

INTRODUCTION

Connecticut State Department of Education Educator Evaluation and Support Plan (EESP)

PART A: 2015-16 EDUCATOR EVALUATION AND SUPPORT PLAN CHECKLIST **(Required)**

PART B: EESP PROGRESS QUESTIONNAIRE **(Optional)**

INTRODUCTION TO PART A-CHECKLIST

The Talent Office's Bureau of Educator Effectiveness and Professional Learning at the CT State Department of Education (CSDE) is committed to supporting each district and local educational agency (LEA) in the refinement and continuous improvement of its 2015-16 Educator Evaluation and Support Plan. As outlined in Section 1.3: Evaluation Approval Process of the [Connecticut Guidelines for Educator Evaluation](#), educator evaluation and support plans or revisions to such plans must be approved annually by the CSDE prior to implementation.

This checklist was developed as part of the CSDE's effort to provide timely review, feedback and approval. Thank you for taking the time to complete this checklist as part of the 2015-16 plan submission requirements. It is expected that it will be completed in partnership with the district's Professional Development and Evaluation Committee (PDEC).

DIRECTIONS: As each LEA prepares to complete this checklist for the teacher and administrator evaluation and support system, it is recommended that the PDEC review each of the elements required within the Guidelines for Educator Evaluation *prior to submitting the checklist*. The [Summary of Guidelines Requirements](#) includes a comprehensive list of the required elements and guidance for meeting all Guidelines requirements. This may serve as a helpful reference when completing the checklist.

CAUTIONARY NOTE: Please be aware that the individual completing the checklist **cannot** enter in data once the **[SUBMIT AND GO TO FILE UPLOAD]** button is selected on the final page.

However, prior to selecting the submit and file upload button, it is possible to return to previous pages using the **[BACK]** button on the checklist pages. **Do not use** the back button in the internet browser as this will exit you from the checklist.

Local Educational Agency Name **(required)**

Please select your local educational agency (LEA)

OTHER LEA (Please provide the name of the LEA that you are affiliated with if the name is not listed above)

Superintendent Contact Information **(required)**

NAME

EMAIL ADDRESS

TELEPHONE NUMBER

SUPERINTENDENT ELECTRONIC SIGNATURE/ACKNOWLEDGEMENT STATEMENT **(required)**

Note: Section [10-151b](#) of the state general statutes requires the:

Involvement of the Professional Development and Evaluation Committee in the development and updating of LEA Educator Evaluation and Support Plans; and CSDE-approved Educator Evaluation and Support Plans. As such, I confirm (acknowledge) the following:

MUTUAL AGREEMENT HAS BEEN REACHED

I have read the above notice regarding 10-151 b(b) and acknowledge that the local or regional board of education and the Professional Development and Evaluation Committee **reached mutual agreement** on the development and/or update of the LEA's 2015-16 Educator Evaluation and Support Plan. Upon receiving CSDE approval, the plan will be adopted by the local or regional board of education prior to district

implementation.

MUTUAL AGREEMENT HAS NOT BEEN REACHED [the sequence below must be followed]**

I have read the above notice regarding 10-151 b(b) and acknowledge that **mutual agreement was not reached** between the Professional Development and Evaluation Committee and the local or regional board of education, and the local or regional board of education made the final decision based on the sequence outlined below. Upon receiving CSDE approval, the plan will be adopted by the local or regional board of education prior to district implementation.

*** "If a local or regional board of education is unable to develop a teacher evaluation and support program through mutual agreement with such professional development and evaluation committee, then such board of education and such professional development and evaluation program committee shall consider the model teacher evaluation and support program adopted by the State Board of Education, pursuant to (c) of this section, and such board of education may adopt, through mutual agreement with such professional development and evaluation committee, such model teacher evaluation and support. If a local or regional board of education and the professional development and evaluation committee are unable to mutually agree on the adoption of such model teacher evaluation and support program, then such board of education shall adopt and implement a teacher evaluation and support program developed by such board of education, provided such teacher evaluation and support program is consistent with the guidelines adopted by the State Board of Education, pursuant to subsection (c) of this section. Each local and regional board of education may commence implementation of the teacher evaluation and support program adopted pursuant to this subsection in accordance with a teacher evaluation and support program implementation plan adopted pursuant to subsection (d) of this section (section 10-151b)."*

Alternate LEA Contact Person (Optional)

Please provide an alternate contact person, in addition to the superintendent, who can receive a confirmation email, correspondence and updates regarding the educator evaluation and support plan.

NAME

TITLE

EMAIL ADDRESS

TELEPHONE NUMBER

Please select the method that will be used to manage the LEA's educator evaluation and support data for 2015-16.

