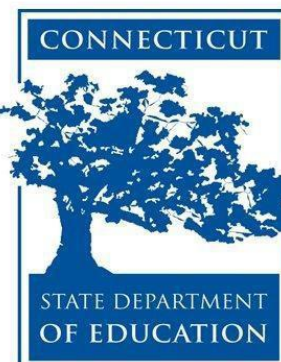


**Connecticut State
Department of Education**

**2015 SEED Handbook
Connecticut's System for
Educator Evaluation and
Development**

**Connecticut's State Model
for Educator Evaluation**

**Revised By
Cheshire Public Schools
May 2015**



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Cheshire Public Schools Educator Evaluation and Development

Quick Reference Guide

Cheshire Public School Educator Evaluation Web Page – We developed a web page for easy access to all resources, documents, and information related to Educator Evaluation. The site can be accessed at: [CPS SEED Website](#)

BloomBoard – We plan to continue to use BloomBoard as our educator evaluation management system during the 2015 – 2016 school year. All related evaluation information should be entered into BloomBoard. Appendix 7 includes copies of the forms used in the evaluation process and Appendix 8 includes directions and reference documents for using Bloomboard. In addition, forms and links for easy access are indicated in the timeline below.

OVERVIEW

Teacher Practice Indicators 50%

Observation of Teacher Performance and Practice (40%)

Use the CCT Rubric for Effective Teaching 2014 and the following observation schedule:

Tenured Teachers: 2 Year Cycle

Cycle A – 1 Formal, 1 Informal, and 1 Review of Practice

Cycle B – 3 Informal and 1 Review of Practice

Non-Tenured Teachers

Year 1 in Cheshire – 3 Formal, 2 Informal, and 1 Review of Practice

Year 2 in Cheshire – 3 Formal, 1 Informal, and 1 Review of Practice

Year 3 in Cheshire – If Rated E in Year 2: 1 Formal, 2 Informal, and 1 Review of Practice

If Rated P in Year 2: 2 Formal, 2 Informal, and 1 Review of Practice

Year 4 in Cheshire – 1 Formal, 2 Informal, and 1 Review of Practice

If previously tenured in CT but new to Cheshire:

Year 1 in Cheshire – 2 Formal, 2 Informal, and 1 Review of Practice

Year 2 in Cheshire – 1 Formal, 2 Informal, and 1 Review of Practice

Parent Feedback (10%)

Each school conducted a whole-school parent survey. Using the results of these surveys, school-level parent goals are created. Educators identify one related parent engagement goal and set an improvement target. A rating is determined by progress made toward the target at the end of the year.

Student Outcome Related Indicators 50%

Student Growth and Development Indicator (45%)

Educators set one Student Learning Objective (SLO) with at least two Indicators of Academic Growth (IAGDs). A rating is determined by progress made on each IAGD for the SLO.

Whole-School Student Learning Indicator (5%)

The whole-school learning indicator for educators is determined by the aggregate rating for multiple student learning indicators established for the building principals' student learning evaluation rating.

TIMELINE

	Date/When	Action/Activity	Form/Link
August 2015	August 24, 2015	Evaluation Orientation Overview	
September 2015	30 Minute Time After School	Educator Reflection and Goal Setting Planning: SLO Phase #1 Review Data; Review CCT Rubric for Focus Area; and Review School Parent Goals to Establish a Parent Feedback Goal <i>(In order to find the Goal Setting Conference Form in BloomBoard, the evaluator must schedule the conference.)</i>	Goal Setting Form – Appendix 7 CPS SEED Website
October 2015	30 Minute Time After School	Educator Reflection and Goal Setting Planning: SLO Phase #2 – Develop One Goal with 2 IAGDs; One Parent Feedback Goal; and Decide on CCT Focus Area	Goal Setting Form – Appendix 7 CPS SEED Website
	By October 26, 2015	“Share” Goal Setting Form with Evaluator in BloomBoard that Includes: SLO, Focus Area, and Parent Feedback Goal	
November 2015	November 3, 2015	Educator Goal Setting Conference: Meet with Evaluator to Finalize SLO Focus Area, and Parent Feedback Goal Time for Self-Directed Exploration of Professional Learning Resources and/or Participation in Collaborative Learning Groups aligned with SLO; Focus Area; and Parent Feedback Goal	
	By November 15, 2015	Evaluator Approves SLO	
	30 Minute Time After School	Self-Directed Learning and/or Participation in Collaborative Learning Groups	
December 2015	30 Minute Time After School	Self-Directed Learning and/or Participation in Collaborative Learning Groups	
January 2016	30 Minute Time After School	SLO Phase #3 Monitor Student Progress by Reflecting and Preparing For The Mid-Year Check-in Conference: Collect and Reflect on Evidence to Date Related to SLO; Focus Area; and/or Parent Feedback Goal <i>(In order to access the Mid-Year Check-in Conference Form in BloomBoard, the evaluator must schedule the conference.)</i>	Mid-Year Reflection Form – Appendix 7 CPS SEED Website
February 2016	30 Minute Time After School	Prepare the Mid-Year Reflection Form in BloomBoard	Mid-Year Reflection Form – Appendix 7 CPS SEED Website
	Prior to the Mid-Year Check-In Conference	At Least One Week Prior to the Mid-Year Conference: “Share” Mid-Year Reflection Form with Evaluator In BloomBoard	Mid-Year Reflection Form – Appendix 7 CPS SEED Website
	By the End of February	Hold Mid-Year Check-in Conference: Review and Discuss Progress on SLO; Focus Area; and Parent Goal as well as Make Revisions	

March 2016	30 Minute Time After School	Self-Directed Learning and/or Participation in Collaborative Learning Groups	
April 2016	30 Minute Time After School	Self-Directed Learning and/or Participation in Collaborative Learning Groups	
May 2016	30 Minute Time After School	Complete the Educator Self-Assessment Form in BloomBoard Related to your SLO (SLO Phase #4 Assessment); Focus Areas; and Parent Feedback Goal <i>(In order to access the End-of-Year Educator Reflection Form in BloomBoard, the evaluator must schedule the End-of-Year Conference.)</i>	Educator Reflection Form – Appendix 7 CPS SEED Website
	Prior to End-of-Year Conference	At Least Two Days Prior to the End-of-Year Conference: “Share” Educator Reflection Form with Evaluator in BloomBoard	Educator Reflection Form – Appendix 7 CPS SEED Website
June 2016	By June 10, 2016	End-of-Year Conference: Evaluator and Educator Meet to Discuss All Evidence and to Discuss Component Ratings	
	Immediately After the End-of-Year Conference (No Later Than June 30, 2016)	Evaluator Calculates Scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators for a Final Summative Rating	

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Introduction

Excellent schools begin with great school leaders and teachers. The importance of highly-skilled educators is beyond dispute as a strong body of evidence now confirms what parents, students, teachers and administrators have long known: effective teachers are among the most important school-level factor in student learning, and effective leadership is an essential component of any successful school.

The Connecticut State Department of Education (CSDE) is committed to raising the overall quality of our schools' workforce. To meet this goal, the state, in partnership with local and regional school districts and many other stakeholder groups, aims to create a comprehensive approach to supporting and developing Connecticut's educators so that the state prepares, recruits, hires, supports, develops and retains the best educators to lead our classrooms and schools.

Educator evaluation is the cornerstone of this holistic approach and contributes to the improvement of individual and collective practice. High-quality evaluations are necessary to inform the individualized professional learning and support that all educators require. Such evaluations also identify professional strengths which should form the basis of new professional opportunities. High-quality evaluations are also necessary to make fair employment decisions based on teacher and administrator effectiveness. Used in this way, high-quality evaluations will bring greater accountability and transparency to schools and instill greater confidence in employment decisions across the state.

Connecticut's System for Educator Evaluation and Development (SEED) is a model evaluation and support system that is aligned to the **Connecticut Guidelines for Educator Evaluation** (Core Requirements), which were adopted by the Performance Evaluation Advisory Council (PEAC) in June of 2012. In February 2014, PEAC adopted additional flexibilities to the existing core requirements for teacher evaluation in response to feedback from various stakeholder groups. These flexibility options are described in subsections 2.9 and 2.10 of the Core Requirements.

The SEED model was informed by a large body of research, including the Gates Foundation's **Measures of Effective Teaching (MET)** study. In 2012-13, ten districts/district consortia piloted SEED and provided feedback through an implementation study conducted by the University of Connecticut Neag School Of Education which further guided the model design.

The system clearly defines effective practice, encourages the exchange of accurate, useful information about strengths and development areas, and promotes collaboration and shared ownership for professional growth. The primary goal of Connecticut's educator evaluation and support system is to develop the talented workforce required to provide a superior education for Connecticut's 21st-century learners.

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by P.A. 13-245, the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher. For the purposes of this document, the term “teacher” refers to any teacher serving in a position requiring teacher certification within a district, but not requiring a 092 certification. Furthermore the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each administrator who serves in a role requiring a 092 certification, in accordance with the requirements of Connecticut General Statutes.

DESIGN PRINCIPLES

Purpose and Rationale

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students’ success than high-quality teachers and effective leaders. To support our teachers and administrators, we need to clearly define excellent practice and results, give accurate, useful information about educators’ strengths and development areas and provide opportunities for professional learning, growth and recognition. The purpose of the Connecticut’s educator evaluation and support model is to fairly and accurately evaluate performance and to help each educator strengthen his/her practice to improve student learning.

Core Design Principles

The following principles guided the design of the teacher and administrator evaluation models, developed in partnership with Education First and New Leaders:

- Consider multiple standards-based measures of performance;
- Emphasize growth overtime;
- Promote both professional judgment and consistency;
- Foster dialogue about student learning;
- Encourage aligned professional learning, coaching and feedback to support growth; and
- Ensure feasibility of implementation.

Consider multiple, standards-based measures of performance

An evaluation and support system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of an educator’s performance. The new model defines four components of teacher effectiveness: student growth and development (45%), teacher performance and practice (40%), parent feedback (10%) and whole-school student learning indicators (5%). The model defines four components of administrator effectiveness: multiple student learning indicators (45%), leadership practice (40%), stakeholder feedback (10%) and teacher effectiveness outcomes (5%).

The four components of the SEED model are grounded in research-based standards for educator effectiveness, Common Core State Standards, as well as Connecticut's standards: The Connecticut Common Core of Teaching (CCT); the Common Core of Leading (CCL): Connecticut School Leadership Standards; the Connecticut Framework K-12 Curricular Goals and Standards; the Smarter Balanced Assessments¹; and locally-developed curriculum standards.

Emphasize growth over time

The evaluation of an educator's performance should consider his/her improvement from an established starting point. This applies to professional practice focus areas and the student outcomes they are striving to reach. Attaining high levels of performance matters—and for some educators maintaining high results is a critical aspect of their work—but the model encourages educators to pay attention to continually improving their practice. The goal-setting process in this model encourages a cycle of continuous improvement over time.

Promote both professional judgment and consistency

Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances of how teachers and leaders interact with one another and with students. Synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, educators' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between evaluations of practice and support fairness and consistency within and across schools.

Foster dialogue about student learning

In the quest for accuracy of ratings, there is a tendency to focus exclusively on the numbers. The SEED model is designed to show that of equal importance to getting better results is the professional conversation between an educator and his/her supervisor which can be accomplished through a well-designed and well-executed evaluation and support system. The dialogue in the SEED model occurs more frequently and focuses on what students are learning and what administrators can do to support teaching and learning.

Encourage aligned professional learning, coaching and feedback to support growth

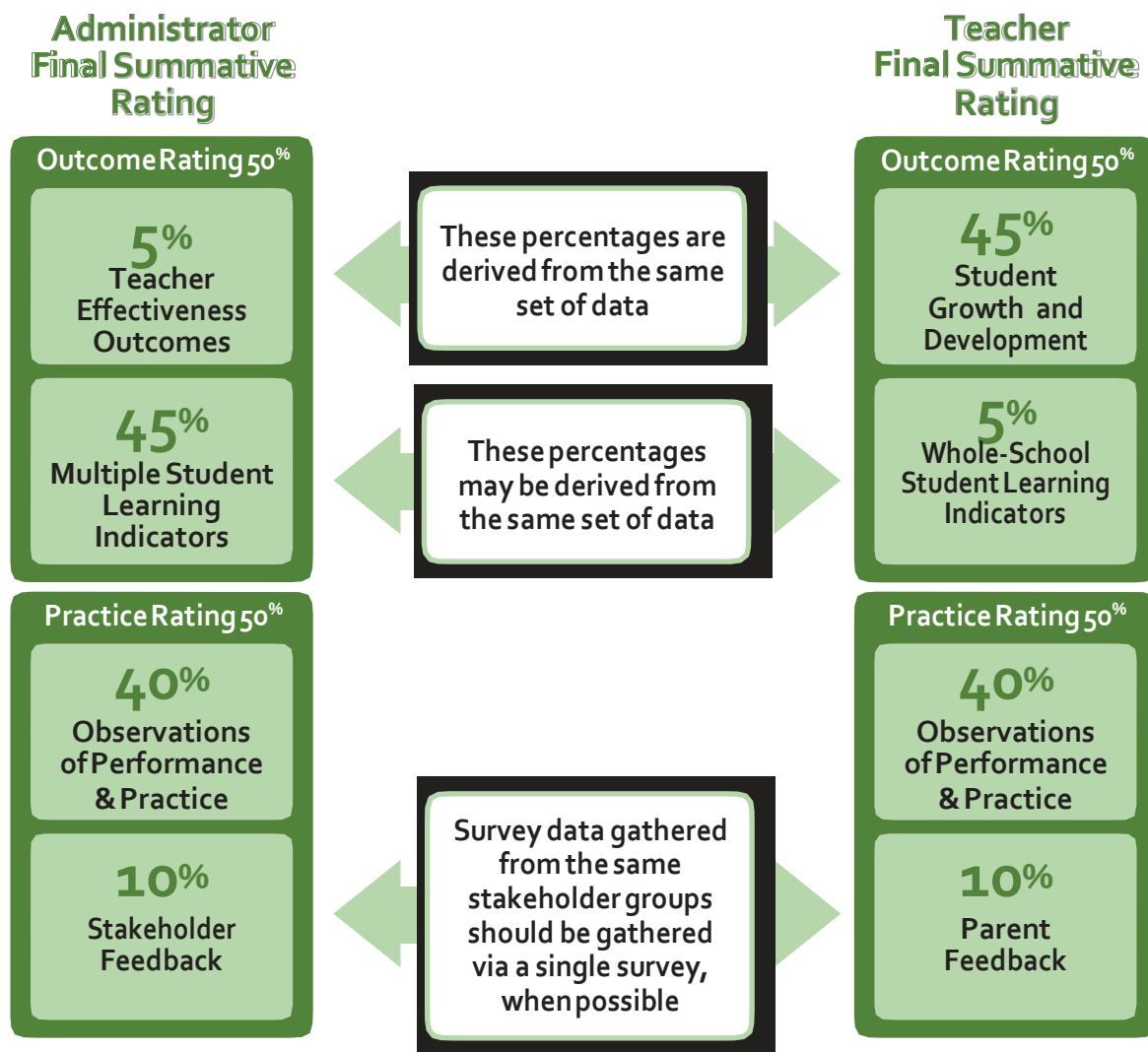
Novice and veteran educators alike deserve detailed, constructive feedback and professional learning tailored to the individual needs of their classrooms and students. SEED promotes a shared language of excellence to which professional learning, coaching and feedback can align to improve practice.

¹ Smarter Balanced Assessments will be administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. Pending approval of the waiver submitted to the United States Department of Education (USED) the CSDE has requested continued flexibility, through at least the 2015-16 school year, regarding the requirement to incorporate the state test as a measure of student growth in educator evaluation.

Ensure feasibility of implementation

Implementing the SEED model revised by the Cheshire Public Schools will require hard work. Educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. Sensitive to the tremendous responsibilities and limited resources that administrators have, the model is aligned with other responsibilities (e.g., writing a school improvement plan) and emphasizes the need for evaluators to build important skills in setting goals, observing practice and providing high-quality feedback. The model aims to balance high expectations with flexibility for the time and capacity considerations within districts.

Improving student achievement sits at the center of the work for all educators. The SEED model recognizes that student learning is a shared responsibility between teachers, administrators and district leaders. When teachers and administrators develop goals and objectives in a way that supports overall school improvement, opportunities for success have no boundaries. Therefore, by design, the SEED model creates a relationship between component ratings for teachers and administrators as depicted in the diagram below.



