

EAST HAVEN PUBLIC SCHOOLS

# East Haven Public Schools

## System for Educator Evaluation and Development 2015-2016

---



## **EAST HAVEN PUBLIC SCHOOLS**

Dr. Portia S. Bonner, Superintendent

### **EAST HAVEN EVALUATION COMMITTEE**

Steven Autieri, Science Teacher, EHHS  
Jen Bauer, Math Instructional Leader, EHHS/JMMS  
Maria Biondi, Grade 1 Teacher, DC Moore  
Deb Caplan, Science Teacher, JMMS  
Julie Church-Oca, Math Coach, DC Moore/Momauguin  
Diane Conradi, Foreign Language Teacher, EHHS  
Mary Jane Currid, Grade 2 Teacher, Overbrook  
Michele Fortuna, Special Education Teacher, Tuttle  
Liz Franco-Spano, PE Teacher, Momauguin/DC Moore  
Stephanie Healy, Art Teacher, Overbrook/DC Moore  
Marianne Johnson, Principal, EHA  
Michele Madonna, Guidance Counselor, EHHS  
Dale Manna, Math Coach, DC Moore  
Joe Marangell, SS Instructional Leader, EHHS/JMMS  
Heather Mastracchio, Kindergarten Teacher, DC Moore  
Mary Beth Maturo, Grade 4 Teacher, Ferrara  
Cathy McGarry, VA Teacher, Deer Run/DC Moore  
Karin Mrotek, School Psychologist, Deer Run  
Geraldyn Nelson, Grade 3 Teacher, EHA  
Maria Pompano, Science Instructional Leader, EHHS/JMMS  
Gina Racino, Reading Teacher, Deer Run  
William Tomassi, Science Teacher, JMMS  
Lisa Veleas, ELA Instructional Leader, EHHS/JMMS  
Cindy Wintjen, Teacher/Union President, EHHS

### **BOARD OF EDUCATION**

Charles Coyle  
Michele DeLucia  
Ronald DeNuzzo  
John Finkle  
Lisa Geraci-Anastasio  
Thomas Hennessey  
Louis Pacelli  
MaryAnn Pellegrino  
Christine Sandford

East Haven Public Schools is committed to a policy of equal opportunity/affirmative action for all qualified persons. The Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, disability (including, but not limited to, mental retardation, past or present history of mental disability, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. East Haven does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to Robert Swan, Director of Pupil Services, Title IX /ADA/Section 504 Coordinator, East Haven School District, 35 Wheelbarrow Lane, East Haven, CT 06513

## TABLE OF CONTENTS

INTRODUCTION .....	7
Purpose and Rationale .....	8
Core Design Principles .....	8
TEACHER EVALUATION OVERVIEW .....	12
Teacher Evaluation and Support Framework .....	12
Process and Timeline .....	13
Evaluators .....	16
Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing .....	16
SUPPORT AND DEVELOPMENT .....	17
Evaluation-Informed Professional Learning .....	17
Improvement and Remediation Plans .....	17
Career Development and Growth .....	18
TEACHER PRACTICE RELATED INDICATORS .....	19
Component #1: Teacher Performance and Practice (40%) .....	19
Teacher Practice Framework- Danielson’s <i>Framework for Teaching Evaluation Instrument</i> ..	19
Teacher Performance and Practice Focus Area .....	23
Teacher Performance and Practice Scoring .....	24
Summative Observation of Teacher Performance and Practice Rating .....	24
Component #2: Parent Feedback (10%) .....	26
STUDENT OUTCOMES RELATED INDICATORS .....	28
Component #3: Student Growth and Development (45%) .....	28
Overview of Student Learning Objectives (SLOs) .....	28
PHASE 1: Review the Data .....	29
PHASE 2: Set SLO(s) .....	29
PHASE 3: Monitor Students’ Progress .....	33
PHASE 4: Assess Student Outcomes Relative to SLOs .....	33
Component #4: Whole-School Student Learning Indicator and/or Student Feedback (5%) .....	35
Option 1: Whole-School Student Learning Indicator .....	35
Option 2: Student Feedback .....	35
Option 3: Whole-School Student Learning Indicators and Student Feedback .....	38
SUMMATIVE TEACHER EVALUATION SCORING .....	39
Summative Scoring .....	39

Definition of Effectiveness and Ineffectiveness.....	42
Dispute-Resolution Process.....	42
<b>CORE REQUIREMENTS FOR THE EVALUATION OF STUDENT AND EDUCATOR SUPPORT SPECIALISTS.....</b>	<b>43</b>
Flexibility from Core Requirements for the Evaluation of Teachers.....	43
<b>ADMINISTRATOR EVALUATION AND DEVELOPMENT.....</b>	<b>45</b>
Purpose and Rationale.....	45
<b>SYSTEM OVERVIEW.....</b>	<b>46</b>
Administrator Evaluation and Support Framework.....	46
Process and Timeline.....	47
Step 1: Orientation and Context-Setting.....	48
Step 2: Goal-Setting and Plan Development.....	48
Step 3: Plan Implementation and Evidence Collection.....	51
Step 4: Mid-Year Formative Review.....	53
Step 5: Self-Assessment.....	53
Step 6: Summative Review and Rating.....	53
<b>SUPPORT AND DEVELOPMENT.....</b>	<b>55</b>
<b>CAREER DEVELOPMENT AND GROWTH.....</b>	<b>56</b>
<b>LEADERSHIP PRACTICE RELATED INDICATORS.....</b>	<b>57</b>
Component #1: Observation of Leadership Practice (40%).....	57
Arriving at a Leadership Practice Summative Rating.....	62
Component #2: Stakeholder Feedback (10%).....	64
Stakeholder Feedback Summative Rating.....	66
<b>STUDENT OUTCOMES RELATED INDICATORS.....</b>	<b>69</b>
Component #3: Student Learning (45%).....	69
State Measures of Academic Learning.....	69
Locally-Determined Measures (Student Learning Objectives).....	71
Arriving at Student Learning Summative Rating.....	74
Component #4: Teacher Effectiveness Outcomes (5%).....	75
<b>SUMMATIVE ADMINISTRATOR EVALUATION RATING.....</b>	<b>76</b>
Summative Scoring.....	76
Determining Summative Ratings.....	77
A. PRACTICE: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%.....	77

