Proficient**, *plus one or more of the following:*
Strategies, tasks and questions	Uses a limited combination of tasks and questions that do not result in new and meaningful learning.	Uses a limited combination of tasks or questions that result in new and meaningful learning.	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.	Includes opportunities for learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, and synthesize and communicate information.
Resources and flexible groupings and new learning	Limited use of available resources or groupings that do not actively engage learners and support new learning.	Uses available resources or groupings to actively engage learners and support some new learning.	Uses multiple resources or flexible groupings to actively engage learners in new learning and facilitate connections between concepts and/or across settings.	Fosters learner ownership, self-direction, and choice of available resources or flexible groupings.
Learner responsibility and independence	Implements service delivery that is primarily provider directed, and provides little or no opportunities for learners to develop independence.	Implements service delivery that is mostly provider directed and provides some opportunities for learners to develop independence and share responsibility for the learning.	Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning.	Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals.

CONFIDENTIAL

Domain 3: Service Delivery

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

INDICATOR 3c: Assessing learning, providing feedback[15] and adjusting service delivery.

ATTRIBUTES	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*
Criteria for learner success	Does not communicate criteria for 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 achievment of the intended purpose/objective.	Promotes learners' self-monitoring and self-assessment ot 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 delivery[16]	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.

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.

SDE APPROVED 7/20/2020

Domain 4: Professional Responsibilities and Leadership

Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:
INDICATOR 4a: Engaging in continuous professional learning to enhance service delivery and improve student//adult learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* **Proficient**, *plus one or more of the following:*
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 *All characteristics of* **Proficient**, *plus one or more of the following:*
ATTRIBUTES	**Collaboration with colleagues**[18]	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 ethics[19]	Does not consistently demonstrate professional responsibilities and ethical practices in accordance with the *Connecticut Code of Professional Responsibility for Teachers*.	Exhibits practices that demonstrate the need for increased awareness of the *Connecticut Code of Professional Responsibility for Teachers*.	Consistently exhibits professional responsibilities and ethical practices in accordance with the *Connecticut Code of Professional Responsibility for Teachers*.	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.

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 10-145d-400a).

Domain 4: Professional Responsibilities and Leadership

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

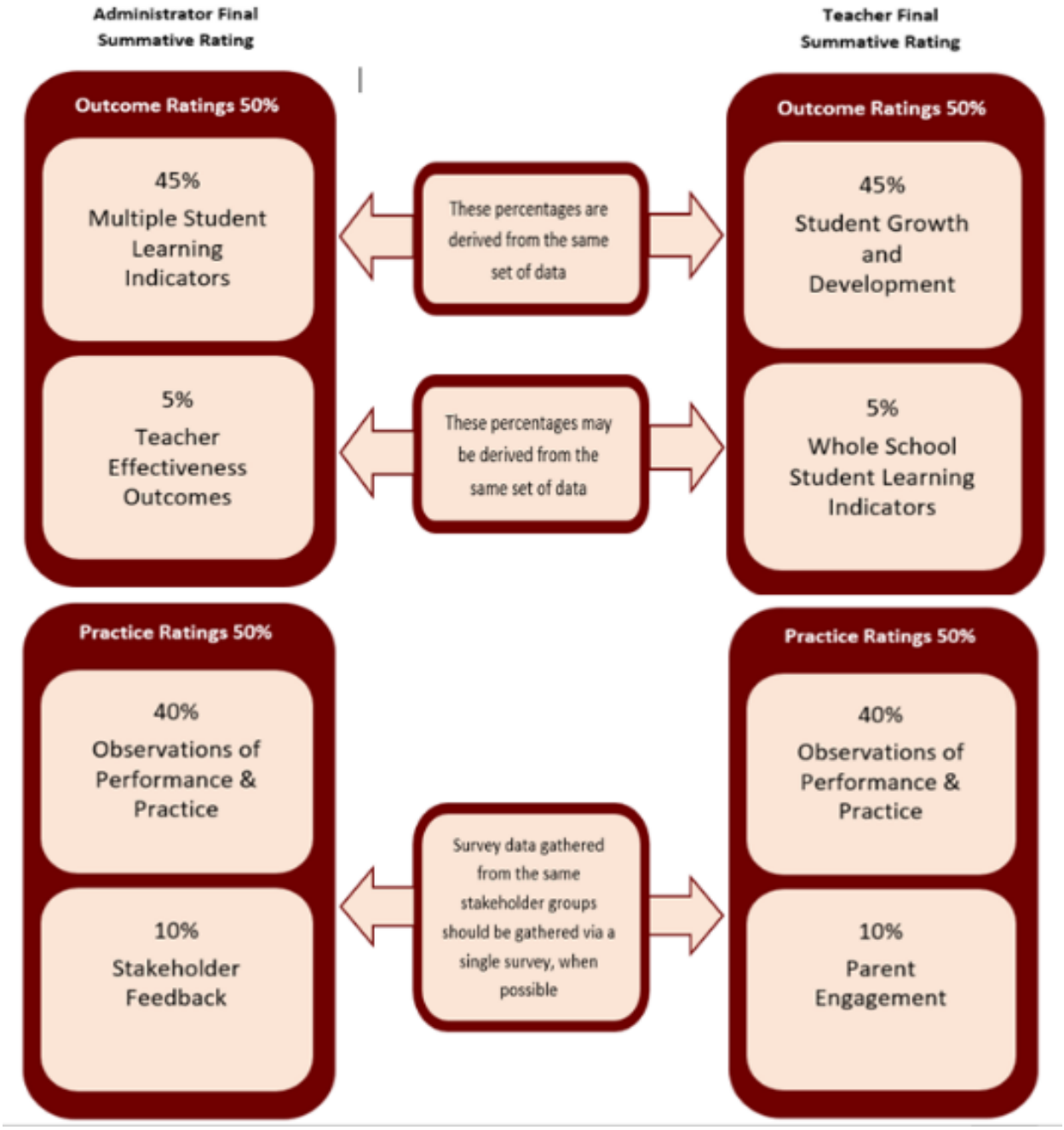
INDICATOR 4c: Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning.

		BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* **Proficient**, *plus one or more of the following:*
ATTRIBUTES	**Positive school climate**	Does not comply with efforts to develop and sustain a positive school climate.	Complies with efforts to develop and/or sustain a positive school climate.	Actively engages with colleagues, learners or families to develop and/or sustain a positive school climate.	Leads efforts to improve and strengthen the school climate.
	Stakeholder[20] engagement	Limits communication with stakeholders to required reports and conferences.	Communicates with stakeholders through required reports and conferences, and makes some attempts to build relationships with some stakeholders.	Proactively communicates with stakeholders and develops positive relationships with stakeholders to promote learner success.	Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders to support learner growth and development.
	Culturally responsive communications[21] with stakeholders	Demonstrates bias or lack of cultural competence in interactions with stakeholders.	Interacts with stakeholders in a manner that indicates limited awareness of or respect for cultural differences.	Interacts with stakeholders in a culturally responsive manner.	Leads efforts to enhance culturally responsive communications with stakeholders.

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.

TPS Teacher / Administrator Evaluation Model Comparison



Section 1. ADMINISTRATOR EVALUATION AND DEVELOPMENT

Purpose and Rationale

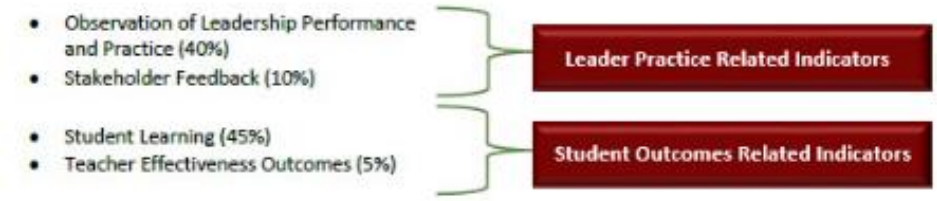
At Torrington Public Schools, every student is able to graduate with the skills and attributes that empower them to enter the college or career of their choosing because we are committed to expanding the capacity of our faculty and staff by ensuring a focus on high leverage instructional and assessment practices that build capacity for critical and creative thinking, rigorous problem solving, and making arguments based on evidence Our evaluation process is centered on best-practices by ensuring that we are growing our leaders with timely, focused feedback that is aligned to standards. The observation process *is* professional learning as it ensures that we are intentionally having conversations around the Connecticut Leader Evaluation and Support Rubric (CLR).

The model describes four levels of performance for administrators and focuses on the practices and outcomes of **Proficient** administrators. A *proficient* rating represents fully satisfactory performance, and it is the rigorous standard expected of most experienced administrators. The model includes an *exemplary* performance level for those who exceed these characteristics, but exemplary ratings are reserved for those who could serve as a model for leaders across their district or even statewide. This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with proficient leaders.

Section 2. SYSTEM OVERVIEW

Administrator Evaluation and Support Framework

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



1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:

(a) **Observation of Leadership Performance and Practice (40%)** as defined in The Connecticut Leader Evaluation and Support Rubric 2017. (Appendix A)

(b) **Stakeholder Feedback (10%)** on leadership practice as described in the CT Leadership Standards.

2. **Student Outcomes Related Indicators:** An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:

(a) **Student Learning Indicators (45%)**: (a) assessed by performance and growth on locally-determined measures.

(b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives.

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

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

Three Evaluation Phases

There are three evaluation phases:

- Initial Phase
- Professional Phase
- Support Phase

Although each of these phases differ, all leadership practice indicators and student outcome related indicators as outlined above equally apply to all administrators regardless of phase placement.

Initial Phase

Purpose

The purpose of the Leadership for the Initial Phase is to provide administrators with opportunities to develop and demonstrate competence in the Connecticut Leader Evaluation and Support Rubric 2017 (CLR). During this 2 to 3-year time period, evaluators will:

- Closely supervise first-time or newly hired administrators into the Torrington Public Schools system.
- Ensure that first-time, newly hired administrators are displaying the identified criteria and evidence of CLR.
- Ensure that first-time or newly hired administrators receive the support and mentorship they need to be successful in a new leadership position.
- Reassess administrator strengths as they relate to the CLR for those who have successfully completed the Support Phase.

Who belongs in the Initial Phase?

The Initial Phase is a 2 to 3-year evaluation phase that includes an induction process designed to provide continuous mentoring and coaching for newly certified and practicing administrators. Beginning administrators will receive training, mentoring support and/or assistance in the key processes that are instrumental to administrator success in Torrington as delineated in the CLR.

- Leadership development in this phase will also apply to newly hired experienced administrators new to the district.
- For experienced administrators transferring to another position within the district, the Initial Phase is optional at the discretion of the evaluator.

For administrators performing at a high level in the CLR, year three of the initial evaluation phase becomes optional at the discretion of the evaluator.

Site Visits & Artifact Reviews

For the Initial Phase, there will be a minimum of four on-site observation visits, the first to occur no later than September 30th, the second to occur no later than December 1st, the third to occur no later than March 1st, and the fourth to occur no later than June 1st. Artifact reviews should also be completed to provide evidence of the administrator's work. An "artifact review" is a review of requested documents and items that are related to the administrators work and the Connecticut Leader Evaluation and Support Rubric (CLR).

Two of these observations will include both pre and post conferences that will result in written feedback from the evaluator to be completed within two weeks of the visit. The other two site visits require a post-conference with an optional pre-conference. These two site visits may be unannounced.

If deemed necessary, the evaluator may adjust timelines. These adjustments shall not be considered a procedural violation subject to the grievance process

Additional Site Visits

An evaluator may, at his/her discretion, conduct additional site visits with an administrator at any time. These site visits may be announced or unannounced and may or may not include a pre and/or post conference. The purpose of these visits may be simply to check in on progress or to give the administrator an opportunity to discuss how progress is being made.

Mentoring and Support for Beginning Administrators in the Initial Phase

Each administrator in year one of the Initial Phase will be assigned a mentor, who shall be selected by the Superintendent or his/her designee. The mentor will provide the administrator focused support in the CLR.

Administrators in year two and three of the phase may be assigned a mentor at the discretion of the Superintendent, or his/her designee.