For clarity, see the example below to illustrate how administrators receive a final summative rating for Teacher Effectiveness Outcomes (5%) as derived from teachers' aggregate final summative rating for Student Growth and Development (45%):

Example:

Administrator Final Summative Rating (5%) Teacher Effectiveness Outcomes	Teacher Final Summative Rating (45%) Student Growth and Development
The administrator receives a final summative rating of professional (3) for Teacher Effectiveness Outcomes (5%) if...	the aggregate final summative rating for Student Growth and Development (45%) for greater than 60% of staff is professional (3).

See the example below to illustrate how teachers receive a final summative rating for Whole-School Student Learning Indicator as derived from an administrator's final summative rating for Multiple Student Learning Indicators (45%):

Example:

Administrator Final Summative Rating (45%) Multiple Student Learning Indicators	Teacher Final Summative Rating (5%) Whole-School Student Learning Indicators
If the administrator receives a final summative rating of professional (3) for Multiple Student Learning Indicators (45%) then...	Teachers evaluated by that administrator receive a final summative rating of professional (3) for the Whole-School Student Learning Indicator (5%) rating.

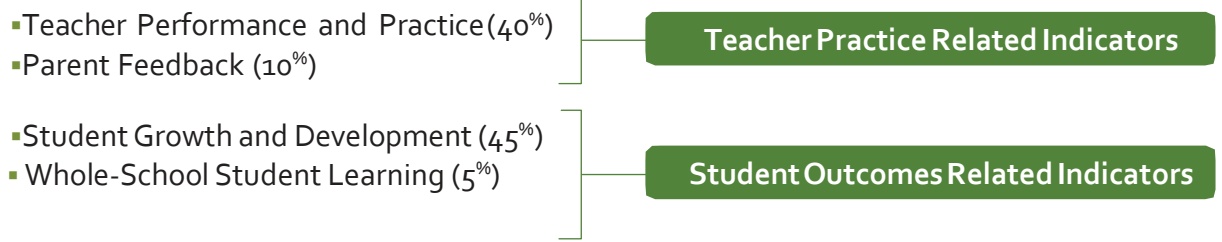
Teacher Evaluation and Support in Cheshire

The CSDE designed model for the evaluation and support of teachers in Connecticut is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), developed by a diverse group of educators in June 2012 and based upon best practice research from around the country. The contents of this document are meant to guide districts in the implementation of Connecticut's SEED model. The CSDE, in consultation with PEAC and the State Board of Education (SBE), may continue to refine the tools provided in this document for clarity and ease of use.

Our District Evaluation Task Force met several times during the 2014-15 school year to assess SEED implementation in our district and recommend adjustments to the SEED plan for Cheshire Public Schools. In January 2015, a SEED Implementation Survey was administered to all educators in Cheshire to elicit feedback about ways to improve of the evaluation plan. Survey result highlights include: 1. Approximately 80% or more of the survey respondents indicated that they have an excellent or good understanding of the

requirements of each of the SEED components (teacher performance and practice 91%; parent feedback 82%; student growth and development 91%; and whole school learning 78%). 2. Approximately 90% or more of the survey respondents indicated that they have an excellent or good understanding of the requirements of each of the SEED meetings (goal setting 92%, pre-observations conference 91%, formal observation post conference 91%, mid-year check-in conference 89%, and end-of-year conference 91%). 3. 57% of survey participants indicated that observation ratings and tags by their evaluator were helpful or very helpful while 41% indicated that the ratings and tags were "somewhat helpful". 4. 53% of survey participants indicated that the post observation conference meeting supported their growth and learning last year. The full survey results can be accessed at [CPS SEED Survey - 2015](#). Our District Evaluation Task Force reviewed all survey comments and results to make revisions to this document and our evaluation process. This handbook, CSDE SEED-Revised by Cheshire Public Schools includes the changes made to the SEED model for our district for the 2015-2016 school year. Our District Task Force will continue to meet during next school year to assess and monitor progress as well as determine changes in our plan for the following year.

The **Cheshire** SEED model for teacher evaluation and support includes specific guidance for the four components of teacher evaluation*:



We created a **Cheshire Public Schools SEED website** for all information and resources related to educator evaluation in Cheshire.

It is also located on the Cheshire Public Schools portal: <https://sites.google.com/a/cheshire.k12.ct.us/cpsstaff/> and click on the icon labeled **SEED CPS Site**.

Teacher Evaluation Overview

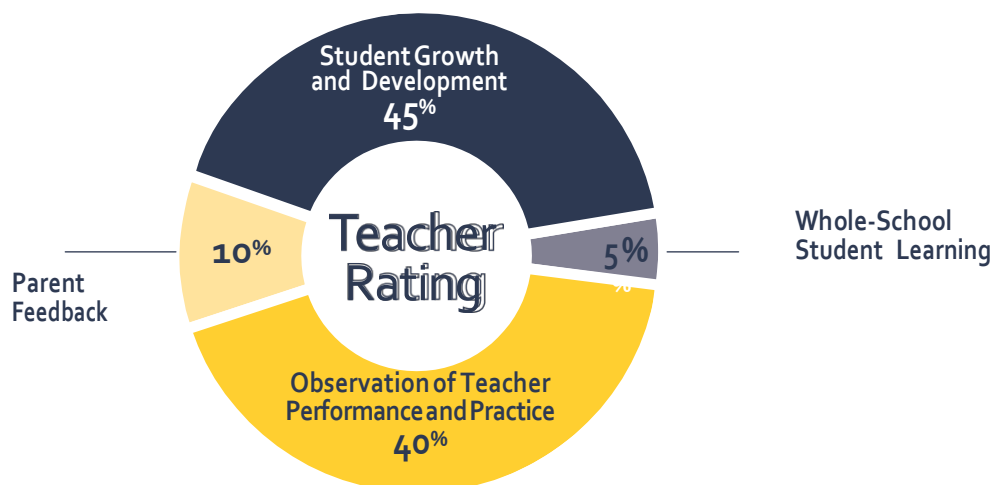
Teacher Evaluation and Support Framework

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

- 1. Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:
 - (a) Observation of Teacher Performance and Practice (40%)** as defined within the *CCT Rubric for Effective Teaching 2014*, which articulates four domains and twelve indicators of teacher practice
 - (b) Parent Feedback (10%)** on teacher practice through **school-based survey results**
- 2. Student Outcomes Related Indicators:** An evaluation of teachers' contributions to student academic progress at the school and classroom level. There is also an option in this category to include student feedback. This area is comprised of two components:
 - (a) Student Growth and Development (45%)** as determined by the teacher's Student Learning Objectives (SLO) and associated Indicators of Academic Growth and Development (IAGDs)
 - (b) Whole-School Measures of Student Learning (5%)** as determined **by the building administrator's SLO rating**

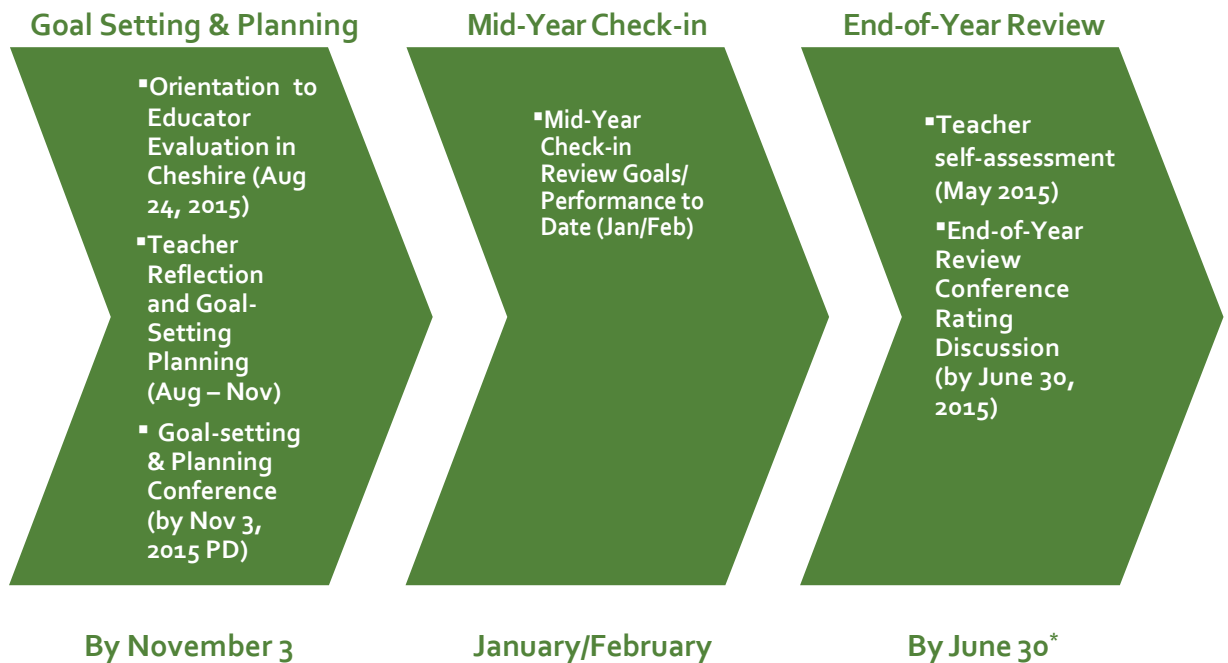
Scores from each of the four components will be combined to produce a summative performance rating designation of *Exemplary*, *Professional*, *Developing* or *Below Standard*. The performance levels are defined as:

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



Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three conferences, which guide the process at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.



**If state test data may have a significant impact on a final rating, a final rating may be revised by September 15, when state test data are available.*

GOAL-SETTING AND PLANNING:

Timeframe: **November 3, 2015 (PD Day)**

but must be completed by November 15

- 1. Orientation on Process** – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice focus areas and Student Learning Objectives (SLO), and they will commit to set time aside for the types of collaboration required by the evaluation and support process.
- 2. Teacher Reflection and Goal-Setting** – The teacher examines student data, prior year evaluation and survey results, and the *CCT Rubric for Effective Teaching 2014* to draft a proposed performance and practice focus area, a parent feedback goal, **one SLO** and a student feedback goal (if required) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.
- 3. Goal-Setting Conference** – The evaluator and teacher meet to discuss the teacher's proposed focus area, goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed focus area(s), goals and objectives if they do not meet approval criteria.

MID-YEAR CHECK-IN:

Timeframe: January and February

1. **Reflection and Preparation** – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
2. **Mid-Year Conference** – The evaluator and teacher complete at least one mid-year check-in conference during which they review evidence related to the teacher practice focus area and progress towards the SLO and other goals. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of the SLO to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her focus area.

END-OF-YEAR SUMMATIVE REVIEW:

Timeframe: May and June; must be completed by June 30

1. **Teacher Self-Assessment** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the Goal-Setting Conference.
2. **End-of-Year Conference** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30².
3. **Scoring** – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings once the end-of-year conference has taken place. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if this data would significantly change the Student Outcomes Related Indicators final rating. Such revisions should take place as soon as state test data are available and before September 15.

² The district superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June 1, each year. Not later than **June 30**, of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the CSDE.

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

All evaluators are required to complete extensive training on the Cheshire Public Schools revised SEED evaluation and support model. The purpose for our training sessions are to help our district evaluators use the observation and evaluation tools that will result in evidence-based classroom observations; professional learning opportunities linked to evaluation feedback and improved student performance. Evaluator training sessions will highlight the important aspects of the Cheshire revised SEED evaluation and support model and changes for 2015. Participants will discuss learning from this school year and strategize on how best to improve the process during the 2014 -2015 school year.

During our 2015 - 2016 Administrative Council and K-12 meetings, we plan to devote time to evaluator training to give evaluators the opportunity to:

- Identify student learning and effective teaching strategies aligned with the CCT Rubric for Effective Teaching 2014;
- Establish a common language to promote a culture for learning and professionalism using the CCT Rubric for Effective Teaching 2014;
- Share strategies for effective coaching to support meaningful conversations that encourage a growth mindset;
- Present and discuss data from district evaluations this school year (BloomBoard) to establish inter-rater reliability through calibrations of observers interpretations of actual district evaluation evidence; and
- Collaborate with fellow colleagues to deepen understanding of content.
- Participate in "Collegial Calibration" sessions to foster consistency in observation ratings and evaluation feedback among district evaluators aligned with the CCT rubric for effective teaching and our evaluation plan.

Participants in the training will have opportunities to interact with colleagues and engage in practice and proficiency exercises to:

- Deepen understanding of the evaluation criteria and components of the 2014 Cheshire Revised SEED plan;
- Define professional and exemplary teaching;
- Collect, sort and analyze evidence across a continuum of performance using data from district evaluations during the 2014 – 2015 school year;
- Engage in professional conversations and coaching scenarios;
- Determine a final summative rating across multiple indicators as aligned to our district observation schedule and protocol; and
- Develop consistency in ratings and feedback through participation in collegial calibration sessions.

Completion of the on-going training and demonstration of proficiency using established criteria enables evaluators to begin to engage in the evaluation and support process. District evaluators will demonstrate proficiency using established criteria aligned district data and observation evidence linked to the 2014 CCT Rubric for Effective Teaching. Throughout the 2015 – 2016 school year during Administrative Council and K-12 meetings, time will be devoted to ongoing calibration activities to ensure evaluator consistency in our district. Evaluators will participate in collegial calibration sessions to demonstrate proficiency in using the evaluation framework/rubric to measure and provide feedback on teacher performance and practice.

At the request of a district or employee, the CSDE or a third-party entity approved by the CSDE will audit the evaluation components that are combined to determine an individual's summative rating in the event that such components are significantly dissimilar (i.e., include both *exemplary* and *below standard* ratings) ratings in different components. In these cases, the CSDE or a third-party entity will determine a final summative rating.

Additionally, there is an annual audit of evaluations. "The CSDE or a third-party designated by the CSDE will audit ratings of *exemplary* and *below standard* to validate such *exemplary* or *below standard* ratings by selecting ten districts at random annually and reviewing evaluation evidence files for a minimum of two educators rated *exemplary* and two educators rated *below standard* in those districts selected at random, including at least one classroom teacher rated *exemplary* and at least one teacher rated below standard per district selected." [Connecticut Guidelines for Educator Evaluation 2.8 (3)]

Support and Development –

Evaluation alone cannot hope to improve teacher practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. The Cheshire vision for professional learning is that each and every Cheshire educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. For Cheshire's students to graduate college and career ready, educators must engage in strategically planned, well supported, standards-based, continuous professional learning focused on improving student outcomes.

Throughout the process of implementing Connecticut's SEED and Cheshire's model of educator evaluation, in mutual agreement with their evaluators all teachers will identify professional learning needs that support their goal and objectives. The identified needs will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide or district-wide professional learning opportunities.

Points for Consideration:

Connecticut's Definition for 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. Best practices include:

- Creating learning communities committed to continuous improvement, collective responsibility, accountability and goal alignment;
- Prioritizing, monitoring and coordinating resources tied to goals /objectives and evidence-based feedback provided as part of the evaluation process;
- Aligning job-embedded professional learning with school and district goals and priorities, curriculum and assessments.

Another key component of success is the development of leadership capacity in these alignment and coherence efforts.

This is accomplished by:

- Developing well-supported and effective coaches, teacher leaders, and principals who are strategically selected based on valid indicators of effectiveness; empowered to support and monitor teacher learning; and provide meaningful, evidence-based, actionable feedback that supports teachers' reflection and analysis of their practice.
- Creating structures and systems that enable teams of educators to engage in job-embedded professional learning on an ongoing basis.

Connecticut's Standards for Professional Learning will be available in Spring 2015 and can be found [here](#) when released.

Improvement and Remediation Plans – Tenured Teachers

The Teacher Assistance Plan in the Cheshire Public Schools is designed, in collaboration with the evaluatee and his/her exclusive bargaining representative, to provide a tenured evaluatee with the help necessary to meet the requirements and standards of his or her position aligned with SEED. The Assistance Plan provides opportunities for both the tenured evaluatee and the evaluator to propose professionally certified district personnel who will provide assistance and support in the teacher assistance process as well as resources and professional learning experiences to support growth. It is important to note that the Assistance Plan will run concurrently with the requirements and work done as part of the teacher's participation in SEED. Forms for assistance plans can be found in Appendix 3.