B. OUTCOMES: Student Learning (45%) + Tchr Effectiveness Outcomes (5%) = 50% .	77
C. OVERALL: Leader Practice + Student Outcomes .....	79
Definition of Effectiveness and Ineffectiveness .....	80
Dispute-Resolution Process .....	80
Appendix 1 .....	81
Appendix 2 .....	83
Appendix 3 .....	85

## 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.

East Haven Public Schools (EHPS) is committed to raising the overall quality of our schools' workforce. To meet this goal, we aim to create a comprehensive approach to supporting and developing 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.

East Haven Public Schools' System for Educator Evaluation and Development is a model evaluation and support system that is aligned to Charlotte Danielson's *Framework for Teaching Evaluation Instrument*. The model was informed by a large body of research, including the Gates Foundation's [Measures of Effective Teaching \(MET\) study](#).

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 EHPS's educator evaluation and support system is to develop the talented workforce required to provide a superior education for Connecticut's 21<sup>st</sup>-century learners.

As provided in subsection (a) of Sec. 10-151b (C.G.S.), as amended by Sec. 51 of P.A. 12-116, 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 new evaluation and support model is to fairly and accurately evaluate educator 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 over time.
- Promote both professional judgment and consistency.
- Foster dialogue about student learning.
- Encourage aligned professional learning, coaching and feedback to support growth.
- 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 learning* (45%), *teacher performance and practice* (40%), *parent feedback* (10%), and *school-wide student learning indicators or student feedback* (5%). The model defines four components of administrator effectiveness: *student learning* (45%), *administrator practice* (40%), *stakeholder feedback* (10%), and *teacher effectiveness outcomes* (5%).

These four components are grounded in research-based standards for educator effectiveness, Common Core State Standards, Charlotte Danielson's *Framework for Teaching Evaluation Instrument*, as well as Connecticut's standards: The Common Core of Leading (CCL); Connecticut School Leadership Standards; the Connecticut Framework K-12 Curricular Goals and Standards; the CMT/CAPT assessments<sup>1</sup>; and locally-developed curriculum standards.

---

<sup>1</sup>**Connecticut Mastery Test (CMT):** Students are assessed in the content area of science in grades 5 and 8.

**Connecticut Academic Performance Test (CAPT):** The CAPT is the standard assessment administered to students in Grade 10 in the content area of science.



### ***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 in how teachers and leaders interact with one another and with students, and 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 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 system. The dialogue in the new model occurs more frequently and focuses on what students are learning and what administrators can do to support teaching and learning.

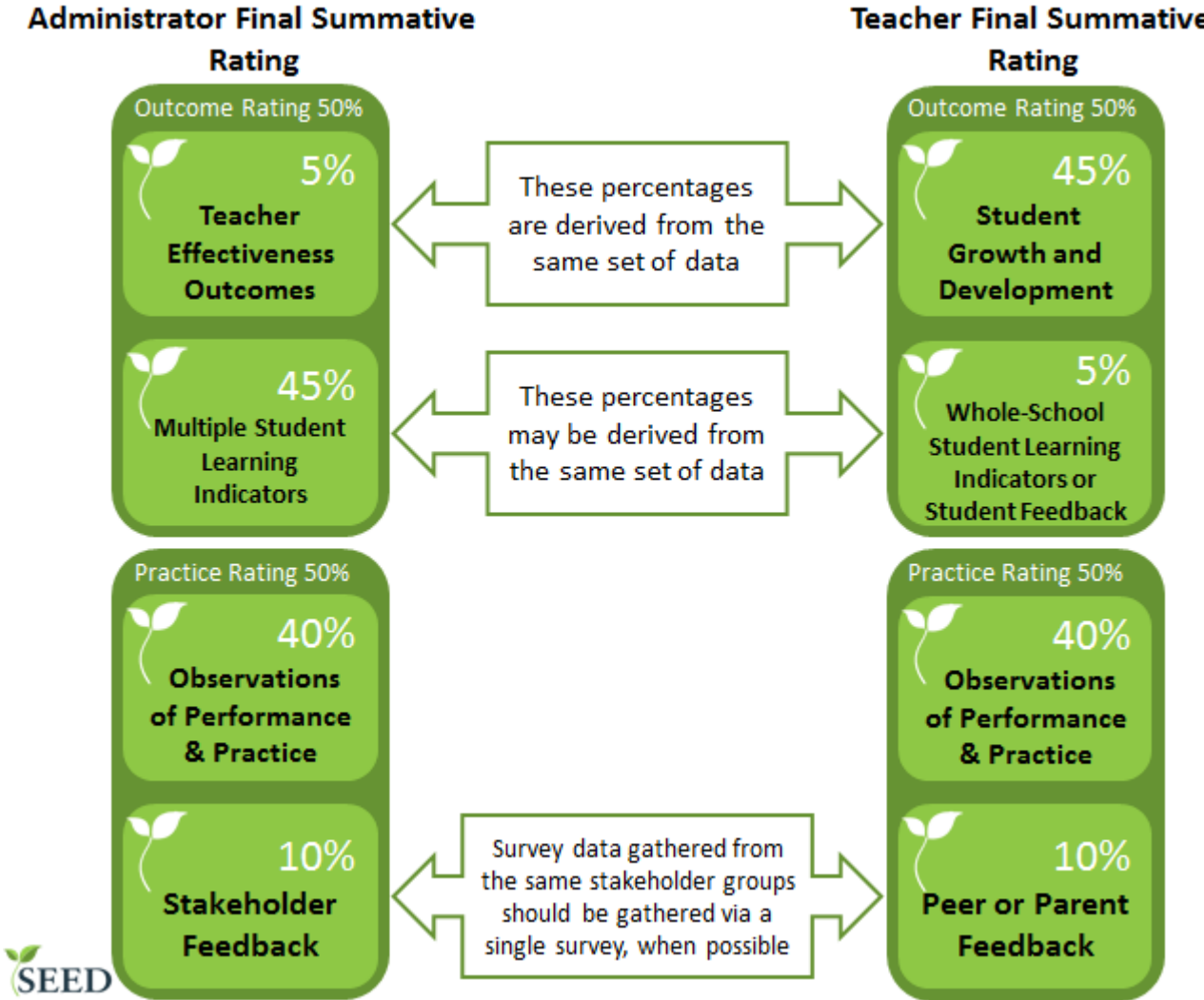
### ***Encourage aligned professional learning, coaching and feedback to support growth***