SELECT DATA MANAGEMENT TOOL

If "other" or LEA-developed was selected above as the method for data management, or if you would like to provide further detail, please comment below.

Please indicate whether the LEA will be using **complementary observers** as part of the 2015-16 educator evaluation and support process.

- Yes
- No
- Under consideration

Please select the rubric that will be used to observe performance and practice for **teachers** within the LEA in 2015-16.

SELECT OBSERVATION RUBRIC

If "other" or "LEA-developed" was selected above as the observation rubric, please provide further detail below.

If your LEA is using an alternative rubric(s) to observe performance and practice for **student educator and support specialists** (SESS) within the LEA in 2015-16, please select from the list below.

NOTE: If you select a rubric that is undergoing validation and revisions by the CSDE, (i.e. The CCT Rubric for Effective Service Delivery or the CCL Leader Evaluation Rubric,) we will assume that you will be using the 2015 version of the rubric once available, unless otherwise noted in your Educator Evaluation and Support Plan. The CSDE expects the revised rubrics to be available by the end of this academic year.

SELECT OBSERVATION RUBRIC

If "other" or "LEA-developed" was selected above as the rubric, please provide further detail below.

Please select the rubric that will be used to observe performance and practice for **administrators** within the LEA in 2015-16.

NOTE: If you select a rubric that is undergoing validation and revisions by the CSDE, (i.e. The CCT Rubric for Effective Service Delivery or the CCL Leader Evaluation Rubric,) we will assume that you will be using the 2015 version of the rubric once available, unless otherwise noted in your Educator Evaluation and Support Plan. The CSDE expects the revised rubrics to be available by the end of this academic year.

SELECT OBSERVATION RUBRIC

If "other" or "LEA-developed" was selected above as the rubric, please provide further detail below.

Please indicate which type of Educator Evaluation and Support Plan will be used in 2015-16.

Note: A plan is considered "LEA-developed" if there is at least one variation from any of the elements/components of the CSDE-developed System for Educator Evaluation and Development (SEED) model as described in the SEED Handbook.

	TEACHERS	ADMINISTRATORS
The LEA will use the state model, SEED for 2015-16	<input type="radio"/>	<input type="radio"/>
The LEA will use a LEA-developed plan for 2015-16 (as defined above)	<input type="radio"/>	<input type="radio"/>

PART A: Checklist

PART A: CHECKLIST

1. EVALUATION PROCESS & TIMELINE ELEMENTS

Please indicate if there is a change or no change in the 2015-16 plan based on the elements listed below **(required)**.

NOTE: In addition to noting changes on the Checklist, it is required that you **highlight the areas** in the electronically-submitted document to note where the changes can be found in the document in order to expedite the review process. Please focus on substantive changes versus copy editing. If you have any questions about whether you need to highlight a specific change, feel free to contact the [CSDE Education Consultant assigned to your region](#).

	TEACHER		ADMINISTRATOR	
	Change	No Change	Change	No Change
1a. ORIENTATION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1b. GOAL-SETTING PROCESS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1c. MID-YEAR CHECK IN---(Administrator) FORMATIVE REVIEW	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1d. END-OF-YEAR/SUMMATIVE REVIEW	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1e. FOUR-LEVEL MATRIX RATING SYSTEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. OBSERVATION OF PRACTICE ELEMENTS

Please indicate if there is a change in the 2015-16 plan based on the elements listed below.

	TEACHER		ADMINISTRATOR	
	Change	No Change	Change	No Change
2a. OBSERVATION PROTOCOL/SCHEDULE (40%)				

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2b. OBSERVATION RUBRIC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2c. EVALUATOR TRAINING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2d. EVALUATOR PROFICIENCY/CALIBRATION (teacher only)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. STUDENT LEARNING OUTCOMES & STAKEHOLDER FEEDBACK ELEMENTS (TEACHER)

Please indicate if there is a change in the 2015-16 plan based on the elements listed below.

	TEACHER	
	Change	No Change
3a. GOALS/OBJECTIVES-- INDICATORS of ACADEMIC GROWTH and DEVELOPMENT (IAGDs) (45%)	<input type="radio"/>	<input type="radio"/>
3b. PARENT OR PEER FEEDBACK (10%)	<input type="radio"/>	<input type="radio"/>
3c. WHOLE-SCHOOL STUDENT LEARNING INDICATOR(S) OR STUDENT FEEDBACK (5%)	<input type="radio"/>	<input type="radio"/>

4. STUDENT LEARNING OUTCOMES, STAKEHOLDER FEEDBACK & TEACHER EFFECTIVENESS OUTCOMES ELEMENTS (ADMINISTRATOR)

Please indicate if there is a change in the 2015-16 plan based on the elements listed below.