Types of Support

The Assistance Plan has two distinct types of support:

- 1) **Structured Support:** In general, structured support is planned to provide short-term assistance when a specific area of need is identified for a tenured teacher at any time during the school year.
- 2) **Intensive Assistance:** Intensive assistance is support given after a summative rating of developing is attained by a tenured teacher. The Intensive Assistance plan is implemented for the entire school year. At the end of the intensive support year, a summative rating of developing or below standard for that teacher will determine the need to move to termination. A summative rating of professional or exemplary will place that teacher back to the regular SEED plan. However, this teacher will receive 2 Formal Observations, 2 Informal Observations, and 1 Review of Practice in the initial year beyond intensive support to continue to monitor and support the teacher's growth and progress.

The following guidelines indicate the level of support based on a teacher's summative rating:

Tenured Teachers Summative Evaluation Rating:

- If a tenured teacher's overall summative performance is rated:
- Below Standard - Move to termination
- Developing - It signals the need for intensive support. (NOTE: If a tenured teacher's performance is rated developing for two sequential ratings, it signals the need to move to termination.)
- Professional or Exemplary - Continue in SEED

STRUCTURED SUPPORT

Structured Support: A tenured educator will receive structured support when an area(s) of concern is identified or a below standard rating on the Common Core of Teaching Rubric Indicators for Effective Teaching 2014 is received during formal, informal, and/or review of practice observations or at any time during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.

After consultation with the evaluatee and his/her exclusive bargaining representative, the designated evaluator will provide, in writing, to the evaluatee the following information:

- A statement of the objective(s) to be accomplished with the expected level of performance. The objective(s) should be aligned with the Common Core of Teaching Rubric for Effective Teaching 2014.
- A statement defining the amount and type of assistance and the frequency of observations with written feedback or conferences or meetings, etc., which will generally be no fewer than one every other school week.
- A statement identifying resources, support and other strategies to be provided.
- A timeline not to exceed 45 school days. Days of absence for either evaluator or evaluatee shall be added to extend the timeline.

When the timeline has expired, the designated evaluator will complete the Teacher Assistance Evaluation Report, which includes the job status decision. The job status decision shall be made on the basis of teacher observation and practice as defined in the Common Core of Teaching Rubric for Effective Teaching 2014. If the designated evaluator determines that said teacher met the “professional” standard for the identified need area at the end of 45 days, the teacher will move out of the structure support plan. If the designated evaluator determines that said teacher did not meet the “professional” standard at the end of 45 days, the decision will result in LEVEL 2 structured support (NOT to exceed another 45 days) and a new plan is written after consultation with the evaluatee and his/her exclusive bargaining representative. The evaluatee will be given the option to have a different evaluator support the level 2 structured support plan for the next 45 days. The assistant superintendent for instructional services will assign the level 2 structure support evaluator. However, the original evaluator will continue to serve as the SEED evaluator.

Level 2 - Structured Support

When the additional timeline (not to exceed 45 school days), has expired, the designated evaluator will complete the Teacher Assistance Evaluation Report, which includes the job status decision. If the designated evaluator determines that said teacher met the “professional” standard for the identified need area at the end of 45 days, the teacher will move out of the structure support plan. If the designated evaluator determines that said teacher did not meet the “professional” standard at the end of 45 days, the decision will result in LEVEL 3 structured support (NOT to exceed another 45 days) and a new plan is written after consultation with the evaluatee and his/her exclusive bargaining representative. The evaluatee will be given the option to have a different evaluator support the structured support plan for the next 45 days. The assistant superintendent for instructional services will assign the level 3 structured support evaluator. However, the original evaluator will continue to serve as the SEED evaluator but an option will be considered by the assistant superintendent to reassign the SEED evaluator as needed.

Level 3 - Structured Support

When the additional timeline, if any, has expired, the designated evaluator will complete the Teacher Assistance Evaluation Report, which includes the job status decision. If the designated evaluator determines that said teacher met the “professional” standard at the

end of the extended period (not to exceed 45 days), the teacher will move out of the structured support plan. If the designated evaluator determines that said teacher did not meet the “professional standards” but was rated “developing” at the end of such period, the evaluator will consider termination or the development of a new 45 day plan. If a new plan is developed, it will be written after consultation with the evaluatee and his/her exclusive bargaining representative. If the designated evaluator determines that said teacher was rated “below standard” at the end of such period, the evaluator will consider termination.

INTENSIVE ASSISTANCE

Intensive Assistance: A tenured educator will receive intensive assistance when he/she earns an overall summative performance rating of developing. This support is intended to assist an educator who is having difficulty consistently demonstrating the “professional” standard on the summative evaluation and could be deemed ineffective the following year if he/she receives a second sequential developing summative rating. The evaluator will outline the need areas that contributed to the rating of developing and consult with the evaluatee and his/her exclusive bargaining representative, to create a support plan to improve in the identified need areas. An educator/evaluatee that receives intensive assistance will come off the A/B evaluation cycle schedule and be placed on the intensive assistance cycle that will include at least 3 formal observations, 2 informal observations; and 1 review of practice.

A written intensive support plan will be created with consultation with the evaluatee to gain input in the development of plan. After consultation with the evaluatee, the designated evaluator will provide, in writing, to the evaluatee the following information:

- Need Area(s)
- Resources, support and other strategies to be provided to address the documented need area(s). The evaluatee will come off the A/B evaluation cycle schedule and be placed on the intensive assistance cycle that will include a minimum of 3 formal observations, 2 informal observations; and 1 review of practice
- Timeline for implementing the resources, support and other strategies
- Check-in Meetings: At least monthly, the evaluator and evaluatee will meet to review the plan and process towards the indicators of success. The check in meeting dates will be set as part of this plan.
- Indicators of Success: Summative rating of “professional” or better at the summative evaluation conference.

*The option will be given to the evaluatee to have a different evaluator to complete the evaluation process and support the intensive assistance plan for this evaluatee during the following school year. The assistant superintendent for instructional services will assign intensive assistance cycle evaluator.

During the summative end of the year conference, the designated evaluator will complete the Teacher Assistance Evaluation Report, which includes the job status decision.

- If the end of the year summative evaluation determines that said teacher met the overall professional standard or better, the teacher will move out of the intensive assistance support plan. The evaluatee will move to Evaluation Cycle A and in consultation with the evaluatee, the evaluator will establish a minimum of 2 Formal Observations, 2 Informal Observations, and 1 ROP in the initial year beyond intensive support.
- If the designated evaluator determines that said teacher did not meet the “professional” standard for the summative rating at the end of the year, the decision will result in a decision to move to termination for ineffectiveness.

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 teachers.

Examples of such opportunities include, but are not limited to: having peers observe teaching; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers; leading Professional Learning Communities; serving as a workshop facilitator; and focused professional learning based on goals for continuous growth and development.

Points for Consideration:

Creating Sustainable Teacher Career Pathways: A 21st Century Imperative

In 2013, the National and State Teachers of the Year (NSTOY) defined the conditions necessary to create comprehensive teacher career pathways as outlined below:

- Re-examine district human resource policies to see if they are effective in recruiting teachers who are high academic achievers; identify and manage talent; and provide diverse and flexible career options as part of retaining “high achievers.”
- Re-think the one teacher/one classroom organization of schools to facilitate new staffing structures that differentiate roles of teachers and extend the reach of highly effective teachers.
- Implement flexible job structures that recognize the life and career cycles of teachers, such as sabbaticals, job-sharing, and part time work.
- Take advantage of technology in extending the reach of highly effective teachers through blended learning structures and promoting teacher collaboration and professional development through social media and other technological tools.

<http://www.nnstoy.org/download/Final%20updated%20Research%20Report.pdf>

The NEA Teacher Leader Model Standards help to define how teacher leadership can be distinguished from, but work in tandem with, administrative leadership roles to support effective teaching and promote student learning.

<http://www.nea.org/home/43946.htm>

Teacher Practice Related Indicators

The Teacher Practice Related Indicators evaluate the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice. Two components comprise this category:

- Teacher Performance and Practice, which counts for 40%; and
- ParentFeedback, which counts for 10%.

These two components will be described in detail below:

Component #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice component is a comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify strong practice, to identify teacher development needs and to tailor support to meet those needs.

Teacher Practice Framework- *CCT Rubric for Effective Teaching 2014*

The *CCT Rubric for Effective Teaching 2014*, as revised in 2014, is available on the [Cheshire Public Schools SEED website](#) and in Appendix 5. It represents the most important skills and knowledge that teachers need to demonstrate in order to prepare students to be career, college and civic ready. The rubric was revised through the collaborative efforts of the CSDE, representatives from the regional educational service centers (RESCs), the Connecticut Association of Schools (CAS), the two statewide teachers' unions and teachers and school leaders with experience in using the observation instrument. The *CCT Rubric for Effective Teaching 2014* is aligned with the CCT and includes references to **Connecticut Core Standards** and other content standards. The *CCT Rubric for Effective Teaching 2014* is organized into four domains, each with three indicators. Forty per cent of a teacher's final annual summative rating is based on his/ her performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

Student and Educator Support Specialist (SESS) Practice Framework- *CCT Rubric for Effective Service Delivery 2014*

The *CCT Rubric for Effective Service Delivery* will be a new addition to the SEED Model but also available for use by any district as part of their Educator Evaluation and Support Plan. The 2014 version is currently undergoing a validation study that will be complete in May 2015. It is expected that the *CCT Rubric for Effective Service Delivery 2015* will be available on the [Cheshire Public Schools SEED website](#) in June 2015 and include revisions that have been proposed by a large representation of CT service providers. Any district using the SEED Model in its entirety will be expected to use this rubric in the evaluation of selected service providers.

Evidence Generally Collected Through In-Class Observations

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

DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning³	DOMAIN 2: Planning for Active Learning
<p><i>Teachers promote student engagement, independence and inter-dependence in learning and facilitate a positive learning community by:</i></p> <ul style="list-style-type: none"> 1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students 1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students; and 1c. Maximizing instructional time by effectively managing routines and transitions. 	<p><i>Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 2a. Planning 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; and 2c. Selecting appropriate assessment strategies to monitor student progress.
DOMAIN 3: Instruction for Active Learning	DOMAIN 4: Professional Responsibilities and Teacher Leadership
<p><i>Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:</i></p> <ul style="list-style-type: none"> 3a. Implementing instructional content for learning; 3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies; and 3c. Assessing student learning, providing feedback to students and adjusting instruction. 	<p><i>Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others and leadership by:</i></p> <ul style="list-style-type: none"> 4a. Engaging in continuous professional learning to impact instruction and student learning; 4b. Collaborating with colleagues to examine student learning data and to develop and sustain a professional learning environment to support student learning; and 4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.

³ Domain 5 Assessment is embedded throughout the four domains.



Observation Process

Observations in and of themselves are not useful to teachers – it is the feedback, based on observations, that helps teachers reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback to inform their practice throughout the year.

Therefore, in the SEED teacher evaluation and support model:

Each teacher should be observed through both formal and informal observations as defined below.

- **Formal (F):** In - class observations that last at least 30 minutes with a pre - conference meeting and a post- observation conference, which includes timely written and verbal feedback.
- **Informal (I):** In-class observations that last at least ten minutes and are followed by written feedback.
- **Non-classroom observations/reviews of practice (ROP):** Out of the classroom observation of at least 15 minutes that may include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts, or review of lesson/unit plans; with written feedback.

PLEASE NOTE: *reviewing lesson plans in a pre-conference, prior to a scheduled observation, generally provides evidence for the planning domain and is considered a part of the formal observation process. It is not a separate observation or review of practice.*

- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations
- In general, written feedback should be provided within two weeks of an observation and/or review of practice.

Observation Schedule:

- Non-tenured Teachers:
 - Year 1 in Cheshire – 3F/2I/1ROP
 - Year 2 in Cheshire – 3F/1I/1ROP
 - Year 3 in Cheshire - (In Year 2: if E: 1F 2I 1ROP; if P: 2F 2I 1ROP)
 - Year 4 in Cheshire - 1F 2I 1ROP
- *If previously tenured in CT but new to Cheshire:
 - Year 1– 2F 2I 1ROP
 - Year 2– 1F 2I 1ROP
- Tenured Teachers: Cheshire: 2 Year Cycle:
 - Cycle A – 1F, 1I, 1ROP Cycle B – 3I, 1ROP

PLEASE NOTE: Teachers needing placement on the cycle for tenured teachers will be placed on Cycle A on the plan.

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for establishing the context for the lesson, providing information about the students to be observed and setting expectations for the observation process and provide the evidence for Domain 2: Planning for Active Learning. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against the *CCT Rubric for Effective Teaching 2014* and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- Begins with an opportunity for the teacher to share his/her reflections on the lesson;
- Cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made and where future observations may focus;
- Involves written and verbal feedback from the evaluator; and
- Occurs within a timely manner, typically within five business days.

Classroom observations generally provide the most evidence for Domains 1 and 3 of the *CCT Rubric for Effective Teaching 2014*. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4. Both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the *CCT Rubric for Effective Teaching 2014*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4 of the *CCT Rubric for Effective Teaching 2014*. These interactions 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 other teachers and/or attendance records from professional learning or school-based activities/events.

Feedback

The goal of feedback is to help teachers grow as educators and inspire high achievement in all of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- Specific evidence and formative ratings, where appropriate, on observed indicators of the *CCT Rubric for Effective Teaching 2014*;
- Prioritized commendations and recommendations for development actions;
- Next steps and supports to improve teacher practice; and
- A timeframe for follow up if needed.

Teacher Performance and Practice Focus Area

As described in the Evaluation Process and Timeline section, teachers develop one performance and practice focus area that is aligned to the *CCT Rubric for Effective Teaching 2014*. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his/her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teacher towards *professional* or *exemplary* on the *CCT Rubric for Effective Teaching 2014*. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator (e.g., 3b: Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.)

Growth related to the focus area should be referenced in feedback conversations throughout the year. The focus area and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice focus areas are not explicitly rated as part of the Teacher Performance and Practice component, growth related to the focus area will be reflected in the scoring of Teacher Performance and Practice evidence.

Teacher Performance and Practice Scoring

During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the *CCT Rubric for Effective Teaching 2014* and then make a determination about which performance level the evidence supports. Evaluators are **not required** to provide an overall rating for each observation, but they will be prepared to discuss evidence for the rubric indicators at the performance level that was observed.

Summative Observation of Teacher Performance and Practice Rating

Evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Within the SEED model, each domain of the *CCT Rubric for Effective Teaching 2014* carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

1. Evaluator holistically reviews evidence collected through observations, interactions and reviews of practice (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 12 indicators.
2. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
3. Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

Each step is illustrated below:

1. Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator level ratings for each of the 12 indicators.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and reviews of practice. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the 12 indicators. Some questions to consider while analyzing the evidence include:

- **Consistency:** What levels of performance have I seen relatively uniform, homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?
- **Trends:** Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?
- **Significance:** Are some data more valid than others? (Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?)

Once a rating has been determined, it is then translated to a 1-4 score.

Below Standard = 1 and Exemplary = 4. See example below for Domain 1:

Domain 1	Indicator Level Rating	Evaluator's Score
1a	<i>Developing</i>	2
1b	<i>Developing</i>	2
1c	<i>Exemplary</i>	4
Average Score		2.7

2. Evaluator averages indicators with each domain to a tenth of a decimal to calculate domain-level scores:

Domain	Averaged Domain-Level Score
1	2.7
2	2.6
3	3.0
4	2.8

- The evaluator averages domain level scores to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Domain	Score
1	2.7
2	2.6
3	3.0
4	2.8
Average Score	2.8

Steps 2 and 3 can be performed by district administrators and/or using BloomBoard that will calculate the averages for the evaluator.

The summative Teacher Performance and Practice component rating and the domain/indicator level ratings will be shared and discussed with teachers during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss formative progress related to the Teacher Performance and Practice rating.

Component #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators category of SEED⁴.

The process for determining the parent feedback rating includes the following steps:

- The school conducts a whole-school parent survey (meaning data is aggregated at the school level);
- Administrators and teachers determine several school-level parent goals based on the survey feedback;
- The teacher and evaluator identify **one** related parent engagement goal and set improvement targets;
- Evaluator and teacher measure progress on growth targets; and
- Evaluator determines a teacher's summative rating, based on four performance levels.

Administration of a Whole-School Parent Survey

Parent surveys are conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys are administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. They are administered anonymously and demonstrate fairness, reliability, validity, and usefulness. Surveys are confidential, and survey responses are not tied to parents' names. The parent surveys are administered every spring and trends are analyzed from year to year.