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

### ***Ensure feasibility of implementation***

- Launching this new model will require hard work. Throughout the district, 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.

The EHPS evaluation model recognizes that student learning is a shared responsibility between teachers, administrators and district leaders. The following graphic illustrates the areas of common accountability that connect teacher and administrator evaluation.



# Teacher Evaluation and Support

---

The East Haven Public Schools - designed model for the evaluation and support of teachers in the district is based on the Connecticut Guidelines for Educator Evaluation (Core Requirements), originally 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 modified from Connecticut's System for Educator Evaluation and Development (SEED) Teacher Evaluation and Support model. East Haven Public Schools may continue to refine the tools provided in this document for clarity and ease of use.

## TEACHER EVALUATION OVERVIEW

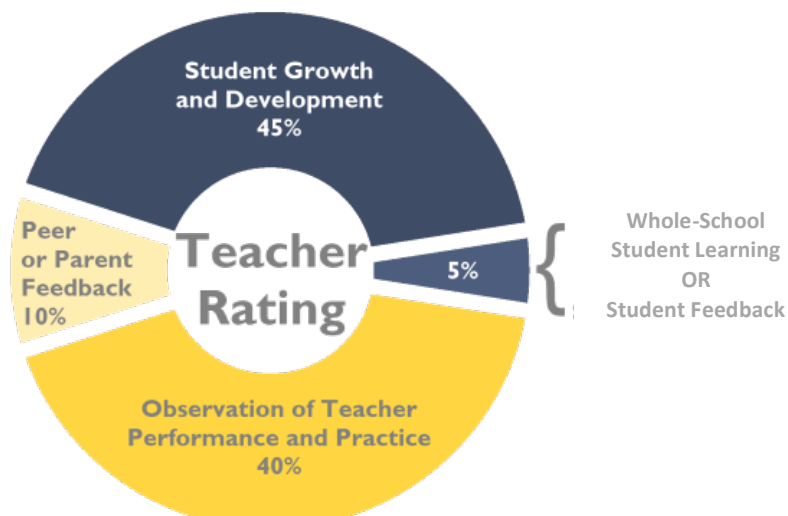
### Teacher Evaluation and Support Framework

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 Charlotte Danielson's *Framework for Teaching Evaluation Instrument*, which articulates four domains and twenty-two indicators of teacher practice
  - (b) **Parent Feedback (10%)** on teacher practice through surveys
  
- **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 objective(s) (SLOs) and associated indicators of academic growth (IAGDs)
  - (b) **Whole-School Measures of Student Learning** as determined by aggregate student learning indicators or **student feedback (5%)**

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

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



The term “performance” in the above shall mean “progress as defined by specified indicators.” Such indicators shall be mutually agreed upon, as applicable. Such progress shall be demonstrated by evidenced. 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 2015-2016 academic year.

## 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.



### GOAL-SETTING AND PLANNING:

Timeframe: Target is October 15; 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 objective(s) (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.
2. **Teacher Reflection and Goal-Setting** – The teacher examines student data, prior year evaluation and survey results, and *Framework for Teaching Evaluation Instrument* to draft a proposed performance and practice focus area, a parent feedback goal, student learning objectives (SLOs) 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 student learning objective(s) (SLOs). 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 SLOs 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. A Mid-Year Conference Discussion Guide is available to assist evaluators in conducting the conference.

### **END-OF-YEAR SUMMATIVE REVIEW:**

Timeframe: **May and June**; must be completed by the last day of the school year

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. ***Scoring*** – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings. 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 the state test data would significantly change the Student-Related Indicators final rating. Such revisions should take place as soon as state test data are available and before September 15.