Professional Phase

Purpose

The purpose of the Professional Phase is to provide administrators with opportunities to maintain and deepen the criteria in the Connecticut Leader Evaluation and Support Rubric (CLR). During this phase, evaluators will:

- Assess administrator competencies as defined in the CLR.
- Meet with colleagues to review district goals/objectives, and to ensure alignment with school goals and objectives.
- Provide opportunities for continuous professional growth.
- Encourage risk-taking, creativity and innovation.
- Create an environment in which administrators are reflective about their work.
- Provide opportunities for mentoring and collaborative work with other administrators, sharing staff/student work and best practices.

Who belongs in the Professional Phase?

The Professional Phase is for administrators who have demonstrated competency as measured by the CLR.

This phase encourages collaboration, innovation, professional responsibility, peer support, academic contributions to school/staff/student growth all in the spirit of improved student learning. Administrators in the Professional Phase are encouraged to:

- Share their work with their colleagues.
- Take on new leadership opportunities.
- Become mentors to new administrators.
- Explore research options that will contribute to improved student learning.
- Contribute to the TPS professional learning community.
- Become a reflective administrator practitioner.

Site Visits & Artifact Reviews

For the Professional Phase, there will be a minimum of two on-site observation visits, the first to occur no later than December 1st, the second to occur no later than March 1st. Artifact reviews should also be completed to provide evidence of the administrator's work. An "artifact review" is a review of requested documents and items that are related to the administrator's work and the CLR.

One of these observations will include both pre and post conferences that will result in written feedback from the evaluator to be completed within two weeks of the visit. The other site visits require a post-conference with an optional pre-conference. These two site visits may be unannounced.

If deemed necessary, the evaluator may adjust timelines. These adjustments shall not be considered a procedural violation subject to the grievance process.

Additional Site Visits

An evaluator may, at his/her discretion, conduct additional site visits with an administrator at any time. These site visits may be announced or unannounced and may or may not include a pre and/or post conference. The purpose of these visits may be simply to check in on progress or to give the administrator an opportunity to discuss how progress is being made.

Support Phase

Purpose

The Support Phase consists of close supervision for administrators who are experiencing difficulty demonstrating effectiveness with the Connecticut Leadership Rubric (CLR).

Who Belongs in the Support Phase?

Administrators performing below standard may be moved to Support at any time of the year. Assignment to this phase is for any administrator who is demonstrating a clear lack of effectiveness meeting the criteria in the CLR. Administrators who receive a summative evaluation of "Developing" or "Needs Improvement" shall be placed on the Support Phase for the following school year.

For any administrator experiencing difficulty demonstrating effectiveness in his/her job performance, the evaluator will document evidence of the difficulty and any attempted assistance or interventions that have been applied. The deterioration of an administrator's performance will be put in writing and discussed with the administrator. The evaluator will notify the administrator in writing. Notification of this change in phase will be given to the administrator, to the Superintendent and to the Human Resource Office.

Additionally, any administrator who is transferring from another school/department in the district and is in the Support Phase, must successfully complete his/her Support Plan in his/her new setting.

What Happens in the Support Phase

Administrators in the Support Phase are in need of immediate assistance and close supervision. The areas of deficiency must be clearly articulated and a specific intervention and assistance plan must be created. The assistance plan must be created in consultation with the administrator and with the Torrington Public Schools Administrator Association representative. Upon the initiation of this process, an administrator has 90 working

days to demonstrate substantial progress in the area of deficiency. An additional 90 working days may be granted if enough progress warrants this extension. If an administrator successfully completes his/her intervention plan, he/she needs to be placed in the Initial Phase for close supervision and support for an agreed upon period of time. When successful in the Initial Phase, the administrator can be placed in the Professional Phase. If an administrator is unsuccessful in the Support Phase, the administrator will be referred to the Superintendent and to the Human Resource Department for the termination process.

Planning Conference and Timeline

Administrators who are moved into the Support Phase will receive notification of this move in writing. The evaluator will schedule an initial planning conference immediately. Using the CLR, the administrator's performance will be assessed and the evaluator will establish performance criteria for areas in which improvement is needed.

Using a 90-day Improvement Plan, objectives will be identified with conditions, resources, and support necessary and available for achievement of objectives. A plan for implementing objectives will be developed with activities, evaluation criteria, and a time schedule for evaluation. The plan will include a minimum of 2 site visit observations within 90 days of placement in the Support Phase and a pre and post conference with written feedback. If evidence of growth is documented, a 90-day extension may be granted with revised objectives (if necessary) and time schedule for re- evaluation. The 90-day extension will include an additional 2 site-visit observations. Administrators in the Support Phase shall have a minimum of 4 site-visit observations for a school year.

Additional Resources and Assistance

Administrators experiencing difficulty will be given assistance for a 90 working day period, beginning no more than 10 days after entering the Support Phase. An extension of an additional 90 working days may be granted based on documentation and approved by the evaluator if there is evidence of growth. Administrators in the Support Phase may also seek support from an administrative mentor.

Outcomes of Re-Evaluation

At the end of the first 90-day period, the evaluator will recommend one of the following:

- A return to the Initial Phase.
- Further interventions with an extended 90-day intervention period (for a maximum of two 90 day periods in the Support Phase).
- Counseling out (notify HR and the Superintendent).
- Termination (notify HR and the Superintendent).

  If a second 90-day period is granted, at the end of the second 90-day period, the evaluator will recommend one of the following:

- A return to the Initial Phase.
- Counseling out through HR and the Superintendent.
- Termination (notify HR and the Superintendent).

Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle allows for flexibility in implementation and lends itself well to a meaningful and doable process. The model encourages two things:

1. That evaluators prioritize the evaluation process, spending more and better time observing practice and giving feedback; and

2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

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

Each administrator regardless of their evaluation phase participates in the entire evaluation process.

Process / Timelines at a Glance

Activity	Initial Phase/Support Phase	Professional Phase
School Improvement Plan Process & Objective Setting Process (Student Learning Objective & Parent Engagement Goal)	July 1st - November 1st	
Orientation on process	By November 15th	
1st Site Observation	By September 30th	By December 1st
Finalize Objectives (Student Learning Objective & Parent Engagement Goal)	By November 1st	
2nd Site Observation	By December 1st	By March 1st
Mid-Year Review	By January 31st	
3rd Site Observation	By March 1st	N/A
4th Site Observation	By June 1st	N/A
End of the Year Summative Evaluation Conference with Administrator Self-Reflection, Summative Rating & Scoring of Student Learning Objective & Parent Engagement Goal	By June 30th	
Year End Evaluation Conference may need to be completed earlier than June 30th based upon the work year of the evaluatee or other considerations. Any adjustments to the evaluation rating due to unavailable data must occur by September 15th.		
If deemed necessary, the evaluator may adjust timelines. These adjustments shall not be considered a procedural violation subject to the grievance process.		