We have utilized our Safe School Climate committees to help select the survey questions and interpret results. Parent representatives are included on the committee.

⁴ Peer feedback is permitted by Connecticut's Guidelines for Educator Evaluation as an alternative for this component. However, it is not included in the state model, SEED. If districts wish to utilize peer feedback instead of parent feedback, they must submit a plan to do so to the CSDE when they submit their Educator Evaluation and Support plan annually.

Determining School-Level Parent Goals

Evaluators and teachers should review the parent survey results to identify areas of need and set general parent engagement goals. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement can be reached on two to three improvement goals for the entire school.

Selecting a Parent Engagement Goal and Improvement Targets

After the school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators one related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

The goal should be written in SMART language format and must include specific improvement targets. 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 goals, and (2) that the improvement targets are aligned, ambitious and attainable.

Measuring Progress on Growth Targets

Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback component. There are two ways teachers can measure and demonstrate progress on their growth targets. Teachers can:

1. Measure how successfully they implement a strategy to address an area of need (like the examples in the previous section); and/or
2. They can collect evidence directly from parents to measure parent-level indicators they generate.

For example, teachers can conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

Arriving at a Parent Feedback Rating

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

Exemplary (4)	Professional (3)	Developing (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

Student Outcomes Related Indicators

Student Outcomes Related Indicators capture a teacher's impact on student learning and comprise half of the teacher's final summative rating. The inclusion of student outcomes indicators acknowledges that teachers are committed to the learning and growth of their students and carefully consider what knowledge, skills and talents they are responsible for developing in their students each year. As a part of the evaluation and support process, teachers document their goals of student learning and anchor them in data.

Two components comprise this category:

- Student Growth and Development, which counts for 45%; and
- Whole-School Student Learning which counts for 5% of the total evaluation rating.

These components will be described in detail below.

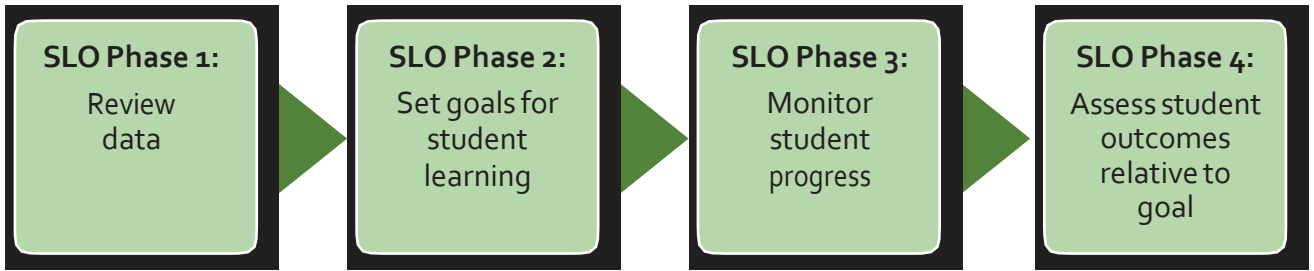
Component #3: Student Growth and Development (45%)

Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation and support purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Connecticut, like many other states and localities around the nation, has selected a goal-setting process grounded in Student Learning Objectives (SLOs) as the approach for measuring student growth during the school year.

SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by Indicators of Academic Growth and Development (IAGDs) which include specific assessments/measures of progress and targets for student mastery or progress. Research has found that educators who set high-quality SLOs often realize greater improvement in student performance.

The SLO process, as outlined within the SEED model, will support teachers in using a planning cycle that will be familiar to most educators:



Developing SLOs is a process rather than a single event. The purpose is to craft SLOs that serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. While this process should feel generally familiar, the SEED model asks teachers to set more specific and measurable targets than they may have done in the past. Teachers may develop them through consultation with colleagues in the same grade level or teaching the same subject. The final determination of SLOs and IAGDs is made through mutual agreement between the teacher and his/her evaluator. The four phases of the SLO process are described in detail below.

PHASE 1: Review the Data

This first phase is the discovery phase which begins with reviewing district initiatives and key priorities, school/district improvement plans, and the building administrator's goals. Once teachers know their class rosters, they should examine multiple sources of data about their students' performance to identify an area(s) of need. Documenting the "baseline" data, or where students are at the beginning of the year, is a key aspect of this step. It allows the teacher to identify where students are with respect to the grade level or content area the teacher is teaching.

Examples of Data Review

A teacher may use but is not limited to the following data in developing an SLO:

- a) Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
- b) Student scores on previous state standardized assessments
- c) Results from other standardized and non-standardized assessments
- d) Report cards from previous years
- e) Results from diagnostic assessments
- f) Artifacts from previous learning
- g) Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
- h) Conferences with students' families
- i) Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
- j) Data related to English Language Learner (EL) students and gifted students
- k) Attendance records
- l) Information about families, community and other local contexts

It is important that the teacher understands both the individual student and group strengths and challenges. This information serves as the foundation for setting the ambitious yet realistic goals in the next phase.

PHASE 2: Set One SLO with at least two IAGDs

Each teacher, through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD) and evidence of those IAGDs based on the range of criteria used by our district. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the teacher.

To create their SLO, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objective

The SLO is a broad goal statement for student learning and expected student improvement. This goal statement identifies core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. The SLO should address a central purpose of the teacher's assignment and should pertain to a large proportion of his/her students, including specific target groups where appropriate.

The SLO statement should reflect high expectations for student learning **at least a year's worth of growth** (or a semester's worth for shorter courses) and should be aligned to relevant state, national (e.g., Common Core State Standards) or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might aim for content mastery or else it might aim for skill development.

SLO broad goal statements can unify teachers within a grade level or department while encouraging collaborative work across multiple disciplines. Teachers with similar assignments may have identical SLOs although they will be individually accountable for their own students' results.

⁵ Connecticut's Guidelines for Educator Evaluation state that each teacher, through mutual agreement with his/her evaluator, will select 1 but no more than 4 goals/objectives for student growth. The SEED model requires two SLOs for every teacher in each academic year

The following are examples of SLOs based on student data:

Grade/Subject	Student Learning Objective
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.
11th Grade Algebra II	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.
9th Grade English/ Language Arts	Students will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.

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

An Indicator of Academic Growth and Development (IAGD) is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. The SLO must include at least two IAGDs.

The process for assessing student growth using multiple indicators of academic growth and development is developed through **mutual agreement** by each teacher and his or her evaluator at the beginning of the year (or mid-year for semester courses).

- [1 IAGD or 22.5% of the 45%]

One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met shall be based on the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available, and shall not be determined by a single, isolated test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.

NOTE: For the 2015-2016 academic year, the required use of state test data is suspended, pending federal approval.

- [The other 1 IAGD or 22.5% of the 45%]

For the other half (22.5%) of indicators of academic growth and development, there may be:

- a. A **minimum of one non-standardized indicator** (e.g. performances rated against a rubric, portfolios rated against a rubric, etc.)
- b. A **maximum** of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in 1.3.

In the calculation to determine the summative student growth and development rating, the IAGD's are weighted equally, each representing 22.5% of the final summative rating.

The SEED model uses a specific definition of "standardized assessment." As stated in the Connecticut Guidelines for Educator Evaluation, a standardized assessment is 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 (e.g., nation-or statewide);
- Commercially-produced; and
- Often administered only once a year, although some standardized assessments are administered two or three times per year.

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear:

1. **What evidence/measure of progress will be examined;**
2. **What level of performance is targeted; and**
3. **What proportion of students is projected to achieve the targeted performance level.**

IAGDs can also address student subgroups, such as high or low-performing students or EL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population(s) of students.

IAGDs should be written in SMART goal language:

S	=	Specific and Strategic
M	=	Measurable
A	=	Aligned and Attainable
R	=	Results-Oriented
T	=	Time-Bound

IAGDs are unique to the teacher’s particular students; teachers with similar assignments may use the same assessment(s)/measure of progress for their SLO, but it is unlikely they would have identical targets established for student performance. For example, all 2nd grade teachers in a district might set the same SLO and use the same reading assessment (measure of progress) to measure their SLO, but the target(s) and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers. Additionally, individual teachers may establish multiple differentiated targets for students achieving at various performance levels.

Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. The following are some examples of IAGDs that might be applied to the previous SLO examples:

Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	<p>By May 15:</p> <ul style="list-style-type: none"> ▪ Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better ▪ Students who scored a 2-4 will score 8 or better. ▪ Students who scored 5-6 will score 9 or better. ▪ Students who scored 7 will score 10 or better <p><i>*This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.</i></p>
9th Grade Information Literacy	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	<p>By May 30:</p> <ul style="list-style-type: none"> ▪ 90%-100% of all students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) on the digital literacy assessment rubric. <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
11th Grade Algebra 2	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	<p>By May 15:</p> <ul style="list-style-type: none"> ▪ 80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark. <p><i>*This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i></p>
9th Grade ELA	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	<p>By June 1:</p> <ul style="list-style-type: none"> ▪ 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. ▪ 40 students who score 30-49 will increase by 15 points. ▪ 10 students who scored 0-29 will increase by 10 points. <p><i>*This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.</i></p>
1st and 2nd Grade Tier 3 Reading	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	<p>By June:</p> <p>IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear.</p> <p>IAGD #2: Students will read instructional level text with 95% or better accuracy on the DRA.</p> <ul style="list-style-type: none"> ▪ Grade 1- Expected outcome- Level 14-16 ▪ Grade 2- Expected outcome- Level 22-24 <p><i>*These are two IAGDs using two assessments/measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups.</i></p>

Step 3: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:

- Baseline data used to determine SLO and set IAGDs;
- Selected student population supported by data;
- Learning content aligned to specific, relevant standards;
- Interval of instruction for the SLO;
- Assessments/measures of progress teacher plans to use to gauge students' progress;
- Instructional strategies;
- Any important technical information about the indicator evidence (like timing or scoring plans); and
- Professional learning/supports needed to achieve the SLO.

Step 4: Submit SLO to Evaluator for Review

The SLO is a proposal until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review the SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:

- Baseline–Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments/Measures of Progress
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

PHASE 3: Monitor Students Progress

Once the SLO is finalized, teachers should monitor students' progress towards the objectives. Teachers can, for example, examine student work; administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards the SLO/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year.

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

PHASE 4: Assess Student Outcomes Relative to the SLO

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

1. Describe the results and provide evidence for each IAGD.
2. Provide your overall assessment of whether this objective 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 (4 points), Met (3 points), Partially Met (2 points) or Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	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 (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

The final student growth and development rating for a teacher is the average of their two IAGD scores. For example, if one IAGD was “Partially Met,” for a rating of 2, and the other IAGD was “Met,” for a rating of 3, the Student Growth and Development rating would be 2.5 $[(2+3)/2]$. The individual IAGD/SLO ratings and the Student Growth and Development rating will be shared and discussed with teachers during the End-of-Year Conference.

Averaged Domain-Level Score	
IAGD 1	2
IAGD 2	3
Student Growth and Development Rating	2.5

PLEASE NOTE: For SLOs that include an indicator(s) based on state standardized assessments, results may not be available in time to score the SLO prior to the June 30 deadline. In this instance, if evidence for other indicators in the SLO is available, the evaluator can score the SLO on that basis. Or, if state assessments are the basis for all indicators and no other evidence is available to score the SLO, then the teacher’s student growth and development rating will be based only on the results of the second SLO. However, once the state assessment data is available, the evaluator should score or rescore the SLO, then determine if the new score changes the teacher’s final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15. See Summative Teacher Evaluation Scoring (page 37) for details.

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

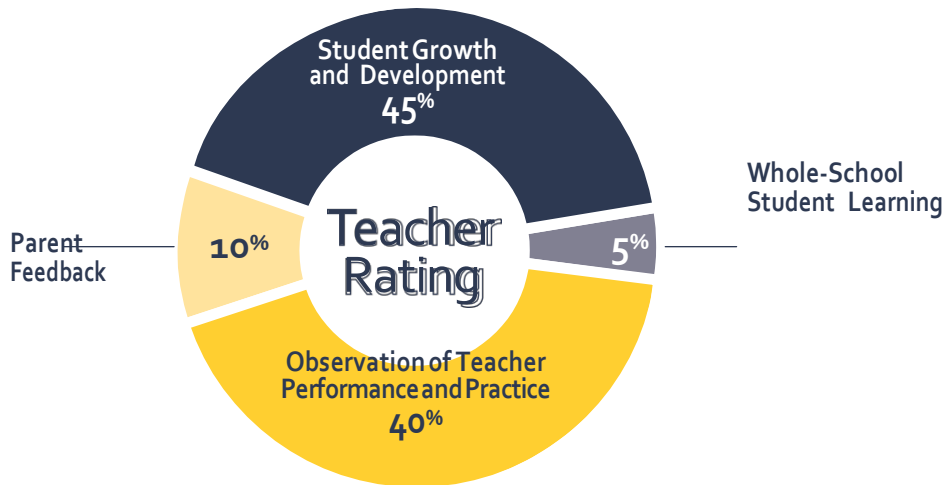
Whole-School Student Learning Indicator

Cheshire will calculate the whole-school student learning indicator in teacher evaluations, as the aggregate rating for multiple student learning indicators established for his/her building administrator’s evaluation rating. In future years, this will be based on the school performance index (SPI) and the administrator’s progress on SLO targets, which correlates to the Student Learning rating on an administrator’s evaluation (equal to the 45% component of the administrator’s final rating). For 2015-16, it will be based on the administrators SLO score.

Summative Teacher Evaluation Scoring

Summative Scoring

The individual summative teacher evaluation rating will be based on the four components, grouped in two major categories: Student Outcomes Related Indicators and Teacher Practice Related Indicators.



Every educator will receive one of four performance* ratings:

Exemplary – Substantially exceeding indicators of performance

Professional – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

* The term "performance" in the above shall mean "progress as defined by specified indicators." Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence (see Appendix 2).

The rating will be determined using the following steps:

1. Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score (40%) and the parent feedback score (10%)
2. Calculate a Student Outcomes Related Indicators score by combining the student growth and development score (45%) and whole-school student learning indicator (5%).
3. Use the Summative Matrix to determine the Summative Rating

Each step is illustrated below:

1. Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
Total Teacher Practice Related Indicators Points			142

Rating Table

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

1. Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicators.

The student growth and development component counts for 45% of the total rating and the whole-school student learning indicator counts for 5% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table below.

Component	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	157.5
Whole School Student Learning Indicator	3	5	15
Total Student Outcomes Related Indicators Points			172.5 → 173

Rating Table

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

2. Use the Summative Matrix to determine the Summative Rating

Using the ratings determined for each major category: Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *professional* and the Student Outcomes Related Indicators rating is *professional*. The summative rating is therefore *professional*. If the two major categories are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.

		Teacher Practice Related Indicators Rating			
		4	3	2	1
Student Outcomes Related Indicators Rating	4	Rate Exemplary	Rate Exemplary	Rate Professional	Gather further information
	3	Rate Exemplary	Rate Professional	Rate Professional	Rate Developing
	2	Rate Professional	Rate Professional	Rate Developing	Rate Developing
	1	Gather further information	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating

Summative ratings must be provided for all teachers by **June 30**, of a given school year and reported to the CSDE per state guidelines. In future years, should state standardized test data not yet be available at the time of calculating a summative rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator should recalculate the teacher’s summative rating when the data is available and submit the adjusted rating no later than **September 15**. These adjustments should inform goal setting in the new school year.

Definition of Effectiveness and Ineffectiveness

Cheshire Public Schools’ Teacher Evaluation Plan defines teacher effectiveness for tenured teachers utilizing annual summative ratings as defined in Cheshire revised plan and Connecticut’s System for Educator Evaluation and Development (SEED) as well as the Common Core of Teaching Rubric for Effective Teaching 2014. Cheshire defines ineffectiveness for tenured teachers to determine the standard for moving to termination. When a tenured teacher is determined to be ineffective, said teacher will move to termination.

Cheshire’s definition of ineffectiveness for a tenured teacher:

A tenured teacher shall generally be deemed ineffective if said teacher receives at least two sequential developing summative ratings (a rating of 2) or one below standard summative rating (a rating of 1) at any time.