3. ***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 30.<sup>2</sup>

---

<sup>2</sup> The district superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June first 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 Department of Education.

## **Evaluators**

The primary evaluator for most teachers will be the school principal or assistant principal, district administrator or other trained evaluator not in the teachers' bargaining unit, who will be responsible for the overall evaluation process, including assigning summative ratings.

Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

## **Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing**

All evaluators will be required to participate in extensive evaluation training (via the Teachscape Focus system) and pass the Teachscape Focus proficiency examination prior to conducting evaluations on teachers. This proficiency examination ensures evaluators are proficient in collecting, evaluating, and rating observation evidence against the comprehensive Danielson Framework for Teaching in order to provide high quality feedback to teachers.

EHPS will continue to access the services of ACES to provide additional training opportunities, collaborative conversations around evaluation, and tools throughout the year to support administrators and teachers in implementing the model across their schools. The district will adapt and build on these tools to provide comprehensive training and support to their schools and to ensure that evaluators are proficient in conducting teacher evaluations.

Evaluators will be required to pass yearly calibration exercises. This will provide the district with equitable evaluative practices across all schools and provide evaluators with support for better observer understanding and application of the Framework for Teaching with clearer scoring rationales using lesson videos throughout the Teach Scape system. Evaluators not passing calibration criteria who may be in need of additional support will be provided additional opportunities to practice scoring with 3 new Scoring Practice videos (8 videos total). Calibration allows for additional checks on evidence collection, scoring and feedback accuracy after initial certification with 3 additional Calibration windows (6 windows total)



## 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

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance and outlining the supports they need to close the gap. Throughout the process of implementing this evaluation model, all teachers will identify their professional learning needs in mutual agreement their evaluator. 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 professional learning opportunities.

### Improvement and Remediation Plans

If a teacher's performance is rated as *developing* or *below standard*, it signals the need for focused support and development. EHPS will develop a system to support teachers not meeting the proficiency standard. Improvement and remediation plans should be developed in consultation with the teacher and his/her exclusive bargaining representative and be differentiated by the level of identified need and/or stage of development.

The district will use the following levels of support:

1. **Structured Support:** An educator will receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.
2. **Special Assistance:** An educator will receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.
3. **Intensive Assistance:** An educator will receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

Improvement and remediation plans will:

- Clearly identify targeted supports, in consultation with the teacher, which may include specialized professional development, collegial and administrative assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Clearly delineate goals linked to specific components and domains within the *Framework for Teaching Evaluation Instrument* that specify exactly what the teacher must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered "effective."

- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.
- Include indicators of success, including a rating of *effective* or better at the conclusion of the improvement and remediation plan.

### **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 system itself and in building the capacity and skills of all teachers.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.

## 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
- Parent Feedback, 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- Danielson's *Framework for Teaching Evaluation Instrument***

Danielson's *Framework for Teaching Evaluation Instrument* is available in Appendix 3 of this document as well as on the district website. The Danielson Framework represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students. The instrument is organized into four domains, and twenty-two components that define elements of effective professional practice. Forty percent of teachers' final evaluations is based on their performance across all four domains. The domains represent essential practice and knowledge and are weighted when calculating the summative Performance and Practice rating.

## **Danielson's *Framework for Teaching Evaluation Instrument***

### **Domain 1: Planning and Preparation**

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments

### **Domain 2: The Classroom Environment**

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space

### **Domain 4: Professional Responsibilities**

- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Participating in a Professional Community
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

### **Domain 3: Instruction**

- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness

## 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 EHPS teacher evaluation and support model:

- Each teacher should be observed between 3 and 8 times per year through both formal and informal observations as defined below.
  - o **Formal:** Observations or reviews of practice<sup>3</sup> that last at least 30 minutes and are followed by a post-observation conference, which includes timely written and verbal feedback.
  - 
  - o **Informal:** Observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback.
- An evaluator must provide written feedback to the teacher within 7-10 school/business days of a formal or informal observation. No additional observations may be conducted until written feedback from a previous evaluation is received and a reasonable amount of time has been provided to allow teachers to make adequate improvements to their practice.
- Teachers must acknowledge observation reports on Teachscape within 5 working days of receipt. Acknowledgement indicates that the teacher has read the observation report and does not signify agreement with its contents. Teachers may respond to the report in writing on the acknowledgement page.
- Providing both verbal and written feedback after an informal observation is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.
- 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.
- The table on the next page summarizes the EHPS evaluation process.

---

<sup>3</sup>Examples of non-classroom observations or 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 see page 23 for more detail.

**Observation Requirements for Novice Teachers and Teachers Placed in the *Below Standard or Developing* Categories:**

Teacher Categories	Observation Requirements
First and Second Year Novice Teachers	A minimum of <u>3</u> formal <b>in-class</b> observations; <u>2</u> of which include a pre-conference and all of which include a post conference;  A minimum of <u>3</u> informal observations
Below Standard and Developing	A minimum of <u>3</u> formal <b>in-class</b> observations; <u>2</u> of which include a pre-conference and all of which must include a post-conference;  A minimum of <u>5</u> informal observations

**Formal observations for teachers placed in the above categories must be conducted by November 15<sup>th</sup>, February 15<sup>th</sup>, and May 30<sup>th</sup>.**

**Observation Requirements for Teachers Placed in the *Effective or Exemplary* Categories:**

Teachers will be placed in a three-year observation cycle as assigned by their evaluators. *Administrators may conduct and teachers may request additional observations (i.e. formal observations, informal observations, or reviews of practice), regardless of the year in which teachers are placed on the cycle.*