Goal-Setting and Planning

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

1. Student learning data are available for review by the administrator.
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 Objectives.
5. The district has provided the administrator with this document in order to orient him/her to the evaluation process.

Before a school year starts, administrators identify three Student Learning Objectives and at least two Stakeholder Feedback Goals drawing on available data, the superintendent's priorities, their school accountability plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice.

Administrators should start with the outcomes they want to achieve. This includes setting three Student Learning Objectives and two Stakeholder Feedback targets related to parent and teacher feedback.

Then administrators identify the areas of focus for their practice ***that will help them accomplish*** their Student Learning Objectives and Stakeholder Feedback Goals, choosing from among the elements of the Connecticut Leadership Rubric. While administrators are rated on all four domains, administrators are not expected to focus on improving their practice in all areas in a given year. Rather, they should identify two specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is likely that at least one and perhaps both, of the practice focus areas will be in Domain 1 Instructional Leadership, given its central role in driving student achievement. What is critical is that the administrator can connect improvement in the practice focus areas to the outcome goals and survey targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet to discuss and agree on the objectives and practice focus areas. This is an opportunity to discuss the administrator's choices and to explore questions such as:

- Are there any assumptions about specific objectives that need to be shared because of the local school context?
- Are there any elements for which proficient performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?
- What are the sources of evidence to be used in assessing an administrator's performance?

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her objectives. Together, these components – the objectives, the focus areas and the resources and supports – comprise an individual's evaluation and support plan.

If deemed necessary, the evaluator may adjust timelines. These adjustments shall not be considered a procedural violation subject to the grievance process.

Plan Implementation and Evidence Collection

Site Visits & Artifact Reviews

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. Periodic, purposeful visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of school leaders. Unlike visiting a classroom to observe a teacher, site visits to observe administrator practice can vary significantly in length and setting, and may include a review of artifacts. It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas, Student Learning Objectives, Stakeholder Feedback Goals and district and school improvement plans.

Possible sources of evidence include the following artifacts and events:

- Data Team Meetings (agenda, minutes, reports, leadership)
- Faculty/Staff/Department Meetings (agenda, minutes, reports, presentations, leadership)
- Handbooks & Memorandums
- Newsletters & Communications (parents/families, department, staff)
- PTO Meetings (agenda, minutes, reports, presentations, leadership)
- Professional Development (PD school plan, attendance, agenda, minutes, presentations, leadership)
- Teacher Evaluation/Observations (pre/post conferences, classroom observation, reports)
- PPT (IEP, agenda, minutes, leadership, process/timelines, communication)
- Leadership Meetings (membership, agenda, minutes, reports, leadership)
- Board of Education Meetings (attendance, presentation, reports)

The number of required site visits depends on the evaluation phase of the administrator. As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include the required number of site visits (see Initial Phase, Professional Phase and Support Phase requirements).

Initial Phase/Support Phase					Professional Phase			
SITE VISITS MAY BE DONE IN ANY ORDER								
Site Visit	**Pre - Conference**	**Post - Conference**	**Announced (A) or Unannounced (U)**		**Site Visit**	**Pre - Conference**	**Post - Conference**	**Announced (A) or Unannounced (U)**
1	Yes	Yes	A		1	Yes	Yes	A
2	Yes	Yes	A		2	Optional	Yes	A or U
3	Optional	Yes	A or U					
4	Optional	Yes	A or U					

**For administrators in the Support Phase, Site Visits will be determined through mutual agreement Support Plan (see *Section 2 Support Phase*)

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

Mid-Year Formative Review

Midway through the academic year (especially at a point when interim student assessment data are available for review) is an ideal time for a formal check-in to review progress. In preparation for meeting:

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

The administrator and evaluator hold a Mid-Year Formative Conference and complete the Mid-Year Evaluation Form no later than January 31st, with explicit discussion of progress toward student learning objectives and the stakeholder feedback objective, as well as any areas of performance related to standards of performance and practice. The administrator and the evaluator may modify the Student Learning Objectives and the Stakeholder Feedback Goal at this time, if needed.

If deemed necessary, the evaluator may adjust timelines. These adjustments shall not be considered a procedural violation subject to the grievance process.

Year-End Reflections

At the end of the academic year, the administrator will complete all year-end reflections including the Summative Self Reflection form and those related to their Student Learning Objectives and Stakeholder Feedback Goal.

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

Summative Review and Rating

The administrator and evaluator meet by June 30th to discuss the administrator's self-reflections and all evidence collected over the course of the year. The evaluator completes the summative evaluation report, shares it with the administrator. An addendum written by the administrator may be added within two weeks of receipt of the report.

Summative ratings must be completed for all administrators by June 30th.

Section 3. LEADERSHIP PRACTICE RELATED INDICATORS

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

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

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

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

Leadership practice is described in the Connecticut Leader Evaluation and Support Rubric (CLR).

Domain 1: Instructional Leadership

Indicator 1.1 Shared Vision, Mission and Goals

Indicator 1.2 Curriculum, Instruction and Assessment

Indicator 1.3 Continuous Improvement

Domain 2: Talent Management

Indicator 2.1 Recruitment, Selection and Retention

Indicator 2.2 Professional Learning

Indicator 2.3 Observation and Performance Evaluation

Domain 3: Organizational Systems

Indicator 3.1 Operational Management

Indicator 3.2 Resource Management

Domain 4: Culture and Climate

Indicator 4.1 Family, Community and Stakeholder Engagement

Indicator 4.2 School Culture and Climate

Indicator 4.3 Equitable and Ethical Practice

All four domains 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, Domain 1 Instructional Leadership comprises 40% of the leadership practice rating and the other three domains are equally weighted (20% each). These weightings should be consistent for all building-level administration (principals, assistant principals, deans). For central office level leaders who have different responsibilities that are not directly aligned to teaching and learning, the domains can be equally weighted.