Cheshire’s definition of effectiveness/ineffectiveness for a non-tenured educator (40 mos.):

- A non-tenured educator shall generally be rated “effective” if said educator receives at least two sequential summative “professional” ratings, one of which must be earned in the fourth year of a non-tenured teacher’s career.
- An educator who receives a “below standard” summative rating in year one of their career may be permitted to continue as a year two teacher. Said teacher is expected to demonstrate at least a rating of “developing” in year two that leads to a “professional” rating in years three and four.
- The Superintendent may offer a contract to any educator he/she is deemed effective at the end of year four. This shall be accomplished through the specific issuance of that effect.
- If a non-tenured teacher does not meet the pattern of summative ratings listed above, he/she shall generally be rated ineffective.

Cheshire’s definition of effectiveness/ineffectiveness for non-tenured educators (20 mos.):

- A non-tenured educator who previously received tenure in a CT district shall generally be rated “effective” if said educator receives a summative “proficient” rating in year two and no rating below “developing” in year one.
- The Superintendent may offer a contract to any educator he/she is deemed effective at the end of year two. This shall be accomplished through the specific issuance of that effect.
- If a non-tenured teacher does not meet the pattern of summative ratings listed above, he/she shall generally be rated ineffective.

Dispute-Resolution Process

The right of appeal is a required element in the evaluation process and is available to every participant. The appeal procedure is designed to facilitate the resolution of disputes when an evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan.

The appeal process should including the following steps: 1) Evaluator/evaluatee meet to discuss concern and try to solve the issue (no longer than 5 school days from the time of the issue); 2) A third party (administrator, teacher, etc.) should meet with the evaluator and evaluatee to help solve the issue (no longer than 5 school days beyond step 1); 3) Either party must submit Appeal Worksheet I to the Superintendent of Schools within 5 school days beyond step 2 and an appeals committee is formed. It is important to note that when filing an appeal worksheet with the Superintendent of Schools, the other party must be notified of such action.

When an agreement between the evaluator and teacher cannot be reached, an appeals committee is formed by having the superintendent and the respective collective bargaining unit for the district each select one representative from the Educator Evaluation Task Force as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the appeals committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding.

This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document entitled “Connecticut Guidelines for Educator Evaluation,” dated June 2012. Resolutions must be topic-specific and timely. (See Appendix 4).

CORE REQUIREMENTS for the Evaluation of Student and Educator Support Specialists

As provided in Sec.10-151b of the 2012 Supplement (C.G.S.) as amended by P.A. 13-245, "The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist," in accordance with the requirements of this section. Local or regional boards of education shall develop and implement Student and Educator Support Specialist evaluation programs consistent with these requirements.

Flexibility from Core Requirements for the Evaluation of Teachers

1. Student and Educator Support Specialists (SESS) shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of IAGDs, feedback and observation.
2. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:
 - a. Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGDs shall include the following steps:
 - i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
 - ii. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.
 - iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).
 - iv. The educator and evaluator will identify the learning standard to measure: the assessment/measure of progress, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.

- b. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.
- c. When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback mechanisms for students, parents and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.

The CSDE developed an adapted version of the *CCT Rubric for Effective Teaching* for use with some SESS educators. It is called the *Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2014*. (Appendix 6). Specifically, this adapted rubric was identified for use with:

- School Psychologists;
- Speech and Language Pathologists;
- Comprehensive School Counselors; and
- School Social Workers.

Appendix 1

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.9: Flexibility Components

Local and regional school districts may choose to adopt one or more of the evaluation plan flexibility components described within Section 2.9, in mutual agreement with district's professional development and evaluation committee pursuant to 10-151b(b) and 10-220a(b), to enhance implementation. Any district that adopts flexibility components in accordance with this section in the 2013-14 school year shall, within 30 days of adoption of such revisions by its local or regional board of education, and no later than March 30, 2014, submit their plan revisions to the State Department of Education (SDE) for its review and approval. For the 2014-15 and all subsequent school years, the submission of district evaluation plans for SDE review and approval, including flexibility requests, shall take place no later than the annual deadline set by the SDE.

- a. Each teacher, through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD) and evidence of those IAGDs based on the range of criteria used by the district. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the teacher.
- b. One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goal/objective is met shall be based on standardized indicators other than the state test (CMT, CAPT, or SBAC) for the 2014-15 academic year, pending federal approval. Other standardized indicators for other grades and subjects, where available, may be used. For the other half (22.5%) of the indicators of academic growth and development, there may be:
 1. A maximum of one additional standardized indicator other than the state test (CMT, CAPT or SBAC) for the 2014-15 academic year, pending federal approval, if there is mutual agreement, subject to the local dispute resolution procedure as described in 1.3.
 2. A minimum of one non-standardized indicator.
- c. Teachers who receive and maintain an annual summative performance evaluation designation of professional or exemplary (or the equivalent annual summative ratings in a pre-existing district evaluation plan) during the 2012-13 or any subsequent school year and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year. Teachers with professional or exemplary designations may receive a formal in-class observation if an informal

observation or review of practice in a given year results in a concern about the teacher's practice. For non-classroom teachers, the above frequency of observations shall apply in the same ways, except that the observations need not be in-classroom (they shall instead be conducted in appropriate settings). All other teachers, including first and second year teachers and teachers who receive a performance evaluation designation of below standard or developing, will be evaluated according to the procedures in 2.3(2)(c) and 2.3(2)(d). All observations shall be followed with timely feedback. Examples of non-classroom observations or reviews of practice include but are not limited to: observations of data team meetings, observations of coaching/mentoring other teachers, reviews of lesson plans or other teaching artifacts.

Flexibilities to the Guidelines for Educator Evaluation Adopted by Connecticut State Board of Education on February 6, 2014

Section 2.10: Data Management Protocols

- a. On or before September 15, 2014 and each year thereafter, professional development and evaluation committees established pursuant to 10-220a shall review and report to their board of education the user experience and efficiency of the district's data management systems/platforms being used by teachers and administrators to manage evaluation plans.
- b. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, data management systems/platforms to be used by teachers and administrators to manage evaluation plans shall be selected by boards of education with consideration given to the functional requirements/needs and efficiencies identified by professional development and evaluation committees.
- c. For implementation of local evaluation plans for the 2014-15 school year, and each year thereafter, educator evaluation plans shall contain guidance on the entry of data into a district's data management system/platform being used to manage/administer the evaluation plan and on ways to reduce paperwork and documentation while maintaining plan integrity. Such guidance shall:
 1. Limit entry only to artifacts, information and data that is specifically identified in a teacher or administrator's evaluation plan as an indicator to be used for evaluating such educators, and to optional artifacts as mutually agreed upon by teacher/administrator and evaluator;
 2. Streamline educator evaluation data collection and reporting by teachers and administrators;
 3. Prohibit the SDE from accessing identifiable student data in the educator evaluation data management systems/platforms, except as needed to conduct the audits mandated by C.G.S. 10-151b(c) and 10-151i, and ensure that third-party organizations keep all identifiable student data confidential;

4. Prohibit the sharing or transference of individual teacher data from one district to another or to any other entity without the teacher or administrator's consent, as prohibited by law;
 5. Limit the access of teacher or administrator data to only the primary evaluator, superintendent or his/her designee, and to other designated professionals directly involved with evaluation and professional development processes. Consistent with Connecticut General Statutes, this provision does not affect the SDE's data collection authority;
 6. Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.
- d. The SDE's technical assistance to school districts will be appropriate to the evaluation and support plan adopted by the district, whether or not the plan is the state model.

Appendix 2

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

May 7, 2014

Dispute-Resolution Process

(3) In accordance with the requirement in the 1999 Connecticut Guidelines for Teacher Evaluation and Professional Development, in establishing or amending the local teacher evaluation plan, the local or regional board of education shall include a process for resolving disputes in cases where the evaluator and teacher cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. As an illustrative example of such a process (which serves as an option and not a requirement for districts), when such agreement cannot be reached, the issue in dispute may be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). In this example, the superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. In the event the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding. This provision is to be utilized in accordance with the specified processes and parameters regarding goals/objectives, evaluation period, feedback, and professional development contained in this document entitled "Connecticut Guidelines for Educator Evaluation." Should the process established as required by the document entitled "Connecticut Guidelines for Educator Evaluation," dated June 2012 not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. An example will be provided within the State model.

Rating System

2.1: 4-Level Matrix Rating System

- (1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Professional, Developing and Below Standard.
 - (a) The performance levels shall be defined as follows:
 - Exemplary – Substantially exceeding indicators of performance
 - Professional – Meeting indicators of performance
 - Developing – Meeting some indicators of performance but not others
 - Below standard – Not meeting indicators of performance

The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidence. The SDE will work with PEAC to identify best practices as well as issues regarding the implementation of the 4-Level Matrix Rating System for further discussion prior to the 2015-16 academic year.

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation

45% Student Growth Component

- (c) One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single, isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure as described in section 1.3, an additional non-standardized indicator.
- a. For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC’s flexibility recommendation on January 29, 2014 and the State Board of Education’s action on February 6, 2014.
 - b. Prior to the 2015-16 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

For the other half (22.5%) of the indicators of academic growth and development, there may be:

- a. A maximum of one additional standardized indicator, if there is mutual agreement, subject to the local dispute resolution procedure as described in section 1.3.
- b. A minimum of one non-standardized indicator.

Appendix 3

Structured Support Plan

&

Intensive Assistance

Forms

Structured Support Plan

Educator/Evaluated: _____

Date: _____

SEED Evaluator: _____

Structured Support Plan Evaluator: _____

Plan Start Date: _____ Plan End Date: _____

Reason(s) a Structured Support Plan is being developed for the Evaluatee:

___ Level 1: An area of concern was identified during the school year

___ Level 2: Evaluatee did not meet the "Professional" standard(s) on the Level 1 Structured Support Plan

___ Level 3: Evaluatee did not meet the "Professional" standard(s) on the Level 2 Structured Support Plan

___ Other _____

1. A statement of objectives to be accomplished with the expected level of performance. The objectives should be aligned with the Common Core of Teaching Rubric for Effective Teaching 2014.
2. A statement defining the amount and type of assistance and the frequency of observations with written feedback or conferences or meetings, etc. which will generally be no fewer than one every other school week.
3. A statement identifying resources, support and other strategies to be provided.
4. A timeline not to exceed 45 school days. Days of absence for either evaluator or evaluatee shall be added to extend the timeline.

Teacher Assistance Evaluation Report Structured Support

Educator/Evaluated: _____

Date: _____

SEED Evaluator: _____

Structured Support Plan Evaluator: _____

Plan Start Date: _____ Plan End Date: _____

JOB STATUS DECISION:

___ Evaluatee met “professional” standard for the identified need area; move out of structured support assistance. If more than one area was identified, all areas must meet the “professional” standard before moving out of structured support.

___ Level 2: Evaluatee did not meet the “professional” standard for the identified need area in the structured support plan; develop/revise the structured support plan that will not exceed another 45 days; the evaluatee may choose a different evaluator to implement the Level 2 structured support plan.

- The evaluatee chooses this option: YES NO
- The assistant superintendent for instructional services designates: _____ to complete this plan.

___ Level 3: Evaluatee did not meet the “professional” standard for the identified need area in the Level 2 structured support plan; develop/revise the structured support plan that will not exceed another 45 days; the evaluatee may choose a different evaluator to implement the level 3 structured support plan.

- The evaluatee chooses this option: YES NO
- The assistant superintendent for instructional services designates: _____ to complete this plan.

___ Evaluatee did not meet the “professional” standard for the identified need area; consider termination or develop a new 45 day plan.

Comments by Structured Support Plan Evaluator:

Comments by Evaluatee:

Intensive Assistance Plan

Educator/Evaluated: _____

Date: _____

Intensive Assistance Plan Evaluator: _____

_____’s summative evaluation rating was DEVELOPING at the end of the _____ school year. Therefore, an Intensive Assistance plan was developed.

1. Identified Areas for Improvement:
2. Resources, support and other strategies to be provided to address the identified areas of need. (The evaluatee will come off the A/B evaluation cycle schedule and be placed on the intensive assistance cycle that will include a minimum of 3 formal observations, 2 informal observations; and 1 review of practice.)
3. Timeline for implementing the resources, support and other strategies.
4. Check-in Meetings: At least monthly, the evaluator and evaluatee will meet to review the plan and process towards the indicators of success. The check-in meeting dates and times should be listed here:
5. Indicator of Success: Summative rating of “professional” or better at the summative evaluation end of year conference.

Teacher Assistance Evaluation Report Intensive Assistance

Educator/Evaluatee: _____

Date: _____

Intensive Assistance Plan Evaluator: _____

JOB STATUS DECISION:

___ Evaluatee was rated EXEMPLARY: Move out of intensive assistance - The evaluatee will move to Evaluation Cycle A and receive a minimum of 1 Formal Observation, 2 Informal Observations, and 1 ROP in the initial year beyond intensive support. If more observations are requested/needed, list here:

___ Evaluatee was rated Professional: Move out of Intensive assistance - The evaluatee will move to Evaluation Cycle A and receive a minimum of 2 Formal Observations, 2 Informal Observations, and 1 ROP in the initial year beyond intensive support. If more observations are requested/needed, list here:

___ Evaluatee was rated DEVELOPING: Move to termination due to Ineffectiveness (two years of overall ratings below professional or one year at below standard)

___ Evaluatee was rated BELOW STANDARD: Move to termination due to Ineffectiveness (two years of overall ratings below professional or one year at below standard)

Evaluator Comments:

Evaluatee Comments:

Appendix 4

Appeals Documents



Appeals Worksheet
(To be submitted to the Superintendent of Schools)

Educator/Evaluated:

Date:

Evaluator:

Date Meeting Between Evaluator/Evaluated when the Issue was discussed:

Date Meeting Between Mediator and Evaluator/Evaluated took place:

Form completed by:

Date when the other party was informed of the submission of this form:

Evaluator's Signature

Evaluated's Signature

1. Issue is related to:

- goals/objectives
- the evaluation period
- feedback
- professional development plan

2. Describe the issue in detail:

Signature of Appeal Worksheet Writer

Date

Date Received by the Superintendent of Schools: _____

Appeals Worksheet Evaluation Report (To be completed by the Superintendent or Designee)

1. Names Appeals Committee:

EAC Member:

Superintendent Designee:

Neutral Party:

2. Date of Appeals Meeting:

3. Summary Notes of Meeting:

4. Appeals Subcommittee Decision:

- Unanimous Finding: Explain-
- No Decision (Go to #5)
- Other: Explain-

5. Date Superintendent Reviewed Appeal Decision:

6. Superintendent's Binding Decision:

Date: _____

Superintendent's Signature: _____

Appendix 5

CCT Rubric for Effective Teaching

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

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



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Introduction to The CCT Rubric for Effective Teaching 2014

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

Training and Proficiency

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

Calibration

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



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Observation Process

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

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

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

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

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

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

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

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

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

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

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



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

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

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

CT Common Core of Teaching Standards CCT Rubric for Effective Teaching 2014

Domain 1 Content and Essential Skills which includes **The Common Core State Standards¹** and Connecticut Content Standards

Domain 1 Demonstrated at the pre-service level as a pre-requisite to certification and embedded within the rubric.

Domain 2	Classroom Environment, Student Engagement and Commitment to Learning	Domain 1	Classroom Environment, Student Engagement and Commitment to Learning	In-Class Observations
Domain 3	Planning for Active Learning	Domain 2	Planning for Active Learning	Non-classroom observations/ reviews of practice
Domain 4	Instruction for Active Learning	Domain 3	Instruction for Active Learning	In-Class Observations
Domain 5	Assessment for Learning	Now integrated throughout the other domains		
Domain 6	Professional Responsibilities and Teacher Leadership	Domain 4	Professional Responsibilities and Teacher Leadership	Non-classroom observations/ reviews of practice

Generally Observed

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

CCT Rubric for Effective Teaching 2014 – AT A GLANCE

Evidence Generally Collected Through In-Class Observations

Domain 1 Classroom Environment, Student Engagement and Commitment to Learning²

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

- 1a.** Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.
- 1b.** Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.
- 1c.** Maximizing instructional time by effectively managing routines and transitions.

Domain 3 Instruction for Active Learning

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

- 3a.** Implementing instructional content for learning.
- 3b.** Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.
- 3c.** Assessing student learning, providing feedback to students and adjusting instruction.

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

Domain 2 Planning for Active Learning

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

- 2a.** Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.
- 2b.** Planning instruction to cognitively engage students in the content.
- 2c.** Selecting appropriate assessment strategies to monitor student progress.

Domain 4 Professional Responsibilities and Teacher Leadership

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

- 4a.** Engaging in continuous professional learning to impact instruction and student learning.
- 4b.** Collaborating to develop and sustain a professional learning environment to support student learning.
- 4c.** Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.