	ADMINISTRATOR	
	Change	No Change
4a. GOALS/OBJECTIVES -- MULTIPLE STUDENT LEARNING INDICATORS (45%)	<input type="radio"/>	<input type="radio"/>
4b. STAKEHOLDER FEEDBACK (10%)	<input type="radio"/>	<input type="radio"/>
4c. TEACHER EFFECTIVENESS OUTCOMES (5%)	<input type="radio"/>	<input type="radio"/>

5. OTHER REQUIRED ELEMENTS

Please indicate if there is a change in the 2015-16 plan based on the elements listed below.

	TEACHER		ADMINISTRATOR	
	Change	No Change	Change	No Change
5a. DEFINITION OF EFFECTIVENESS/INEFFECTIVENESS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5b. EVALUATION-INFORMED PROFESSIONAL LEARNING	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5c. IMPROVEMENT AND REMEDIATION PLAN(S)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5d. DISPUTE-RESOLUTION PROCESS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5e. CAREER DEVELOPMENT AND PROFESSIONAL GROWTH	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART B: Orientation

PART B: PROGRESS QUESTIONNAIRE

As part of the ESEA Flexibility Waiver Approval, the U.S. Department of Education requires the Connecticut State Department of Education (CSDE) to monitor the implementation of educator evaluation and support systems across the state. In this capacity, the CSDE will use the data and information collected to support local educational agencies (LEAs) to better manage the rigor and comparability of evaluation and support systems across classroom assignments, grade levels and schools.

This optional questionnaire will generate data which will allow the CSDE to provide data for LEAs to self-assess their progress on implementation in order to inform continuous improvement and to assist local and regional Professional Development and Evaluation Committees (PDECs) in monitoring the effectiveness of evaluation and support systems.

As you complete this optional questionnaire, please note that some questions ask you to comment on previous experience (2013-14) as well as current experience (2014-15). It is recommended that the administrator primarily responsible for the implementation of the educator evaluation and support system complete this questionnaire.

I. ORIENTATION

Q1. What method(s) were/are used to provide **orientation to NEW teachers and administrators** of the Educator Evaluation and Support Systems? **Check all that apply.**

	For New Teachers		For New Administrators	
	2013-14	2014-15	2013-14	2014-15
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In-person orientation sessions conducted by Regional Educational Service Centers (RESCs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-person orientation sessions conducted by the Connecticut Association of Schools (CAS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-person orientation sessions conducted by Local Educational Agencies (LEAs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-person orientation sessions conducted by third-party vendor(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-line orientation modules and/or webinar(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other method(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You selected "Other method(s)" of providing orientation for **NEW TEACHERS in 2013-14**. Please specify the method(s).

You selected "Other method(s)" of providing orientation for **NEW TEACHERS in 2014-15**. Please specify the method(s).

You selected "Other method(s)" of providing orientation for **NEW ADMINISTRATORS in 2013-14**. Please specify the method(s).

You selected "Other method(s)" of providing orientation for **NEW ADMINISTRATORS in 2014-15**. Please specify the method(s).

PART B: Training

II. TRAINING

Q2. What method(s) were/are used to provide **training required** for **NEW evaluators** using the Educator Evaluation and Support System? Check all that apply.

* If the required training was **ONLY** provided by CSDE, your response will advance you to Q4.

	For New Evaluators of Teachers		For New Evaluators of Administrators	
	2013-14	2014-15	2013-14	2014-15
The Connecticut State Department of Education (CSDE)-sponsored training *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-person training sessions conducted by Regional Educational Service Centers (RESCs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-person training sessions conducted by the Connecticut Association of Schools (CAS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-person training sessions conducted by Local Educational Agencies (LEAs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-person training sessions conducted by third-party vendor(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-line training sessions and/or webinar(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other training session(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You selected "Other training session(s)" of providing training for **NEW EVALUATORS OF TEACHERS in 2013-14**. Please specify the session(s).

You selected "Other training session(s)" of providing training for **NEW EVALUATORS OF TEACHERS in 2014-15**. Please specify the session(s).

You selected "Other training session(s)" of providing training for **NEW EVALUATORS OF ADMINISTRATORS in 2013-14**. Please specify the session(s).

You selected "Other training session(s)" of providing training for **NEW EVALUATORS OF ADMINISTRATORS in 2014-15**. Please specify the session(s).