In order to arrive at these ratings, administrators are measured against the Connecticut Leader Evaluation and Support Rubric (CLR) which describes leadership actions across four performance levels for each of the four domains and related indicators. The four performance levels are:

- **Exemplary**: The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.

- **Proficient**: The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in **bold** at the Proficient level.

- **Developing**: The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.

- **Below Standard**: The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

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

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the CLR. Evaluators collect evidence and observe the administrator's leadership practice across the four domains 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 at the start of the academic year for a Goal-Setting Conference to identify focus areas for development of the administrator's leadership practice.

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two site observations for any administrator on the Professional Phase and should conduct at least four school site observations for administrators who are on the Initial Phase.**

2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward effectiveness in the focus areas identified as needing development.

3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.

4. The evaluator and the administrator meet to discuss scores and evidence collected to date.

Component #2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessed by administration of an anonymous survey with measures that align to the Connecticut Leadership Rubric (CLR) – is 10% of an administrator's summative rating.

For each administrative role, the stakeholders surveyed should be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.). If surveyed populations include students, they can provide valuable input on school practices and climate for inclusion in evaluation of school-based administrative roles.

Parent, student, and teacher feedback data as solicited through the Torrington Public Schools' (TPS) Climate Survey will be utilized for all building-level administrators to develop a measurable stakeholder feedback objective which include teacher and parent targets.

Administrators whose stakeholders are not reflected within the TPS School Climate Survey may use other district, office, and/or programmatic surveys. In order to minimize the burden on the district and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school-or district-wide feedback and planning or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation and pursuing multiple means of soliciting responses.

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

Stakeholder Feedback Summative Rating

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a grown target. This is accomplished in the following steps, undertaken by the administrator being evaluated and reviewed by the evaluator.

Step 1: Administrator will determine focus areas based on the survey feedback.

Step 2: Administrator will identify one stakeholder feedback objective (SFO).

Step 3: For building level administrators, two of the targets must incorporate specific baseline and results of the TPS' School Climate Survey involving teachers and parents. The targets may address subset data of the survey adults.

Step 4: A third target is encouraged.

Step 5: Surveys are administered in the spring so that data can be disaggregated and analyzed.

Step 6: Evaluator will determine a summative rating on the stakeholder feedback objective by using the four performance level ratings outlined below.

Exemplary	**Proficient**	**Developing**	**Below Standard**
All or most targets were met or substantially exceeded the target(s).	Most targets were met and some indicators were within a few points of the target(s).	Many targets met but a notable percentage missed the target by a significant margin. However, taken as a whole, significant progress toward the objective was made.	Some targets met but a substantial percentage did not.

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Section 4. STUDENT OUTCOMES RELATED INDICATORS

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

Student Related Indicators includes two components:

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

Component #3: Student Learning (45%)

Student learning is assessed by performance and growth on locally-determined measures. They will account for 45% of the administrator's evaluation.

Locally-Determined Measures (Student Learning Objectives)

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

- All measures must align to district/state/national standards and are strongly encouraged to align with Common Core State Standards.

- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.

- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

	Instructional Goal 1	Instructional Goal 2	Instructional Goal 3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad Discretion	
High School Principal	Graduation (meets the non-tested grades or subjects requirement)	Broad Discretion	
Elementary or Middle School AP or Dean	Non-tested subjects or grades	Broad Discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the AP or Dean being evaluated	
High School AP or Dean	Graduation (meets the non-tested grades or subjects requirement)	Broad Discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the AP or Dean being evaluated	

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

- Student performance on district-adopted assessments (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).

- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.

- Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments.

Grade Level/Role	Student Learning Objectives
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by MAP/NWEA assessments.
Middle School English	78% of students will attain *proficient* or higher on the STAR Assessments
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.

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

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.
- The administrator uses available data to craft a school accountability plan. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (b) aligned with the school accountability plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable Student Learning Objectives for the chosen assessments/indicators.
- The administrator shares the Student Learning Objectives with her/his evaluator, informing a conversation designed to ensure that:
    - ✦ The objectives are adequately ambitious.
    - ✦ There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
    - ✦ The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
    - ✦ The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The process' intended outcome is for the administrator and his/her evaluator to come to mutual agreement on all three Student Learning Objectives. However, should their not be mutual agreement the evaluator would make the final determination.
- The administrator and evaluator collect interim data on the Student Learning Objectives 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.
- At the summative conference the administrator provides evidence and reflection regarding the Student Learning Objective outcomes. The evaluator scores each Student Learning Objectives and then determines a student learning summative rating.
- For schools in a 'review' or 'turnaround' status, the student learning indicators must align with the performance targets set out in the school's mandated Improvement Plan.

Scoring each Student Learning Objective

Exceeded	All or most targets were met or substantially exceeded the target(s).
Met	Most targets were met and some indicators were within a few points of the target(s).
Partially Met	Many targets met but a notable percentage missed the target by a significant margin. However, taken as a whole, significant progress toward the objective was made.
Did Not Meet	Some targets met but a substantial percentage did not.

Arriving at Student Learning Summative Rating
Use the provided rubric to determine the overall 45% score:

Exemplary	Proficient	Developing	Below Standard
Met all 3 Student Learning Objectives and exceeded at least 2 Student Learning Objectives	Met 2 Student Learning Objectives and partially met the 3rd	Met 1 Student Learning Objectives and partially met at least 1 other	Met 0 Student Learning Objectives OR Met 1 Student Learning Objectives and did not meet either of the other 2

Component #4: Teacher/Staff Effectiveness Outcomes (5%)

Teacher/staff effectiveness outcomes – as measured by an aggregation of teachers' Student Learning Objectives - make up 5% of an administrator's evaluation.

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

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

For principals, the teacher effectiveness rating is calculated including all teachers assigned to the school. For assistant principals, deans and other administrators (i.e. Supervisors of Student Services), the teacher effectiveness rating is calculated including only those teachers with whom the administrator is the evaluator.

Teachers' student learning objectives not scored by the evaluator are calculated against the teacher effectiveness percentage counting as below standard unless the scoring of said student learning objectives is waived.