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1: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote *student engagement, independence and interdependence* in learning and facilitate a positive learning community by: **Indicator 1a** | Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.²

Attributes

	Below Standard	Developing	Proficient	Exemplary
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
Respect for student diversity³	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

In addition to the characteristics of **Proficient**, including one or more of the following:

² **Learning needs of all students:** Includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomic status and environment on the learning needs of students.
⁴ **Student diversity:** Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.



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1: Classroom Environment, Student Engagement and Commitment to Learning

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

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

	Below Standard	Developing	Proficient	Exemplary
--	----------------	------------	------------	-----------

In addition to the characteristics of **Proficient**, including one or more of the following:

Attributes

<p>Communicating, reinforcing and maintaining appropriate standards of behavior</p>	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	<p>Student behavior is completely appropriate.</p> <p>OR</p> <p>Teacher seamlessly responds to misbehavior without any loss of instructional time.</p>
	<p>Promoting social competence⁴ and responsible behavior</p>	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	<p>Students take an active role in maintaining high standards of behaviors.</p> <p>OR</p> <p>Students are encouraged to independently use proactive strategies⁵ and social skills and take responsibility for their actions.</p>

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

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



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1: Classroom Environment, Student Engagement and Commitment to Learning

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

Indicator 1C | Maximizing instructional time by effectively managing routines and transitions:⁶

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

In addition to the characteristics of **Proficient**, including one or more of the following:

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



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2: Planning for Active Learning

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

Indicator 2a | Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge⁷ for all students.

Attributes	Below Standard	Developing	Proficient	Exemplary
Content of lesson plan⁸ is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards. ⁹	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenge students to extend their learning to make interdisciplinary connections.
Use of data to determine students' prior knowledge and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
Literacy strategies¹⁰	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.

Text in RED reflects Common Core State Standards connections.

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

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

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

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

In addition to the characteristics of Proficient, including one or more of the following:

2: Planning for Active Learning

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

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

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p>In addition to the characteristics of Proficient, including one or more of the following:</p>			
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse¹¹ or inquiry-based learning¹² and/or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
Instructional resources¹³ and flexible groupings¹⁴ support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

Text in RED reflects **Common Core State Standards connections.**

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

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

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

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



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2: Planning for Active Learning

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

Indicator 2C | Selecting appropriate assessment strategies¹⁵ to monitor student progress.

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

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

1. **Formative assessment** is a part of the instructional process, used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (FAST SCASS, October 2006).
2. **Summative assessments** are used to evaluate student learning at the end of an instructional period. Summative assessment helps determine to what extent the instructional and learning goals have been met.



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3: Instruction for Active Learning

Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:
Indicator 3a | Implementing instructional content¹⁶ for learning.

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p>In addition to the characteristics of Proficient, including one or more of the following:</p>			
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards .	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
Literacy strategies¹⁷	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary .	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary .	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary .	Provides opportunities for students to independently select literacy strategies that support their learning .

Text in RED reflects **Common Core State Standards connections**.

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

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



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3: Instruction for Active Learning

Teachers implement instruction to *engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*
Indicator 3b | Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

	Below Standard	Developing	Proficient	Exemplary
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 some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
Instructional resources¹⁸ and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Text in RED reflects Common Core State Standards connections.

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




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3: Instruction for Active Learning

Teachers implement instruction to *engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:*
Indicator 3C | Assessing student learning, providing feedback to students and adjusting instruction.

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p>In addition to the characteristics of Proficient, including one or more of the following:</p>			
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
Feedback¹⁹ to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
Instructional Adjustments²⁰	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.

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

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




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4: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by *developing and demonstrating professionalism, collaboration and leadership* by:
Indicator 4a | Engaging in continuous professional learning to impact instruction and student learning.

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




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4: Professional Responsibilities and Teacher Leadership

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

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



4: Professional Responsibilities and Teacher Leadership

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

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

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p><i>In addition to the characteristics of Proficient, including one or more of the following:</i></p>			
Positive school climate	Does not contribute to a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.
Culturally responsive communications²¹	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally-responsive manner.	Leads efforts to enhance culturally-responsive communications with families and the community.

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



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Appendix 6

CCT Rubric for Effective Service Delivery



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

Adapted for Student and Educator Support Specialists

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



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Introduction

Introduction to The CCT Rubric for Effective Service Delivery 2014

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

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

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

Training and Proficiency

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

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

Calibration

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



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Observation Process

The *CCT Rubric for Effective Service Delivery 2014* can be used by trained and proficient evaluators to observe SESS practices. Each educator shall be observed, at a minimum, as stated in the Connecticut Guidelines for Educator Evaluation. In order to promote an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations. All observations should be followed by feedback, either verbal (e.g. a post conference, comments about professional meetings/presentations, etc.) or written (e.g. via email, comprehensive write-up or both), within days of an observation. Specific, actionable feedback is also used to identify professional learning needs and tailor support to address those needs. Evidence can be gathered from formal observations, informal observations and non-classroom observations/reviews of practice. As part of the initial goal-setting conference, for SESS providers, it will be important to discuss, with an evaluator, the various learning environments where opportunities for observation can occur. Although the Connecticut Guidelines for Educator Evaluation do not specifically define these types of observations, the state model known as the System for Educator Evaluation and Development (SEED), provides the following definitions:

Formal In-Class/Learning Environment Observations –

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

Informal In-Class/Learning Environment Observations –

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

Non-classroom Observation/Reviews of Practice –

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

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

A. Pre-Conference:

Before the observation, the evaluator will review planning documentation and other relevant artifacts provided by the SESS provider in order to understand the context for the work to be observed, including: the objectives for the activity; the service to be delivered; how effectiveness for the activity will be assessed before, during and after; what materials and resources will be used.

B. Observation:

Evaluators will collect evidence mostly for Domains 1 and 3 during the observation.

C. Post-Conference:

The post-observation conference gives the SESS provider the opportunity to reflect and discuss the practice observed, progress of the recipients of the service, adjustments made during service delivery, further supporting artifacts as well as describe the impact on future services and supports.

D. Analysis:

The evaluator analyzes the evidence gathered in the observation and the pre-and post-conferences and identifies the applicable performance descriptor contained in the *CCT Rubric for Effective Service Delivery 2014*.

E. Ratings / Feedback:

Based on the training guidelines for the *CCT Rubric for Effective Service Delivery 2014*, the evaluator will tag evidence to the appropriate indicator within the domains of the rubric and provide feedback to the SESS provider. While it is **not** a requirement for any single observation, the evaluator may rate the indicators.



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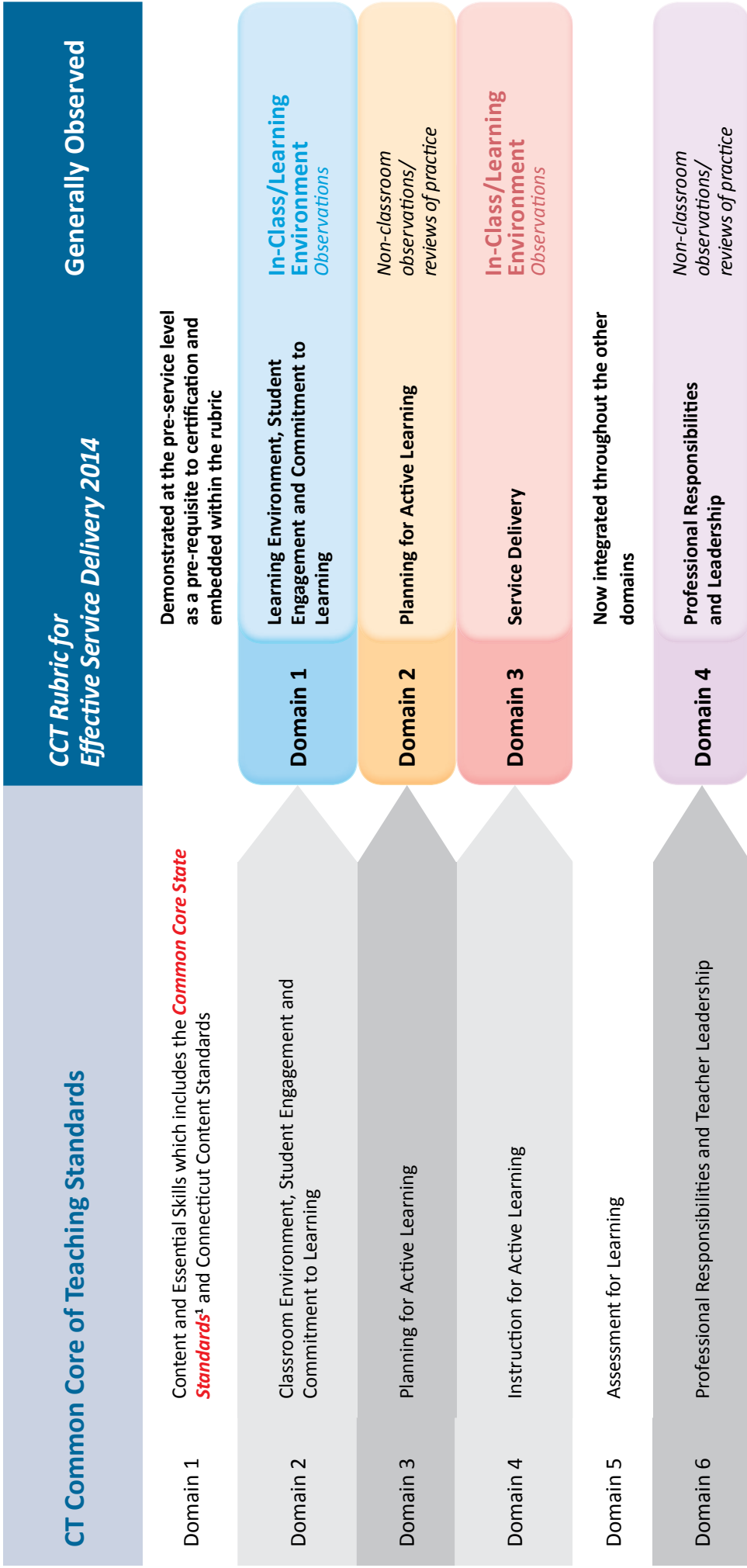
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Comparison of the CT Common Core of Teaching and the CCT Rubric for Effective Service Delivery 2014

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

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



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



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

Evidence Generally Collected Through Observations

Domain 1 Learning Environment, Student Engagement and Commitment to Learning

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

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

Domain 3 Service Delivery

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

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

Evidence Generally Collected Through Non-Classroom/Reviews of Practice

Domain 2 Planning for Active Learning

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

- 2a.** Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.
- 2b.** Planning prevention/intervention to actively engage students in the content.
- 2c.** Selecting appropriate assessment strategies to monitor student progress.

Domain 4 Professional Responsibilities and Leadership

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

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



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1: Learning Environment, Student Engagement and Commitment to Learning

Service providers promote *student engagement, independence and interdependence* in learning and facilitate a positive learning community by:
Indicator 1a | Promoting a positive learning environment that is respectful and equitable.²

Attributes

	Below Standard	Developing	Proficient	Exemplary
Rapport and positive social interactions	Interactions between service provider and students are negative or disrespectful and/or the provider does not promote positive social interactions among students.	Interactions between service provider and students are generally positive and respectful and/or the provider inconsistently makes attempts to promote positive social interactions among students.	Interactions between service provider and students are consistently positive and respectful and the provider regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
Respect for student diversity³	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the provider does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates and/or promotes a learning environment that discourages students from taking intellectual risks.	Creates and/or promotes a learning environment in which some students are willing to take intellectual risks.	Creates and/or promotes a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the provider or other students.
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; OR is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

In addition to the characteristics of **Proficient**, including one or more of the following:

² **Respectful and equitable learning environment:** Understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students but they also offer opportunities for equitable access, survivability, outputs and outcomes. Branson, C., & Gross, S. (Eds.). (2014). *Handbook of Ethical Educational Leadership*. Routledge.
³ **Student diversity:** Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.



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1: Learning Environment, Student Engagement and Commitment to Learning

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

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

Attributes

In addition to the characteristics of **Proficient**, including one or more of the following:

	Below Standard	Developing	Proficient	Exemplary
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely developmentally appropriate. OR Service provider seamlessly responds to misbehavior without any loss of service delivery.
Promoting social competence⁴ and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behavior. OR Students are encouraged to independently use proactive strategies ⁵ and social skills and take responsibility for their actions.

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

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




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1: Learning Environment, Student Engagement and Commitment to Learning

Service providers promote **student engagement**, **independence** and **interdependence** in learning and facilitate a positive learning community by:
Indicator 1C | Maximizing service delivery by effectively managing routines and transitions.⁶

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

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

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2: Planning for Active Learning

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

Indicator 2a

Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge⁷ for all students.

	Below Standard	Developing	Proficient	Exemplary
Attributes				
Prevention/intervention plan⁸ is aligned with standards	Plans prevention/intervention that is misaligned with or does not address the appropriate Connecticut content standards⁹ and/or discipline-specific state and national guidelines.	Plans prevention/intervention that partially aligns with appropriate Connecticut content standards , and/or discipline-specific state guidelines.	Plans prevention/intervention that directly aligns with appropriate Connecticut content standards and/or discipline-specific state and national guidelines.	Anticipates and plans for challenges and considers proactive approaches to address these in advance.
Prevention/intervention rests on evidence-based practice, student need and appropriate level of challenge	Does not plan prevention/intervention using evidence-based practice, student need or appropriate level of challenge .	Partially plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge .	Plans prevention/intervention using evidence-based practice, student need and appropriate level of challenge .	Plans to challenge students to extend their learning to make connections to the school setting and larger world .
Use of data to determine students' prior knowledge and to differentiate based on students' learning needs	Plans prevention/intervention without consideration of data, students' prior knowledge or different learning needs.	Plans prevention/intervention with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of data ¹⁰ to determine individual students' prior knowledge and skills to plan targeted, purposeful prevention/intervention that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data to advance learning, growth and development.
Connection to school setting and larger world	Plans prevention/intervention that includes few opportunities for students to connect to school setting and larger world .	Plans prevention/intervention that includes some opportunities for students to connect to school setting and larger world .	Plans prevention/intervention that includes multiple opportunities for students to connect to school setting and larger world .	Designs opportunities for students to independently select prevention/intervention strategies that support their learning in the school setting and larger world.

Text in RED reflects Common Core State Standards connections.

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

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

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

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



2: Planning for Active Learning

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

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

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p>In addition to the characteristics of Proficient, including one or more of the following:</p>			
Strategies, tasks and questions actively engage students	Plans prevention/intervention tasks that limit opportunities for students' active engagement.	Plans primarily service provider-directed prevention/intervention strategies, tasks and questions that provide some opportunities for students' active engagement.	Plans instructional strategies, tasks and questions that promote student active engagement through problem-solving, critical or creative thinking, discourse¹¹ or inquiry-based learning¹² and/or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning to other situations.
Resources¹³ and flexible groupings¹⁴ support active engagement and new learning	Selects or designs resources and/or groupings that do not actively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students and minimally support new learning about the world at large.	Selects or designs resources and/or flexible groupings that actively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources that actively engage students to extend new learning.

Text in RED reflects Common Core State Standards connections.

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

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

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

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



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2: Planning for Active Learning

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

Indicator 2C | Selecting appropriate assessment strategies¹⁵ to monitor student progress.

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

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

- Formative assessment** is a part of the instructional process, used by service providers and students during service delivery that provides feedback to adjust ongoing services and learning to improve students' achievement of intended instructional/program outcomes (FAST SCASS, October 2006).
- Summative assessments** are used to evaluate student learning at the end of a service period. Summative assessment helps determine to what extent the service and learning goals have been met.



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3: Service Delivery

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

Indicator 3a | Implementing service delivery¹⁶ for learning.

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

In addition to the characteristics of Proficient, including one or more of the following:

Text in RED reflects Common Core State Standards connections.