Cycle Year 1	Cycle Years 2 and 3
A minimum of <u>1</u> formal observation that includes both pre- and post-conferences (must be conducted by March 15 <sup>th</sup> )  A minimum of <u>1</u> review of practice	A minimum of <u>3</u> informal observations (each must be conducted by November 15 <sup>th</sup> , February 15 <sup>th</sup> , and May 30 <sup>th</sup> )  A minimum of <u>1</u> review of practice

***Pre-Conferences and Post-Conferences***

Pre-conferences are valuable for giving context for the lesson, providing information about the students to be observed and setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described in the table above. 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 Danielson’s *Framework for Teaching Evaluation Instrument* 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 provide the most evidence for domains 2 and 3 of the Danielson rubric, but 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). Relevant evaluation forms will be available on the district website.

### ***Non-Classroom Reviews of Practice***

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the *Framework for Teaching Evaluation Instrument*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. 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 ratings, where appropriate, on observed components of the *Framework for Teaching Evaluation Instrument*;
- prioritized commendations and recommendations for development actions;
- next steps and supports to improve teacher practice; and
- a timeframe for follow up.

### **Teacher Performance and Practice Focus Area**

As described in the Evaluation Process and Timeline (pages 15-16) section, teachers develop one performance and practice focus area that is aligned to Danielson's *Framework for Teaching Evaluation Instrument*. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his or 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 teachers towards *effective* or *exemplary* on the *Framework for Teaching Evaluation Instrument* rubrics. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator (e.g., 3c: Engaging students in learning).

Growth related to the focus areas 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

Evaluators are not required to provide an overall rating for each observation, but they should be able to provide ratings and evidence for the Rubric indicators that were observed. 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 Rubric and then make a determination about which performance level the evidence supports.

## Summative Observation of Teacher Performance and Practice Rating

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Within the EHPS model, the four domains of Danielson's *Framework for Teaching Evaluation Instrument* are weighted to determine a final rating. (Domain 1: Planning and Preparation is weighted 25%; Domains 2 and 3: Classroom Environment and Instruction are each weighted 30%; and Domain 4: Professional Responsibilities is weighted 15%.) 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 and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the 22 components.
- 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, applying appropriate weights, 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 ratings for each of the 17 indicators.

By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and interactions. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the 22 components. Some questions to consider while analyzing the evidence include:

- **Consistency:** What rating 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 2:

Domain 2	Component Rating	Evaluator's Score
2a	<i>Developing</i>	2
2b	<i>Developing</i>	2
2c	<i>Effective</i>	3
2d	<i>Exemplary</i>	4
2e	<i>Effective</i>	3
<b>Average Score</b>		2.8

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

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

- 3) The evaluator averages domain scores, applying appropriate weights, to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

Domain	Score	Score	Score
1	2.6	25%	.65
2	2.8	30%	.84
3	3.0	30%	.90
4	2.8	15%	.42
<b>Average Score</b>			<b>2.81</b>

Steps 2 and 3 can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator.

The summative Teacher Performance and Practice rating and the individual component 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<sup>4</sup>.

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

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

### **Administration of a Whole-School Parent Survey**

Parent surveys should be 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 must be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses should not be tied to parents' names. The parent survey should be administered every spring and trends analyzed from year to year.

To ensure that districts use effective survey instruments in the evaluation process and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of its state model for teacher evaluation and support.

EHPS will work with teachers to interpret survey results. Parent representatives may be included in the process. If a school governance council exists, the council shall assist in the development of whole-school surveys in order to encourage alignment with school improvement goals. Parent surveys deployed by districts should be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

### **Determining School-Level Parent Goals**

Evaluators and teachers should review the parent survey results at the beginning of the school year 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 2-3 improvement goals for the entire school.

---

<sup>4</sup>Peer feedback is permitted by Connecticut's Guidelines for Educator Evaluation as an alternative for this component. However, it is not included in the district model.

**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 fidelity-based and must include a specific action plan. 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:

<b>Exemplary (4)</b>	<b>Effective (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
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
- *Either* Whole-School Student Learning *or* Student Feedback *or* a combination of the two, which counts for 5% of the total evaluation rating.

These components will be described in detail below.

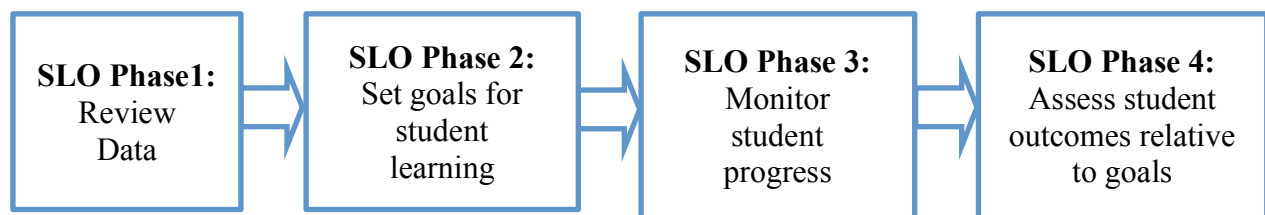
### Component #3: Student Growth and Development (45%)

#### 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 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 EHPS 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 Student Learning Objectives 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 EHPS evaluation model asks teachers to set more specific and measureable 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 a teacher's SLO(s) 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) Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
- i) Data related to ELL students and gifted students
- j) Attendance records
- k) 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 SLO(s)**

---

Based on a review of district and building data, teachers will develop at least one SLO<sup>5</sup> that addresses identified needs. A form for the development of SLOs can be found on the EHPS website. To create their SLOs, 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. These goal statements identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need. Each 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. Each SLO statement should reflect high expectations for student

---

<sup>5</sup> Connecticut's Guidelines for Educator Evaluation state that teachers will write 1-4 objectives, but under the EHPS model, the requirement is at least one SLO for every teacher in each academic year.