Q3. What content did/does the **required training** for **NEW EVALUATORS** include? Please ONLY respond for NON-CSDE training, you only need to respond for the specific year where NON-CSDE training was/is provided. **Check all that apply (All options may not apply).**

	For New Evaluators of Teachers		For New Evaluators of Administrators	
	2013-14	2014-15	2013-14	2014-15
In-depth review of the observation rubric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-person observation of educator practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice on scoring/rating (e.g., objectivity, accuracy, bias, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Video-recorded examples of educator practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion of inter-rater reliability/agreement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expectations for on-going calibration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expectations for evaluation-based professional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expectations for career development and professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of improvement and remediation plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expectations of how to provide high-quality feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice on collecting data/evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of case studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You selected "Other content" for **NEW EVALUATORS OF TEACHERS in 2013-14**. Please specify the content.

You selected "Other content" for **NEW EVALUATORS OF TEACHERS in 2014-15**. Please specify the content.

You selected "Other content" for **NEW EVALUATORS OF ADMINISTRATORS in 2013-14**. Please specify the content.

You selected "Other content" for **NEW EVALUATORS OF ADMINISTRATORS in 2014-15**. Please specify the content.

Q4. How did/do **evaluators** demonstrate **proficiency/calibration** on an ongoing basis? **Check all that apply.**

	Evaluators of Teachers		Evaluators of Administrators	
	2013-14	2014-15	2013-14	2014-15
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Video-recorded examples of educator practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-person observation of educator practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-depth review of the observation rubric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice on collecting data/evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice on scoring/rating (e.g., objectivity, accuracy, bias, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of case studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other method(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You selected "Other method(s)" for **EVALUATORS OF TEACHERS** in **2013-14**. Please specify the method(s).

You selected "Other method(s)" for **EVALUATORS OF TEACHERS** in **2014-15**. Please specify the method(s).

You selected "Other method(s)" for **EVALUATORS OF ADMINISTRATORS** in **2013-14**. Please specify the method(s).

You selected "Other method(s)" for **EVALUATORS OF ADMINISTRATORS** in **2014-15**. Please specify the method(s).

PART B: Stakeholder Feedback

III. STAKEHOLDER FEEDBACK

Q5. Who provided/provides stakeholder feedback for teachers and administrators? **Check all that apply.**

	For Teachers				For Administrators		
	Parents	Peers	Students	Other	Parents and Teachers	Students	Other
2013-14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2014-15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You selected "Other(s)" who provided stakeholder feedback for **TEACHERS** in **2013-14**. Please specify.

You selected "Other(s)" who provides stakeholder feedback for **TEACHERS** in **2014-15**. Please specify.

You selected "Other(s)" who provided stakeholder feedback for **ADMINISTRATORS** in **2013-14**. Please specify.

You selected "Other(s)" who provides stakeholder feedback for **ADMINISTRATORS** in **2014-15**. Please specify.

Q6. What method(s) did/does your LEA use to gather stakeholder feedback for teachers and administrators?

	For Teachers		For Administrators	
	2013-14	2014-15	2013-14	2014-15
Surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focus groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other method(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You selected "Other method(s)" was/were used to gather stakeholder feedback for **TEACHERS** in **2013-14**. Please specify.

You selected "Other method(s)" is/are used to gather stakeholder feedback for **TEACHERS** in **2014-15**. Please specify.

You selected "Other method(s)" was/were used to gather stakeholder feedback for **ADMINISTRATORS** in **2013-14**. Please specify.

You selected "Other method(s)" is/are used to gather stakeholder feedback for **ADMINISTRATORS** in **2014-15**. Please specify.

PART B: Rubric Weightings

IV. RUBRIC WEIGHTINGS

Q7. For **teachers**, were all standards and/or domains (Note. Domain is the "standard" level in the SEED model) in your LEA's teacher observation rubric weighted equally?

Yes, they were weighted equally.

No, they were not weighted equally.

Q8. For **administrators**, with the exception of "Performance Expectation 2. Teaching and Learning," were the remaining performance expectations in your LEA's administrator observation rubric weighted equally?

Yes, they were weighted equally.

No, they were not weighted equally.

Q9. Which approach did/does your LEA use to determine summative ratings?

	For Teachers		For Administrators	
	2013-14	2014-15	2013-14	2014-15
SEED model matrix	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LEA-developed model matrix	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other CSDE-approved matrix/approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART B: Capacity Building

V. Capacity Building Technical Support

Q10. Based on your perspective, please select from the table below the 5 elements that needed the most support in terms of implementation of the new Educator Evaluation and Support Systems in your LEA.