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




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3: Service Delivery

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

Indicator 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
Attributes				
Strategies, tasks and questions	Strategies, tasks and questions do not lead students to construct new and meaningful learning.	Uses a combination of tasks and questions in an attempt to lead students to construct new learning, with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that actively engage students in constructing new and meaningful learning through appropriately integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.	Includes opportunities for students to work collaboratively, when appropriate, and to generate their own questions and problem-solving strategies, synthesize and communicate information.
Resources¹⁷ and flexible groupings¹⁸	Uses resources and/or groupings that do not actively engage students or support new learning.	Uses resources and/or groupings that minimally engage students actively to support new learning.	Uses resources and flexible groupings that actively engage students in demonstrating new learning in multiple ways, including application of new learning to make real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop his/her learning.
Student responsibility and independence	Implements prevention/intervention that is primarily provider-directed, providing little or no opportunities for students to develop independence as learners.	Implements prevention/intervention that is mostly provider-directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/intervention that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/intervention that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality outcomes.

Attributes

Below Standard

Developing

Proficient

Exemplary

In addition to the characteristics of Proficient, including one or more of the following:

Strategies, tasks and questions

Resources¹⁷ and flexible groupings¹⁸

Student responsibility and independence

Text in RED reflects Common Core State Standards connections.

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

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



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3: Service Delivery

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

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

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p>In addition to the characteristics of Proficient, including one or more of the following:</p>			
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in identifying and articulating individual criteria for success.
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of outcomes in prevention/intervention plan.	Assesses student learning with focus on progress toward achievement of the intended prevention/intervention outcomes.	Assesses student learning with focus on progress toward the prevention/intervention in order to monitor individual and group progress toward achievement of the intended prevention/intervention outcomes.	Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning.
Feedback¹⁹ to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended prevention/intervention outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages self-reflection or peer feedback that is specific and focuses on advancing student learning.
Prevention/intervention adjustments²⁰	Makes no attempts to adjust delivery of prevention/intervention plan.	Makes some attempts to adjust delivery of prevention/intervention plan.	Adjusts delivery of prevention/intervention plan as necessary in response to individual and group performance.	Students identify ways to adjust prevention/intervention plan that will be effective for them as individuals.

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

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



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4: Professional Responsibilities and Leadership

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

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

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



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4: Professional Responsibilities and Leadership

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

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



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4: Professional Responsibilities and Leadership

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

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

	Below Standard	Developing	Proficient	Exemplary
Attributes	<p><i>In addition to the characteristics of Proficient, including one or more of the following:</i></p>			
Positive school climate	Does not contribute to a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.
Culturally-responsive communications²¹	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally-responsive manner.	Leads efforts to enhance culturally-responsive communications with families and the community.

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



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Appendix 7

FORMS

- **Goal Setting**
- **Mid-Year**
- **End of Year**
- **Formal Observation**
 - **Pre-Observation**
 - **Post-Observation**

Parent Feedback Goal

Please describe your parent feedback goal and growth targets:

Save draft

Performance and Practice Focus Area

Please describe your performance and practice focus area:

Save draft

Student Learning Objectives

Details

Student Learning Goal/Objective Statement :

Baseline Trend Data

Student Population

Standards and Learning Content

Interval of Instruction

Instructional Support and Strategies

How will this be measured?

What measure will be used to assess this goal/objective :

Growth Target: IAGD Select this rating

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. Select this rating

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. Select this rating

Met

Most students met the target(s) contained in the indicators within a few points on either side of the target(s). Select this rating

Exceeded

All or most students met or substantially exceeded the target(s) contained in the indicators(s)

Add another Measure

Save this SLO

Teacher Reflection

Prior to the conference you should review your SLOs/IAGDs, feedback goal(s) (e.g. student, parent, and/or peer) and performance and practice focus area to assess the progress made to date. The following prompts can assist you in preparing for your Mid-Year Check-In Conference with your observer. You can fill out the pre-set form, save and share directly on the platform. The observer and learner can highlight text and tag it to the rubric. The observer can choose to filter out any evidence the learner has tagged from his/her view upon final review if he/she chooses.

Question 1

Describe your progress to date. Include specific details about your students' progress for each SLO/IAGD you set for their learning and your progress on your feedback goal(s) and performance and practice focus area.

Question 2

Describe any professional learning and/or strategies that have contributed to your progress. Describe any additional professional learning or supports that would help ensure your success.

Question 3

Describe any challenges or barriers to achieving your SLOs/IAGDs, feedback goal(s) or performance and practice focus area.

Question 4

What modified action steps and/or adjustments will you implement to address challenges towards achieving your SLOs/IAGDs, feedback goal(s) or performance and practice focus area?

Other Comments:

Save draft

Self-Assessment

Student Growth and Development (45%)

As you work on this section, you may find it helpful to open a new tab with the SLOs and IAGDs you set at the beginning of the year so you can refer to them. **To do this: 1) Right click (2-finger click on Mac) your name in the black bar at the top of the page and select "Open Link in New Tab" 2) Scroll down and click the yellow sticky that says "Ready to plan your goals or SLOs?" 3) Click "Student Learning Objectives" at the top of the page.**

Results of each SLO indicator (IAGD) with evidence

For each SLO and indicator (IAGD):

- a) Provide your overall self-assessment of whether each SLO indicator (IAGD) was met (based on the results of your identified IAGD). Use the ratings:
 - Did not meet
 - Partially met
 - Met
 - Exceeded
 - Does not apply
- b) Provide evidence for each indicator (IAGD) by describing what you did that produced the results. Describe what you learned and how you will use the results of the IAGD going forward.

Sample SLO:

By May 2015, all of my students will improve their ability to support claims with credible and relevant evidence.

IAGDs:

- 1) By May 2015 at least 85% of the students that did not achieve grade-level expectations (score point 2) in the Evidence/Elaboration rubric on the first writing prompt baseline will move up at least one score-point on the second writing prompt.
- 2) By May 2015 at least 50% of the students will move up at least one score-point on the Evidence/Elaboration rubric on the third writing prompt.
 - a) Met (3) X
 - a. Attached is a table of pre-assessment scores and IAGD target scores.
 - b. I met my goal on the first IAGD because of the 25 students who scored below the grade-level expectation (25), 21 of them (85%) scored at the grade level expectation on the second writing prompt.
 - c. I met my second IAGD because 50% of the students moved at least one score point.

- b) I learned a great deal about helping my students to be successful in writing strong arguments. Having students revise their work with a specific focus allowed students to work on their areas of need. This also provided great opportunities for differentiation based on the specific needs of the students. I had students keep a folder of their work so they could go back and review it and recognize their own growth. There are many strategies that need to be used throughout the year to help students grow as writers. Attached is a list of strategies and plans for next year.

Performance and Practice (40%)

Describe what progress you made in your performance and practice focus area throughout the year and what supports would better enable you to make further progress going forward.

Parent or Peer Feedback (10%)

Provide evidence for the Peer or Parent feedback component below by describing what you did that produced positive outcomes or resulted in achievement toward a specified goal or strategy.

Describe what you learned throughout this year and how you will use the results of the Peer or Parent feedback going forward.

Whole-School Measures of Student Learning or Student Feedback (5%)

Space is provided below for you to reflect on how you've contributed to this component.

For districts that include the whole-school student learning indicator in teacher evaluations, your rating shall be equal to the aggregate rating for multiple student learning indicators established for your administrator's evaluation rating.

For districts that include student feedback in teacher evaluations, provide evidence for the student feedback component below.

Please remember to click Save Draft as you edit your responses.

When you are ready, click the gear icon in the black bar above, select What's been shared?, and select Share next to Self-Assessment to make your responses visible to your observer.

Save draft

Formal Observation - Pre-Observation Planning Form

for Demo Learner by Demo L Observer

Cheshire Public Schools
Pre-Observation Plan for Educators

Teacher _____ Grade Level _____ Date of Lesson _____

Directions:

This plan should be completed by the teacher and provided to the evaluator at least 24 hours prior to the Pre-Observation Conference and the formal observation. The CSDE does not recommend use of this form for everyday planning purposes.

1. Placement of Lesson within Broader Curriculum/Context (2a):

Where does this lesson fall within the sequence of the larger content standards or curriculum? Is it at the beginning, middle or end of a sequence of lessons/or unit leading to attainment of the content standards? How will the outcomes of this lesson and student learning impact subsequent instruction?

2. Content Standards (2a):

Identify one or two primary content standards, including CCSS, which this lesson is designed to help students attain.

3. Objective(s) for Lesson (2a):

Identify specific and measurable learning objectives/purpose for this lesson.

4. Learner Background (2a):

Describe the students' prior knowledge or skill, and/or their present level related to the learning objective(s) and the content of this lesson (using data from pre-assessment as appropriate).

5. Students Needing Differentiated Instruction (2a):

Note: Differentiated instruction may not be necessary in every lesson. However, over the course of the year, it is expected that each teacher will demonstrate the ability to differentiate instruction in order to meet the needs of students with learning differences.

Identify several students with learning differences. Students should represent a range of ability and/or achievement levels, including students with IEPs, gifted and talented students, struggling learners and English language learners.

Which students do you anticipate may struggle with the content/learning objectives of this lesson?

Student Initials or Group

Evidence that the Student Needs Differentiated Instruction

How will you differentiate instruction in this lesson to support student learning?

Which students will need opportunities for enrichment/a higher level of challenge?

Student Initials or Group

Evidence that the Student Needs Differentiated Instruction

How will you differentiate instruction in this lesson to support student learning?

6. Literacy through the Content Area (2b):

If you will be using any strategies for teaching literacy in the content area, describe your plan.

7. Lesson Development/Instructional Strategies (2b)

a) Identify the instructional grouping/s (whole class, small groups, pairs, individuals) you will use in each lesson segment and approximate time frames for each.

b) Describe what instructional strategies you will use and the learning activities in which students will be engaged in order to gain the key knowledge and skills identified in the learning objective(s). This may also include a description of how you will initiate (set expectations for learning and purpose) and close (understanding the purpose) the lesson.

8. Materials/Resources (2b):

List the materials you will use in each learning activity including any technological resources.

9. Assessment (2c):

How will you ask students to demonstrate mastery of the learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria. What data or evidence of student learning will be collected through the assessment?

Formal Observation - Post-Observation Reflection Form

for Demo Learner by Demo L Observer

Cheshire Public Schools: Post-Observation Reflection Form

Teacher _____

School _____

Date _____

Directions: This reflection may be completed by the teacher and provided to the evaluator prior to or recorded with the evaluator during the Post-Observation Conference.

1. To what extent did students achieve the learning outcomes you intended? What evidence from student work or assessment do you have that provides you with sufficient information about student learning/progress towards the learning outcome?
2. As you think about your lesson and how it progressed, which of your instructional strategies were most effective in helping students learn? What evidence supports your conclusions?
3. If you made changes or adjustments during your lesson, what were they, and what led you to make them?
4. During our Pre-Observation Conference we discussed students requiring differentiated instruction. Briefly describe what you observed about the performance of the students for whom the instruction was differentiated.
5. What have you learned from this lesson or others that will affect your planning for future lessons, either in terms of your own instructional skills or in addressing students' instructional needs? If you were to teach this lesson again, would you do anything differently? If yes, why?
6. As you reflect on your overall instruction and ability to support student learning, what have you identified as areas for your own professional growth?

Appendix 8

BLOOMBOARD DIRECTIONS AND REFERENCE DOCUMENTS

Getting Started

Welcome to BloomBoard! We're on a mission to empower educator growth through personalized professional development. Our platform enables educators to set growth goals, view specific evidence from classroom observations, get timely and actionable feedback from their observers, and access thousands of high-quality resources to support individual professional learning.

Let's get started!

Signing In

- Go to apps.bloomboard.com and log in using your district email address. (Note: Your password was emailed to you with the subject line "Welcome to BloomBoard." If you cannot find it, select the "Don't know your password" link from the sign in page.)
- We've already configured your account, so simply agree to our Terms of Service and enter a new password.
- Click "Take Me to My Dashboard" to begin.



The screenshot shows the BloomBoard login interface. At the top, it says "BloomBoard" in a large, bold font, with "Previously Formative Learning" in a smaller font below it. There are two input fields: "Email Address" and "Password". Below the password field is a checkbox labeled "Keep me logged in". At the bottom, there is a blue "Sign In" button and a link that says "Don't know your password?".

Learner Dashboard Navigation

After signing in, you will be taken to your dashboard, where you can easily navigate to all sections of the site. We recommend personalizing your dashboard by updating your profile picture and creating new learning goals.

Your dashboard provides you with direct access to BloomBoard tools and resources that support your professional learning. Here is an overview of everything you will find:

* Before You Start

- Make sure you have reliable Internet access.
- Make sure you're using a supported browser: Firefox, Safari, or Chrome.

* We're Here to Help

We know professional growth takes a great deal of time and effort; our mission is to provide you with the tools and resources to make this process as rewarding as possible. Should technical issues arise, feel free to contact our Support Team anytime.

Email

support@bloomboard.com

Phone

888-418-1595

(8 am – 8 pm EST)

Professional Learning Resources

Click on “Recommended Learning Opportunities” to browse the [BloomBoard Marketplace](#), a comprehensive library of professional development resources curated by in-house educational experts and personalized to your unique needs and professional learning goals.

BloomBoard E-Portfolio

Click “Visit My E-Portfolio” to access your BloomBoard Portfolio. The E-Portfolio contains a comprehensive list of your scheduled meetings and observations, an “Aggregated Evidence and Ratings” page, and an “Artifacts” section, all in one convenient place. For a comprehensive overview of the E-Portfolio, click [here](#).

Current Activities

The “Current Activities” section displays the four most current observations, and provides educators with access to their personal observations. Click an observation link to begin collaborating and communicating with your observer.

Goals

Click on the yellow sticky note at the bottom to access the goal-planning tool. Enter a goal summary, align the goal to indicators on your organization’s rubric, reflect and respond to SMART prompts, and create posts to track your progress. To learn more about creating goals, [click here](#).

BloomList

Use the BloomList to create To-Do items to organize your professional growth pathway. The BloomList captures action items such as conducting peer observations, attending workshops, or other classroom activities. For more information on the BloomList, [click here](#).

The screenshot displays the BloomBoard interface for a demo learner. At the top, there is a navigation bar with 'Home', 'Activities', and 'End of Year Evaluation' tabs. Below this is a 'Main Navigation' section with 'LEARNING RECOMMENDATIONS'. A user profile section for 'Demo!' includes a 'Visit My Portfolio' link. The main content area is divided into three sections: 'BloomList - To Do Items' with a 'Create My Own BloomList Item' button, 'Current Activities' showing 'Informal Observation Mar 2015' and 'Mid-Year Review Mar 2015', and 'End of Year Evaluation'. At the bottom, two yellow sticky notes are visible: 'Goal #1: This is a goal where I intend.' with a 'Goal Summary' button, and 'Ready to plan your goals?' with an 'Open Goal Planning' button.

Self-Reflection & Goals

We believe in educators having a strong voice in their goal creation, evaluation process, and professional growth. BloomBoard creates a positive and effective environment to empower teachers through the professional learning process.

Educators can play an active role in their observation and evaluation processes with tools that assist in the creation of professional growth plans and self-reflection. BloomBoard collects aggregated evidence and ratings throughout the year, which learners can view at any time. The BloomBoard Snapshot tool allows learners to assign themselves ratings after reflecting on their practices and goals.

Aggregated Evidence & Ratings

Learners can view detailed ratings and evidence notes from each of their observations—in addition to creating their own self-ratings—on the Aggregated Evidence and Ratings (AE&R) page.

To navigate to your AE&R page:

1. Click “Visit My E-Portfolio” on your homepage.
2. Click the “Aggregated Evidence & Ratings” tab to the far left.

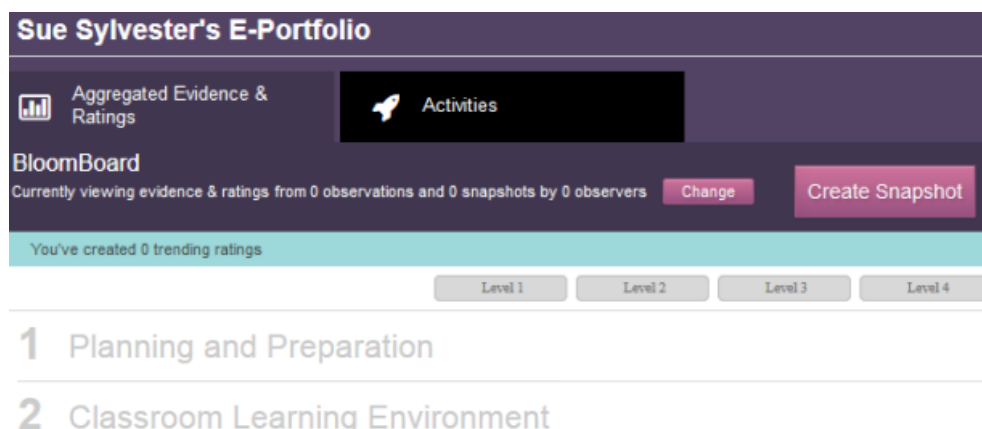
The AE&R page displays ratings from both you and your observer for different activities, and allows you to add your own ratings notes. To learn more about navigating and filtering ratings on the AE&R page, [click here](#).