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.

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

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 2	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.

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

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the SLO was met. Each SLO must include at least two IAGDs.

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 this document, 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.
- b. A minimum of one non-standardized indicator.

The EHPS model uses a specific definition of “standardized assessment.” As stated in the CT 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 written in **SMART** goal language:

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

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 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 ELL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population of students.

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

Taken together, an SLO and its IAGDs provide the evidence that the objective was met. Here are some examples of IAGDs that might be applied to the previous SLO examples:

Grade/Subject	SLO	IAGD(s)
6 <sup>th</sup> Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	By May 15: 1. Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better

		<ol style="list-style-type: none"> <li>2. Students who scored a 2-4 will score 8 or better.</li> <li>3. Students who scored 5-6 will score 9 or better.</li> <li>4. Students who scored 7 will score 10 or better</li> </ol>
9 <sup>th</sup> 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.	By May 30, 90%-100% of all students will be effective (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) measured in the digital literacy assessment rubric.
11 <sup>th</sup> Grade Algebra 2	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	By May 15, 80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark.
9 <sup>th</sup> 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> <ol style="list-style-type: none"> <li>1. 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test.</li> <li>2. 40 students who score 30-49 will increase by 15 points.</li> <li>3. 10 students who scored 0-29 will increase by 10 points.</li> </ol>

***Step 3: Provide Additional Information***

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

- baseline data used to determine SLOs and set IAGDs;
- selected student population supported by data;
- learning content aligned to specific, relevant standards;
- interval of instruction for the SLO;
- assessments 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 SLOs.

***Step 4: Submit SLO to Evaluator for Approval***

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals. The evaluator will examine each 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
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

The district will use an SLO Development Guide in this process. The evaluator will rate the criteria identified for each element of the SLO. SLOs that holistically meet the criteria will be approved. The rating for the Indicators of Academic Growth and Development/ growth targets must meet the district expectations. If not, the element must be revised by the teacher and resubmitted to the evaluator for approval. If one or more other criteria are not met, the evaluator will provide written comments and discuss the feedback with the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten business days.

### **PHASE 3: Monitor Students' Progress**

Once the SLO is approved, 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 SLOs/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 IAGDs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

### **PHASE 4: Assess Student Outcomes Relative to SLOs**

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, if available, 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 indicator.
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 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:

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

The evaluator will score each IAGD separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

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 ratings and the Student Growth and Development rating will be shared and discussed with teachers during the End-of-Year Conference.

	<b>Score</b>
<b>IAGD 1</b>	2
<b>IAGD 2</b>	3
<b>Student Growth and Development Rating</b>	<b>2.5</b>

NOTE: For SLOs that include an indicator(s) based on state standardized assessments, results may not be available in time to score the IAGD prior to the June 30 deadline. In this instance, if evidence for other IAGD is available, the evaluator can score the overall SLO on that basis.

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 40) for details.

## **Component #4: Whole-School Student Learning Indicator and/or Student Feedback (5%)**

In the 2015-2016 school year, East Haven will use the whole-school student learning indicator in teacher evaluations. In future years, the district may use one of the following alternatives to comprise this category of a teacher's evaluation rating:

The district may decide to use a whole-school student learning indicator (option 1), student feedback (option 2), or a combination of the two (option 3) to determine this fourth component of the evaluation.

### **Option 1: Whole-School Student Learning Indicator**

In the 2015-2016 school year, a teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. For most schools, this will be based on 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).

### **Option 2: Student Feedback**

The district can use feedback from students, collected through whole-school or teacher-level surveys, to comprise this component of a teacher's evaluation rating.

#### Eligible Teachers and Alternative Measures

Student surveys will not be applicable and appropriate for all teachers. Ultimately, school districts should use their judgment in determining whether student surveys should be included in a particular teacher's summative rating. Here are important guidelines to consider:

- Students in grades K-3 should not be surveyed unless an age-appropriate instrument is available.
- Special education students who would not be able to respond to the survey, even with accommodations, should not be surveyed.
- Surveys should not be used to evaluate a teacher if fewer than 15 students would be surveyed or if fewer than 13 students ultimately complete the survey.
- School governance councils shall assist in development of whole-school surveys, if applicable, in order to encourage alignment with school improvement goals.

When student surveys are not appropriate for a particular teacher, the 5% allocated for student feedback should be replaced with the whole-school student learning indicator described in Option #1.

#### Survey Instruments

To ensure that districts use effective survey instruments in the evaluation process, and to allow educators to share results across district boundaries, CSDE has adopted recommended survey instruments as part of its model for teacher evaluation. Panorama Education developed the surveys for use in the State of Connecticut, and districts are strongly encouraged to use the state model surveys.

The [recommended surveys](#) that can be used to collect student feedback are available on the Connecticut SEED website. The district may use these surveys or use other existing survey instruments. Student survey instruments should be aligned to the [Connecticut Common Core of](#)

Teaching (CCT) and Danielson’s *Framework for Teaching Evaluation Instrument* whenever possible.