Teacher Evaluation & Support	Administrator Evaluation & Support
1. Evaluation Process & Timeline Elements	1. Evaluation Process & Timeline Elements
1a. Orientation	1a. Orientation

1b. Goal-setting process	1b. Goal-setting process
1c. Mid-year check-in	1c. Formative review
1d. End-of-year/Summative review	1d. End-of-year/Summative review
1e. Four-level matrix rating system	1e. Four-level matrix rating system
2. Observation of Practice Elements	2. Observation of Practice Elements
2a. Observation protocol/schedule (40%)	2a. Observation protocol/schedule (40%)
2b. Observation rubric	2b. Observation rubric
2c. Evaluator training	2c. Evaluator training
2d. Evaluator proficiency/calibration	
3. Student Learning Outcomes & Stakeholder Feedback Elements	3. Student Learning Outcomes, Stakeholder Feedback & Teacher Effectiveness Outcomes Elements
3a. Goals/objectives—Indicators of academic growth and development (IAGDs) (45%)	3a. Goals/objectives—Multiple student learning indicators (45%)
3b. Parent or peer feedback (10%)	3b. Stakeholder feedback (10%)
3c. Whole-school student learning indicator(s) or student feedback (5%)	3c. Teacher effectiveness outcomes (5%)
4. Other Required Elements	4. Other Required Elements
4a. Definition of effectiveness/ineffectiveness	4a. Definition of effectiveness/ineffectiveness
4b. Evaluation-informed professional learning	4b. Evaluation-informed professional learning
4c. Improvement/remediation plan(s)	4c. Improvement/remediation plan(s)
4d. Dispute-resolution process	4d. Dispute-resolution process
4e. Career development and professional growth	4e. Career development and professional growth

For Teacher Evaluation & Support

Element needing the most support

Second

Third

Forth

Fifth

For Administrator Evaluation & Support

Element needing the most support

Second

Third

Forth

Fifth

PART B: Strengths, Accomplishments, and Challenges

VI. Strengths, Accomplishments, and Challenges

Teacher Evaluation & Support	Administrator Evaluation & Support
1. Evaluation Process & Timeline Elements	1. Evaluation Process & Timeline Elements
1a. Orientation	1a. Orientation
1b. Goal-setting process	1b. Goal-setting process
1c. Mid-year check-in	1c. Formative review
1d. End-of-year/Summative review	1d. End-of-year/Summative review
1e. Four-level matrix rating system	1e. Four-level matrix rating system
2. Observation of Practice Elements	2. Observation of Practice Elements
2a. Observation protocol/schedule (40%)	2a. Observation protocol/schedule (40%)
2b. Observation rubric	2b. Observation rubric
2c. Evaluator training	2c. Evaluator training
2d. Evaluator proficiency/calibration	

3. Student Learning Outcomes & Stakeholder Feedback Elements	3. Student Learning Outcomes, Stakeholder Feedback & Teacher Effectiveness Outcomes Elements
3a. Goals/objectives—Indicators of academic growth and development (IAGDs) (45%)	3a. Goals/objectives—Multiple student learning indicators (45%)
3b. Parent or peer feedback (10%)	3b. Stakeholder feedback (10%)
3c. Whole-school student learning indicator(s) or student feedback (5%)	3c. Teacher effectiveness outcomes (5%)
4. Other Required Elements	4. Other Required Elements
4a. Definition of effectiveness/ineffectiveness	4a. Definition of effectiveness/ineffectiveness
4b. Evaluation-informed professional learning	4b. Evaluation-informed professional learning
4c. Improvement/remediation plan(s)	4c. Improvement/remediation plan(s)
4d. Dispute-resolution process	4d. Dispute-resolution process
4e. Career development and professional growth	4e. Career development and professional growth

Q11. Using the list of required guideline elements above, what do you see as the greatest **strength(s)/accomplishment(s)** in relation to implementing the new Educator Evaluation and Support System?

Q12. Using the list of required guideline elements, what do you see as the **greatest challenge(s)** to implementing the new Educator Evaluation and Support System?

Q13. What do you see as the **greatest strength(s)/accomplishment(s) and/or challenge(s)** to implementing the new Educator Evaluation and Support System that cannot be categorized under the guideline elements?

END OF PROGRESS QUESTIONNAIRE

REMINDER CAUTIONARY NOTE: Please be aware that the individual completing the checklist **cannot** enter in data once the

[SUBMIT AND GO TO FILE UPLOAD] button is selected on this final page.

The **[SUBMIT AND GO TO FILE UPLOAD]** button below will direct you to the State of Connecticut site and the Connecticut Department of Education Portal secure server file upload to complete the final step to plan submission. You will see a prompt for a user name and password set up by the LEA Security Manager. Upon completion of the file upload, a success notification for the file upload will be generated.