* We're Here to Help

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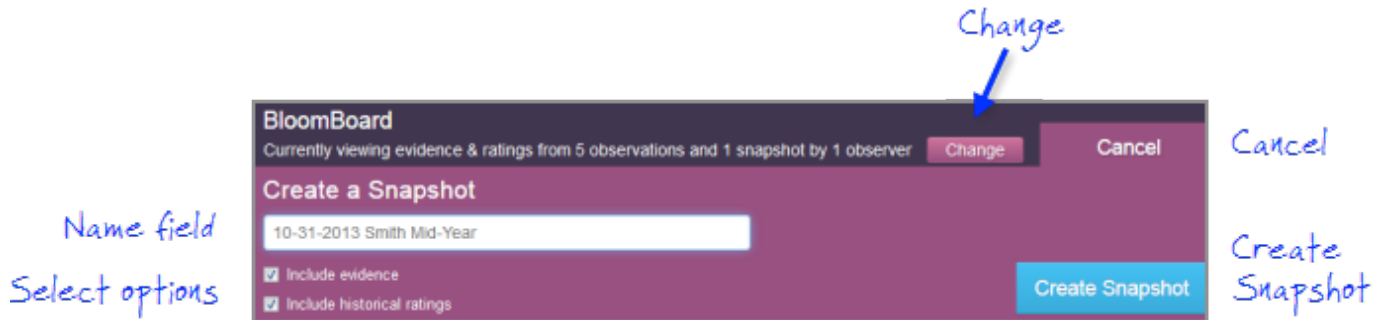
Email
support@bloomboard.com

Phone
888-418-1595
(8 am – 8 pm)



Creating Snapshots

Snapshots allow learners to capture a static photo of the ratings page. Comparing last year's data to reflect and set goals for the coming year helps gauge progress toward those goals throughout the year. As a result, educators can focus on their practices and facilitate greater collaborations with their observers. To learn more, review our support materials on adding ratings and creating a snapshot.



Snapshot Privacy and Sharing

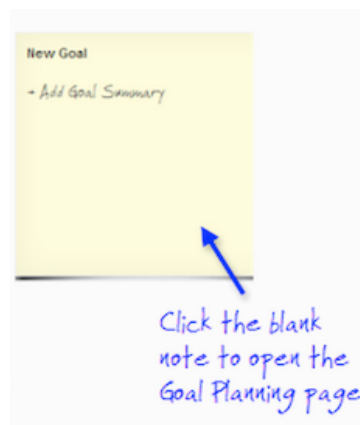
A snapshot is private to its user, however certain activities within BloomBoard may enable you to attach a previously-created snapshot to share with an observer. These activities vary according to your district's evaluation process. To learn more about snapshot sharing, [click here](#).

Setting Goals

Creating goals around practice and performance is critical for educators' growth. BloomBoard provides the tools and resources needed to create, support, and track actionable goals for improving identified growth areas. Learners create and modify goals, while observers can view comments about objectives and strategies for achieving goals. For more information about setting goals, [click here](#).

Goal Summaries

Your unique goals are the foundation of your professional learning and are displayed prominently on your learner dashboard. The goal summary sticky notes at the bottom of the screen provide an overview of your goals. Click on a goal summary to expand its details. To create a new goal, click a blank note to open the goal planning area and enter your new goal.



Goal Planning

The Goal Planning page is the home for all of your goals—a place where you can reflect on your strengths and identify opportunities for growth to create meaningful, actionable goals.

Goal Planning

Professional Goals Student Learning Objectives

Areas Of Strength:

planning/individualization within lessons.
Engaging exercises.

Areas For Growth:

Classroom control during hands-on exercises.
Wrapping up lessons - discussing what we learned/accomplished.

Areas of strength / Growth notecards

Goal Details

Creating a goal opens tools you can use to align it to indicators; specify its measurable completion details; and outline its impact and scope. Take advantage of the customizable SMART goal questions to articulate your rationale and define how you will achieve your goal. Be thorough—the details you add to your goal serve to refine your vision and make it actionable.

Your Goal

Return to my Goal Planning

Change goal status

Click Add Answer and then enter a response

Relevant - How is this goal relevant to you and your students?

Goal #2

I will prepare and incorporate activity transitions to create behavior issues.

Added on Jan 06, 2015

Which indicators does this goal align with?

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

+ Align this goal with indicators

Specific - What specifics will help you know you've reached your goal?

+ Add Answer

Measurable - What data will you use to measure progress?

+ Add Answer

Attainable - How difficult will this goal be for you to complete?

+ Add Answer

Relevant - How is this goal relevant to you and your students?

It will impact the learning environment in the classroom by extinguishing poor behavior and rewarding good behavior.

Save Cancel

Support and track your goal in the Goal Progress area. You can create posts to show your goal's progress or add reflections to document your thinking about the goal over time. Find and attach BloomBoard resources you've identified to help you achieve your goal, and post links to websites that support your goal. Your goal's details are always available—just click its sticky note! To learn more about tracking progress on goals, [click here](#).

Evidence

Evidence collection and sharing is vital to creating a transparent evaluation process and supporting educator growth. BloomBoard provides a variety of ways for both learners and observers to collect, tag, and share evidence to foster more meaningful conversations about teacher learning and growth. BloomBoard helps identify opportunities for growth, so educators can focus their time on the resources that will support their professional learning to become more effective educators.

Uploading and Sharing Artifacts

To meet your goals as an educator, it is essential to collect and share evidence and data to track your growth and provide additional notes within an observation.

Examples of artifacts include:

- Lesson plans
- Student work samples
- Student achievement data
- Exit tickets from a classroom lesson
- Classroom photos
- Parent communications
- And much more

To help meet your goals, BloomBoard provides a private, personal space for learners to upload, collect, store, and share evidence and notes. To support your professional learning, the Artifacts tab in the e-Portfolio allows learners to upload and organize artifacts to easily track your progress and share evidence of growth.

To Add Artifacts to Your E-Portfolio

1. [Log in](#) to BloomBoard
2. Click on “Visit My E-Portfolio” to the right of your profile picture
3. Click on the purple “Artifacts” table
4. Upload artifacts in one of two ways:

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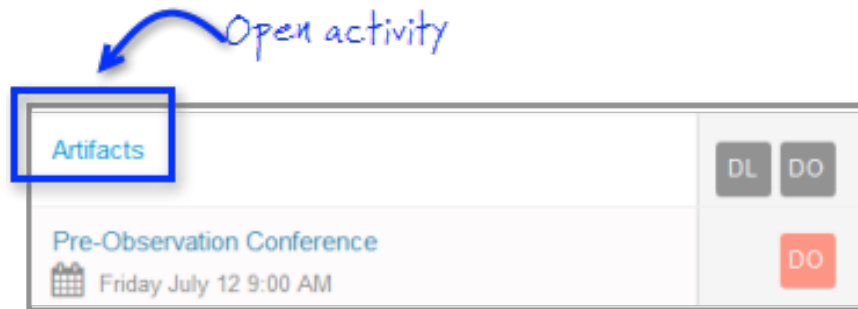
Email
support@bloomboard.com

Phone
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(8 am – 8 pm)

Option 1 (Learners Only)

Upload artifacts directly into your BloomBoard E-Portfolio by clicking the “Artifacts” tab in your e-Portfolio

All artifacts uploaded in this way are totally private until you decide to share them in an observation or meeting. By having a robust portfolio full of artifacts, you can be more reflective of your practice and much better equipped to demonstrate evidence of your professional growth.

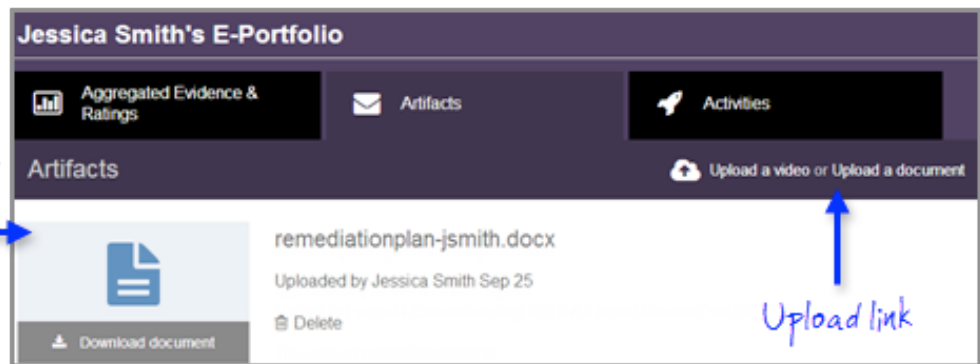


Option 2 (Learners & Observers)

Upload artifacts into BloomBoard directly through an observation or meeting. All artifacts uploaded directly to an observation or meeting in this way are automatically added to a learner’s E-Portfolio and shared with the observer.

To learn more about the specifics of uploading artifacts and the differences between uploading methods, [click here](#). For more information about manipulating artifacts in BloomBoard, [review the support articles](#) on re-naming and removing artifacts and deleting artifacts.

All uploaded artifacts display in the pane, including those uploaded within activities



Collecting and Tagging Evidence

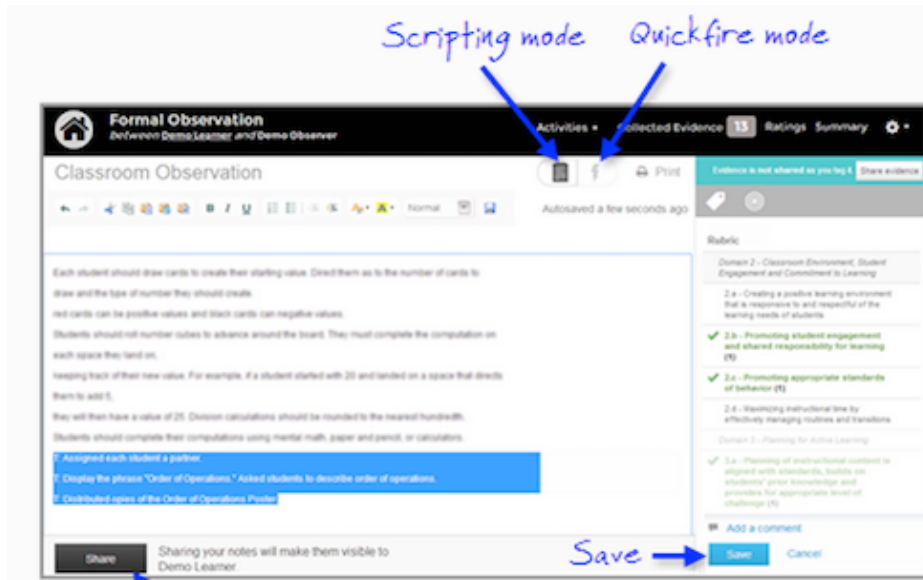
BloomBoard’s tools for evidence collection allow both learners and observers to collect, tag, and share evidence, facilitating discussions focused on goals and evidence of practice. BloomBoard’s evidence and support features are described below.

Collecting Evidence

There are two methods to collect evidence within BloomBoard:

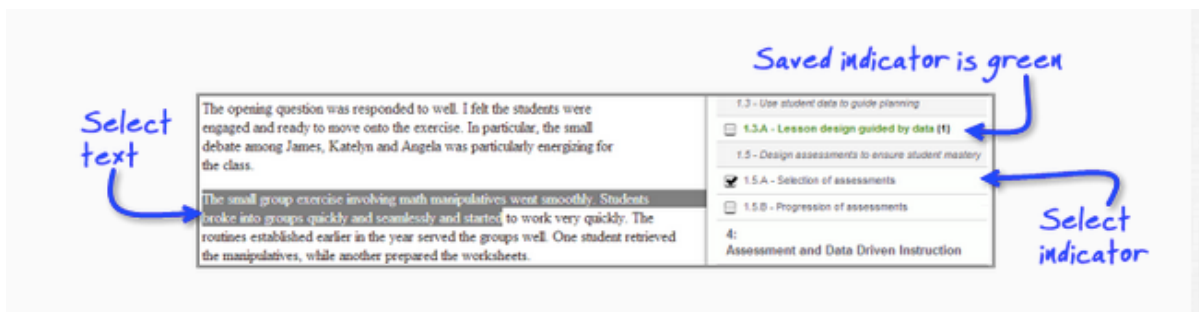
1. The scripting feature can be enabled for observers to take and enter notes during an observation or meeting.
2. Quickfire allows observers to quickly take notes that include a timestamp. Quickfire is particularly useful for observers looking to collect evidence on pacing and transitions during an observation.

To learn more about scripting and Quickfire, [click here](#).



Tagging Evidence

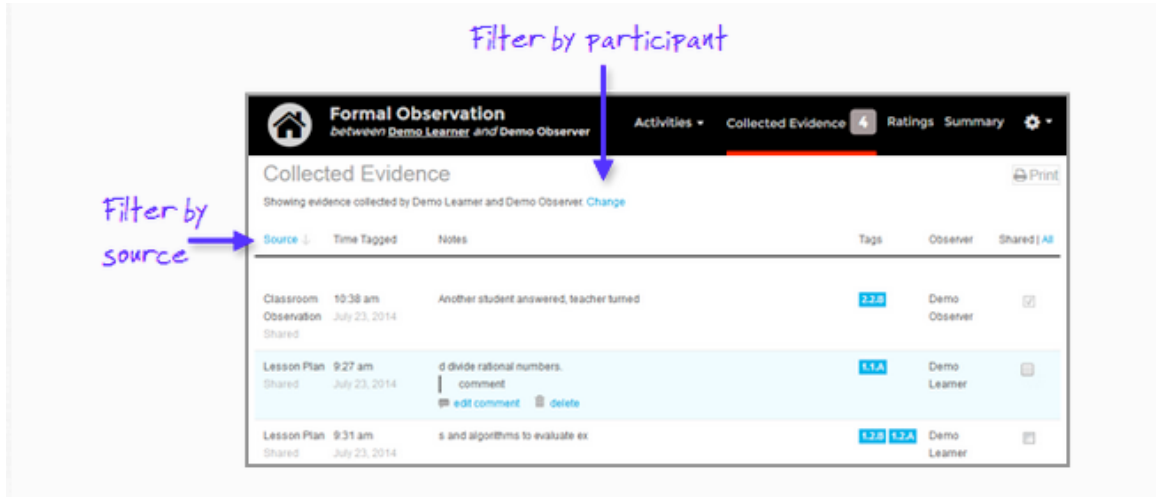
A valuable feature for both observers and learners is tagging, which allows users to highlight specific resources and align them with rubrics and/or goals. Observers and learners can collect and share progress by uploading artifacts or notes collected through scripting, then linking directly to an indicator on the rubric or specific goal. Tagging also allows evidence to be aggregated under indicators on the rubric to facilitate evidence-based discussions between observers and learners.



The Comments Section allows a space to collect thoughts, advice, and general praise on each piece of tagged evidence. The comment feature creates transparency and encourages dialogue throughout the observation process. To learn about tagging and sharing evidence to a rubric or goal, [click here](#).

Viewing Evidence

As the evaluation process progresses, it is important to track trends within observations, lesson plans, and goals. Each observation has its own collected evidence found on the Collected Evidence tab. Within this tab, learners and observers can view, edit, delete, comment on, and share the stored evidence. For more information on Collected Evidence, [click here](#).



Once the observation has been shared, all tagged evidence is also available for viewing by both observers and learners on the AE&R page.

Sharing Evidence

Sharing collected evidence shows progress and is vital for transparency in discussing professional learning. Below are three options for learners to share only the pieces of evidence you want, only when you are ready.

1. Click on the “Share Evidence” button at the top of the indicators panel within a scripting step. For more information on this method, [click here](#).
2. Modify the share status of collected evidence using the “Collected Evidence” tab. To learn more, [click here](#).
3. To share all evidence, click on the “Share All Activities and Evidence” button found within the gear icon on the upper right. To view the individual steps that have been shared within the observation, click on “What’s Been Shared?”

To learn more about all options for sharing evidence, [click here](#).

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Connecticut State Department of Education

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