Exemplary	Proficient	Developing	Below Standard
95 -100% of teachers are rated *Proficient* or *Exemplary* with >50% rated as *Exemplary* on the student growth portion of their evaluation	50 - 94% of teachers are rated *Proficient* or *Exemplary* on the student growth portion of their evaluation	31-49% of teachers are rated *Proficient* or *Exemplary* on the student growth portion of their evaluation	0-30% of teachers are rated *Proficient* or *Exemplary* on the student growth portion of their evaluation

Section 5. SUMMATIVE ADMINISTRATOR EVALUATION RATING

Determining Summative Ratings

In order to determine the administrators' summative evaluation ratings, evidence will be examined using a holistic approach and the district will use the following:

- A 'Student Outcomes Rating', based on Student Learning Objectives (45%) and Teacher Effectiveness Rating (5%);
- A 'Leadership Practice Rating', based on observations of the administrator's performance and practice (40%) and Stakeholder Feedback (10%)

Identify the rating for each area and follow the respective column and row to the center of the table of the matrix below. The point of intersection indicates the summative rating. For example, if the Leadership Practice Related Indicator rating is proficient and the Student Outcomes Related Indicator rating is proficient, then the summative rating would be recorded as proficient. If the two areas are highly discrepant (e.g., a rating of exemplary for Leadership Practice and a rating of below standard for Student Outcomes), then the evaluator should examine the data and gather additional information in order to assign the summative rating.

The evaluator will record the rating on the Summative Rating Form to complete the year-end report. It will be signed by both the evaluator and administrator and entered into the administrator's evaluation file via the data management system.

Leadership Practice Related Indicators Rating Site Visits/Artifact Reviews – 40% Stakeholder Feedback – 10%					
		Exemplary	***Proficient***	***Developing***	***Below Standard***
Student Outcomes Rating Student Learning Objectives – 45% Teacher Effectiveness Rating – 5%	***Exemplary***	Exemplary	Proficient	Proficient	Developing
	Proficient	Proficient	Proficient	Developing	Developing
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

Adjustment of Summative Rating

Summative ratings must be completed for all administrators by June 30 of a given school year. When the summative rating for an administrator may be significantly affected by test data, the evaluator should recalculate the administrator's final summative rating when the data is available and submit the adjusted rating not later than July 30. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Novice administrators shall generally be deemed effective if said administrator shows a continuous pattern of growth within and across rating categories. By the end of year four an administrator should have received at least two sequential "proficient" ratings, one of which must be earned in the fourth year of a novice administrator's career

A below standard rating shall only be permitted in the first year of a novice administrator's career, assuming a pattern of growth of developing in year two and two sequential proficient ratings in years three and four.

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

Dispute-Resolution Process

Resolution of disputes between the evaluator and administrator, regarding goals/objectives, the evaluation period, feedback or the professional development plan, may be remedied through the Superintendent's designee or other established practices and procedures. In the event of a dispute, the administrator should first meet their evaluator in an attempt to resolve the dispute at the building level first. If after the meeting, an impasse has occurred, the evaluator must notify the local association president (or designee) and the director of human resources. In the event that a resolution cannot be reached, the issue shall be considered by the Superintendent whose decision shall be binding.

Evaluation-based Professional Learning

Each administrator will identify professional growth needs with his/her evaluator based on student achievement data, past performance data, school and district needs, and stakeholder feedback. Upon the mutual agreement on goals and targets, the administrator and his/her evaluator will plan for strategies and support to meet the goals and targets. Administrators who share goals and targets can collaborate in shared professional development.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators will participate in on-going training professional learning on the TPS Administrator Professional Leadership and Evaluation process. The purpose of training is to provide evaluators of administrators with the tools that will result in evidence-based school site observations, professional learning opportunities tied to evaluation feedback, improved teacher effectiveness and student performance. Training for evaluators includes, but is not limited to, training in conducting effective observations and providing quality feedback.

Career Development and Growth

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation and support system itself and in building the capacity and skills of all leaders.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring aspiring and early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is developing or below standard; and leading Professional Learning Communities.

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Comparison of *CT Leader Evaluation Rubric* and *CT Leader Evaluation and Support Rubric 2017*

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

CT Leader Evaluation Rubric	CT Leader Evaluation and Support Rubric 2017
Performance Expectation 1: Vision, Mission and Goals: Element A: High Expectations for All Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals Element C: Continuous Improvement toward the Vision, Mission and Goals **Performance Expectation 2: Teaching and Learning** Element A: Strong Professional Culture Element B: Curriculum and Instruction Element C: Assessment and Accountability **Performance Expectation 3: Organizational Systems and Safety** Element A: Welfare and Safety of Students, Faculty and Staff Element B: Operational Systems Element C: Fiscal and Human Resources **Performance Expectation 4: Families and Stakeholders** Element A: Collaboration with Families and Community Members Element B: Community Interests and Needs Element C: Community Resources **Performance Expectation 5: Ethics and Integrity** Element A: Ethical and Legal Standards of the Profession Element B: Personal Values and Beliefs Element C: High Standards for Self and Others **Performance Expectation 6: The Education System** Element A: Professional Influence Element B: The Educational Policy Environment Element C: Policy Engagement	**Domain 1: Instructional Leadership** Indicator 1.1 Shared Vision, Mission and Goals Indicator 1.2 Curriculum, Instruction and Assessment Indicator 1.3 Continuous Improvement **Domain 2: Talent Management** Indicator 2.1 Recruitment, Selection and Retention Indicator 2.2 Professional Learning Indicator 2.3 Observation and Performance Evaluation **Domain 3: Organizational Systems** Indicator 3.1 Operational Management Indicator 3.2 Resource Management **Domain 4: Culture and Climate** Indicator 4.1 Family, Community and Stakeholder Engagement Indicator 4.2 School Culture and Climate Indicator 4.3 Equitable and Ethical Practice

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Connecticut Leader Evaluation and Support Rubric 2017 — At a Glance

Domain 1: Instructional Leadership

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

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

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

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

Domain 2: Talent Management

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

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

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

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

Domain 3: Organizational Systems

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

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

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

Domain 4: Culture and Climate

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

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

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

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

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Domain 1: Instructional Leadership

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

1.1 Shared Vision, Mission and Goals

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

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

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Domain 1: Instructional Leadership

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

1.2 Curriculum, Instruction and Assessment

Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment

KEY AREAS OF LEADERSHIP PRACTICE	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* **Proficient** *plus one or more of the following:*	POTENTIAL SOURCES OF EVIDENCE
Curriculum development	Few or no processes are established to implement and/or evaluate curriculum and instruction.	Establishes inconsistent processes to implement and/or evaluate curriculum and instruction.	Consistently works with staff to develop a system to implement and/or evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.	Builds the capacity of staff to collaboratively implement and/or evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings.	• Professional development sessions • Educator evaluation data • Student learning data (formative and summative) • Data team agendas, minutes, observations • School or district improvement plan • Curriculum guides • Lesson plans • Faculty meeting agendas, minutes, observations • Teacher formative assessments • Student learning goals or objectives and indicators of academic growth and development (IAGDs)
Instructional strategies and practices	Does not or rarely promotes the use of instructional strategies or practices that address the diverse needs of all students[1].	Promotes evidence-based instructional strategies and practices that address the diverse needs of students.	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.	Builds the capacity of staff to collaboratively research, identify, and implement evidence-based instructional strategies and practices that address the diverse needs of students.	
Assessment practices	Provides little to no support to staff in implementing and evaluating formative and summative assessments that drive instructional decisions.	Demonstrates inconsistent effort to support staff in implementing and evaluating formative and summative assessments that drive instructional decisions.	Consistently works with staff to implement and evaluate formative and summative assessments that drive instructional decisions.	Develops the capacity of staff to implement and evaluate formative and summative assessments that drive instructional decisions.	

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

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Domain 1: Instructional Leadership

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

1.3 Continuous Improvement

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

KEY AREAS OF LEADERSHIP PRACTICE	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* **Proficient** *plus one or more of the following:*	POTENTIAL SOURCES OF EVIDENCE
Data-driven decision-making	Uses little to no data to guide ongoing decision-making to address student and/or adult learning needs.	Uses some data to guide ongoing decision-making to address student and/or adult learning needs.	Analyzes varied sources of data[2] about current practices and outcomes to guide ongoing decision-making that addresses student and/or adult learning needs and progress toward the school or district vision, mission and goals.	Builds capacity of staff to use a wide-range of data to guide ongoing decision-making to address student and/or adult learning needs and progress toward school or district vision, mission and goals.	• School or district improvement plan • Leadership team agendas, minutes, observations • Faculty or departmental meeting agendas, minutes, observations • Professional development plan • Data team schedule, processes and minutes • Data team agendas, minutes, observations • Educator evaluation data, including informal or formal observations • Student intervention data • Parent group agenda, minutes, observations • School governance council agendas, minutes, observations
Analysis of instruction	Provides little guidance or support to individual staff regarding the analysis of instruction to meet the diverse needs of students.	Guides individual staff to examine and adjust instruction to meet the diverse needs of students.	Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students.	Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and district improvement goals, identify and address areas of improvement and celebrate successes.	
Solution-focused leadership	Makes little or no attempt to solve schoolwide or districtwide challenges related to student success and achievement.	Attempts to solve schoolwide or districtwide challenges related to student success and achievement.	Persists and engages staff in solving schoolwide or districtwide challenges related to student success and achievement.	Builds the capacity of staff to develop and implement solutions to schoolwide or districtwide challenges related to student success and achievement.	

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

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Domain 2: Talent Management

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

2.1 Recruitment, Selection and Retention

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

KEY AREAS OF LEADERSHIP PRACTICE	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of Proficient, plus one or more of the following:*	POTENTIAL SOURCES OF EVIDENCE
Recruitment, selection and retention practices[3]	Does not have or apply recruitment, selection and retention strategy or provide support for retention.	Implements recruitment, selection and retention strategies or provides support for retention that reflect elements of the school's or district's vision, mission and goals.	Develops and implements a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy or provides support for retention in alignment with the school's or district's vision, mission and goals; influences district's policies and procedures.	• School or district improvement plans • Educator evaluation data • Application materials and interviews • Personnel records • Leadership team agendas, minutes, observations • Professional development sessions • ED 163 • Climate survey • Retention data • Faculty or departmental meeting agendas, minutes, observations
Evidence-based personnel decisions	Does not consider evidence as a requirement for recruitment, selection and/or retention decisions.	Uses limited evidence of effective teaching or service delivery as a factor in recruitment, selection and/or retention decisions.	Uses multiple sources of evidence of effective teaching or service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and/or retention decisions.	Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and/or retention decisions.	
Cultivation of positive, trusting staff relationships	Does not have positive or trusting relationships with staff or relationships have an adverse effect on staff retention.	Develops positive or trusting relationships with some school and district staff and external resources to retain highly qualified and diverse staff.	Develops and maintains positive and trusting relationships with school and district staff and external resources to retain highly qualified and diverse staff.	Empowers others to cultivate trusting, positive relationships with school and district staff and external resources to retain highly qualified and diverse staff.	
Supporting early career teachers	Provides little or no support for early career teachers.	Identifies general needs and provides inconsistent support to meet the general needs of early career teachers.	Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	Builds capacity of staff to provide high-quality, differentiated support for early career teachers.	

3. If responsibilities do not iclude directly recruiting and selecting, then emphasize support for retention.

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Domain 2: Talent Management

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

2.2 Professional Learning

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

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

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Domain 2: Talent Management

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

2.3 Observation and Performance Evaluation

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

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

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Domain 3: Organizational Systems

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

3.1 Operational Management

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

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

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

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Domain 3: Organizational Systems

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

3.2 Resource Management

Establishes a system for fiscal, educational and technological resources that operate in support of teaching and learning.

KEY AREAS OF LEADERSHIP PRACTICE	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* **Proficient** *plus one or more of the following:*	POTENTIAL SOURCES OF EVIDENCE
Budgeting	Does not develop and/or monitor a budget that aligns to the school and district improvement plans or district, state and federal regulations.	Develops, monitors, and/or implements a budget that is partially aligned to the school and district improvement plans and district, state and federal regulations.	Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state and federal regulations. The budget is transparent and fiscally responsible.	Builds capacity of staff to play an appropriate role in the creation and monitoring of budgets within their respective areas. Advocates for financial resources for the betterment of school or district.	• School or district budget documents or processes • School or district improvement plan • Leadership team agendas, minutes, observations • Parent group agenda, minutes, observations • School governance council agencas, minutes, observations • Technology plan
Securing resources to support vision, mission and goals	Makes little to no attempt to identify school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Identifies school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Advocates for and works to secure school or program financial/educational resources that support achievement of the district's vision, mission and goals.	Practices responsible resource allocation while balancing programmatic needs with district goals and continuous improvement efforts.	
Resource allocation	Allocates resources in ways that do not promote educational equity[5] for diverse student, family and staff needs.	Allocates resources in ways that marginally promote educational equity for diverse student, family and staff needs.	Allocates resources to ensure educational equity for all diverse student, family and staff needs.	Engages relevant stakeholders in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.	

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

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Domain 4: Culture and Climate

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

4.1 Family, Community and Stakeholder Engagement

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

KEY AREAS OF LEADERSHIP PRACTICE	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* **Proficient**, *plus one or more of the following:*	POTENTIAL SOURCES OF EVIDENCE
Communications	Provides limited or ineffective communication about vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.	Communicates vision, mission and SIP/DIP and goals to families, community partners and other stakeholders.	Communicates and advocates for the vision, mission and SIP/DIP and goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students.	Creates a schoolwide or districtwide culture in which staff make themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors.	• Communications (including social media, website, newsletters, public appearances, etc.) • Feedback from climate survey • Parent group agenda, minutes, observations • Committee membership • Participation in community groups (Rotary, Lions Club, etc.) • Participation in professional organizations • Community groups (United Way, etc.) • School or district improvement plan • Family resource centers or outreach programs • School or district community collaborations • Use and organization of community or parent volunteers • Data on parental involvement • PBIS implementation • Parent handbook • Use of interdistrict resources and professional learning cooperative designs
Inclusive decision-making	Minimal attempts to involve families or members of the community in decision-making about improving student-specific learning.	Promotes family and community involvement in decision-making that supports the improvement of student-specific learning.	Promotes and provides opportunities for families and members of community to be actively engaged in decision-making that supports the improvement of schoolwide or districtwide student achievement or student-specific learning.	Engages families and members of the community as leaders and partners in decision-making that improves schoolwide or districtwide student achievement or student-specific learning.	
Relationship building	Takes few opportunities to build relationships with families, community partners and other stakeholders regarding educational issues.	Maintains professional and productive relationships with some families, community partners and other stakeholders regarding educational issues.	Maintains and promotes culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to and influence educational issues.	Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.	
Cultural competence[6] and community diversity	Demonstrates limited awareness of cultural competence and community diversity as an educational asset.	Identifies some connections between cultural competence and community diversity that strengthen educational programs.	Capitalizes on the cultural competence and diversity of the community as an asset to strengthen education.	Integrates cultural competence and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.	

6. Cultural competence in school communities enhances the teaching and learning process and helps ensure equitable opportunities and supports for each and every student. Cultural competence encompasses:
   - An understanding of one's own cultural identity, biases, prejudices, and experiences of both privilege and marginalization;
   - The continuous pursuit of skills, knowledge, and personal growth needed to establish a meaningful connection with people from various cultural backgrounds; and
   - A lifelong commitment to action that supports equity within each school community.

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Domain 4: Culture and Climate

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

4.2 School Culture and Climate

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

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

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Domain 4: Culture and Climate

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

4.3 Equitable and Ethical Practice

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

KEY AREAS OF LEADERSHIP PRACTICE	BELOW STANDARD	DEVELOPING	PROFICIENT	EXEMPLARY *All characteristics of* **Proficient** *plus one or more of the following*	POTENTIAL SOURCES OF EVIDENCE
Professional Responsibility and Ethics	Demonstrates a pattern of poor judgment in exhibiting professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	Demonstrates ability to use good judgment in exhibiting professional responsibility and ethical practices in accordance with Connecticut Code of Responsibility for School Administrators, but may fail to apply it consistently.	Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness.	• Transparency of policies and procedures • Leadership team agendas, minutes, observations • Professional organizations or memberships • Feedback from colleagues, parents, community members • Educator evaluation data (professional responsibilities) • Faculty or staff handbook • Faculty or departmental meeting agendas, minutes, observations • Professional development • Use of technology • Technology plan or acceptable use policy • Social media efforts
Equity, cultural competence and social justice	Does not recognize the need for educational equity, cultural competence and social justice, or fails to use professional influence to promote educational equity, dignity and social justice.	Identifies the need for educational equity, cultural competence and social justice, but has limited influence to improve culture and climate.	Uses professional influence to foster educational equity, dignity and social justice to improve culture and climate.	Collaborates with all stakeholders to promote educational equity, dignity and social justice by ensuring all students have access to educational opportunities.	
Ethical use of technology	Does not address or does not use ethical practices in the use of technology, including social media, to support the school or district's vision, mission and goals.	Recognizes but does not consistently demonstrate sound ethical practices in the use of technology, including social media, to support the school's vision, mission and goals.	Holds self and others accountable for the ethical use of technology, including social media, to support the school or district's vision, mission and goals. Promotes understanding of the legal, social and ethical uses of technology among members of the school or district community.	Proactively addresses the potential benefits and hazards of technology and social media to support the school or district's vision, mission and goals. Demonstrates understanding of models and guides the legal, social and ethical use of technology among members of the school or district community.	

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LINKS

Charlotte Danielson's "Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool 1st Edition"

Linda Darling Hammond's "Getting Teacher Evaluation Right"

Holistic Scoring Approach
http://www.cea.org/v2/assets/includes/shared%5CgetFile.cfm?type=pdf&getFile=Holistic-Approach-to-Eval-Student-Growth&loc=/professional/evaluation/

Common Core State Standards (CCSS)
www.cea.org/commoncore

The CT Teacher Education and Mentoring (TEAM) program
http://www.ctteam.org/

Connecticut Common Core of Teaching (CCT) Rubric for Effective Teaching 2017
https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/CCTRubricForEffectiveTeaching2017.pdf?la=en

Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2017
https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/SESSRubric2017.pdf?la=en

Connecticut Leader Evaluation and Support Rubric 2017
https://portal.ct.gov/-/media/SDE/Evaluation-and-Support/LeaderEvalRubric2017.pdf?la=en