The district may choose to use different surveys for different grade levels, such as an elementary survey for students in grades 4-6 and a secondary survey for grades 6-12. The district may also choose to use different surveys for different types of classes. For example, a district might establish a standard survey for all 6-12 classes and then add additional questions for core classes such as English and math.

The surveys selected by a district must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

Districts are encouraged to use instruments that will offer teachers constructive feedback they can use to improve their practice. Districts may include feedback-only questions that are not used for evaluation purposes and districts may allow individual schools and teachers to add questions to the end of the survey, where feasible. If a school governance council exists, the council must be included in this process.

#### Survey Administration

Student surveys must be administered in a way that allows students to feel comfortable providing feedback without fear of retribution. Surveys should be confidential, and survey responses must not be tied to students’ names.

If a secondary school teacher has multiple class periods, students should be surveyed in all classes. If an elementary school teacher has multiple groups of students, districts should use their judgment in determining whether to survey all students or only a particular group.

#### Fall Baseline and Feedback Survey

If it is feasible, it is recommended but not required that schools conduct two student feedback surveys each year. The first, administered in the fall, will not affect a teacher’s evaluation but could be used as a baseline for that year’s targets, instead of using data from the previous school year. The second, administered in the spring, will be used to calculate the teacher’s summative rating and provide valuable feedback that will help teachers achieve their goals and grow professionally. Additionally, by using a fall survey as a baseline rather than data from the previous year, teachers will be able to set better goals because the same group of students will be completing both the baseline survey and the final survey. If conducting two surveys in the same academic year is not possible, then teachers should use the previous spring survey to set growth targets.

#### Establishing Goals

Teachers and their evaluators should use their judgment in setting goals for the student feedback components. In setting a goal, a teacher must decide what he/she wants the goal to focus on. A goal will usually refer to a specific survey question (e.g., “My teacher makes lessons interesting.”). However, some survey instruments group questions into components or topics, such as “Classroom Control” or “Communicating Course Content,” and a goal may also refer to a component rather than an individual question.

Additionally, a teacher (or the district) must decide how to measure results for the selected question or topic. The CSDE recommends that teachers measure performance in terms of the percentage of

students who responded favorably to the question. (Virtually all student survey instruments have two favorable /answer choices for each question.) For example, if the survey instrument asks students to respond to questions with “Strongly Disagree,” “Disagree,” “Neutral,” “Agree,” and “Strongly Agree,” performance on a goal would be measured as the percentage of students who responded “Agree” or “Strongly Agree” to the corresponding question. Next, a teacher must set a numeric performance target. As described above, this target should be based on growth or on maintaining performance that is already high. Teachers are encouraged to bear in mind that growth may become harder as performance increases. For this reason, we recommend that teachers set maintenance of high performance targets (rather than growth targets) when current performance exceeds 70% of students responding favorably to a question.

Finally, where feasible, a teacher may optionally decide to focus a goal on a particular subgroup of students. (Surveys may ask students for demographic information, such as grade level, gender and race.) For example, if a teacher’s fall survey shows that boys give much lower scores than girls in response to the survey question “My teacher cares about me,” the teacher might set a growth goal for how the teacher’s male students respond to that question.

Student feedback goals should be written in **SMART** language:

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

The following are examples of effective SMART goals:

- The percentage of students who “Agree” or “Strongly Agree” with “My teacher believes I can do well” will increase from 50% to 60% by May 15, 2014.
- The percentage of students who “Agree” or “Strongly Agree” with “My teacher makes what we’re learning interesting” will remain at 75% by May 15, 2014.
- The percentage of 9th graders who “Agree” or “Strongly Agree” with “I feel comfortable asking my teacher for extra help” will increase from 60% to 70% by May 15, 2014.

See the [example surveys](#) on the Connecticut SEED website for additional questions that can be used to develop goals.

#### Arriving at a Student Feedback Summative Rating:

In most cases, summative ratings should reflect the degree to which a teacher makes growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high.

This is accomplished in the following steps, undertaken by the teacher being evaluated through mutual agreement with the evaluator:

1. Review survey results from prior period (previous school year or fall survey).
2. Set one measurable goal for growth or performance (see above).
3. Discuss parameters for exceeding or partially meeting goals.
4. Later in the school year, administer surveys to students.
5. Aggregate data and determine whether the goal was achieved.

6. Assign a summative rating, using the following scale to be discussed and finalized during the End-of-Year Conference.

<b>Exemplary</b>	<b>Effective</b>	<b>Developing</b>	<b>Below Standard</b>
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

**Option 3: Whole-School Student Learning Indicators and Student Feedback**

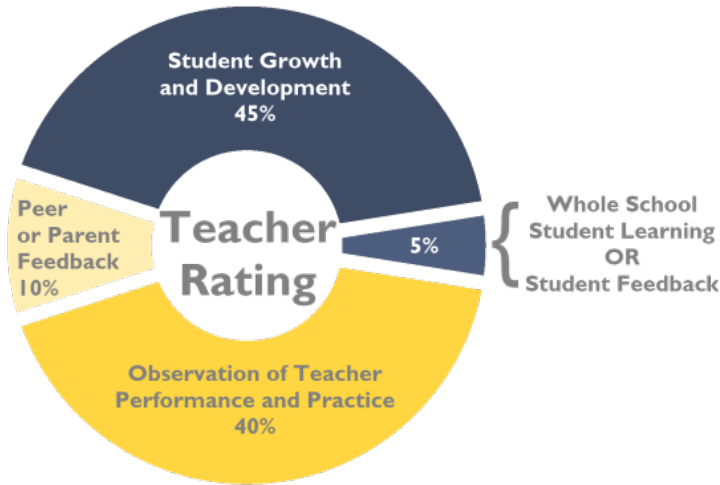
As previously mentioned, districts can use whole-school student learning indicators for certain teachers and feedback from students for others depending on their grade level, content area or other considerations.

NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50 and the whole-school student learning indicator will be weighted 0 (see Summative Teacher Evaluation Scoring). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15.

## 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
- Effective** – Meeting indicators of performance
- Developing** – Meeting some indicators of performance but not others
- Below Standard** – Not meeting indicators of performance

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 or student feedback (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
<b>TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS</b>			<b>142</b>

**Rating Table**

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

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

The student growth and development component counts for 45% of the total rating and the whole-school student learning indicators or student feedback component 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 or Student Feedback	3	5	15
<b>TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS</b>			<b>172.5 → 173</b>

**Rating Table**

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



3) 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 *effective* and the Student Outcomes Related Indicators rating is *effective*. The summative rating is therefore *effective*. 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.

		<i>Teacher Practice Related Indicators Rating</i>			
		4	3	2	1
<i>Student Outcomes Related Indicators Rating</i>	4	Rate Exemplary	Rate Exemplary	Rate Effective	<i>Gather further information</i>
	3	Rate Exemplary	Rate Effective	Rate Effective	Rate Developing
	2	Rate Effective	Rate Effective	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	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. 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**

East Haven will define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one. The East Haven Evaluation model recommends the following patterns:

All teachers on standard evaluation at the conclusion of the 2012-2013 school year will be placed in the *professional* category to begin the 2013-2014 school year. Any teacher on guided supervision (as defined by the current East Haven Evaluation Plan) at the conclusion of 2012-2013 school year will be placed in the *developing* category for the 2013-2014 school year. Should this educator not reach the *professional* category after the 2013-2014 school year, they will be deemed ineffective. Any teacher on intensive supervision (as defined by the current East Haven Evaluation Plan) will be placed in the *below standard* category for the 2013-2014 school year. Should such educator not reach the *professional* category after the 2013-2014 school year, they will be deemed ineffective.

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *effective* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *below standard* rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of *developing* in year two and one sequential *effective* ratings in years three and four. The Superintendent shall offer a contract to any educator he/she deems effective at the end of year four. This shall be accomplished through the specific issuance to that effect.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential summative *developing* ratings, two *below standard* ratings, or any combination of the two.

### **Dispute-Resolution Process**

In accordance with the requirements 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 the 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.

## **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 section 51 of P.A. 12-116, “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 shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of Indicators of Academic Growth and Development (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 IAGD 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, 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.

# Administrator Evaluation and Support

---

The Connecticut State Department of Education (CDSE) - designed model for the evaluation and support of administrators 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 System for Educator Evaluation and Development (SEED) Administrator Evaluation and Support model. The CDSE, in consultation with PEAC and the SBE, may continue to refine the tools provided in this document for clarity and ease of use.

## ADMINISTRATOR EVALUATION AND DEVELOPMENT

### Purpose and Rationale

This section of the 2014 SEED Handbook outlines the state model for the evaluation of school and school district administrators in Connecticut. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation model defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); and (3) the perceptions of the administrator's leadership among key stakeholders in their community.

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 3 other areas of practice
- Meeting 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities
- Having more than 60% of teachers Effective on the student growth portion of their evaluation

The model includes an *exemplary* performance level for those who exceed these characteristics, but exemplary ratings are reserved for those who could serve as a model for leaders across their district or even statewide. A *accomplished* rating represents fully satisfactory performance, and it is the rigorous standard expected of most experienced administrators.

This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other

administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

As noted, the model applies to all administrators holding an 092 endorsement. Because of the fundamental role that principals play in building strong schools for communities and students, and because their leadership has a significant impact on outcomes for students, the descriptions and examples focus on principals. However, where there are design differences for assistant principals and central office administrators, the differences are noted.

## SYSTEM OVERVIEW

### Administrator Evaluation and Support Framework

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

1. **Leadership Practice Related Indicators:** An evaluation of the core leadership practices and skills that positively affect student learning. This category is comprised of two components:
  - (a) **Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.
  - (b) **Stakeholder Feedback (10%)** on leadership practice through surveys.
2. **Student Outcomes Related Indicators:** An evaluation of an administrator's contribution to student academic progress, at the school and classroom level. This category is comprised of two components:
  - (a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures.
  - (b) **Teacher Effectiveness Outcomes (5%)** as determined by an aggregation of teachers' success with respect to Student Learning Objectives (SLOs)

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

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

## Process and Timeline

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. The annual cycle (see **Figure 1** on the next page) allows for flexibility in implementation and lends itself well to a meaningful and doable process. Often the evaluation process can devolve into a checklist of compliance activities that do little to foster improvement and leave everyone involved frustrated. To avoid this, the model encourages two things:

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and
2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

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

Superintendents can determine when the cycle starts. For example, many will want their principals to start the self-assessment process in the spring in order for goal-setting and plan development to take place prior to the start of the next school year. Others may want to concentrate the first steps in the summer months.

**Figure 1:** This is a typical timeframe:



\*Summative assessment to be finalized in August

### Step 1: Orientation and Context-Setting

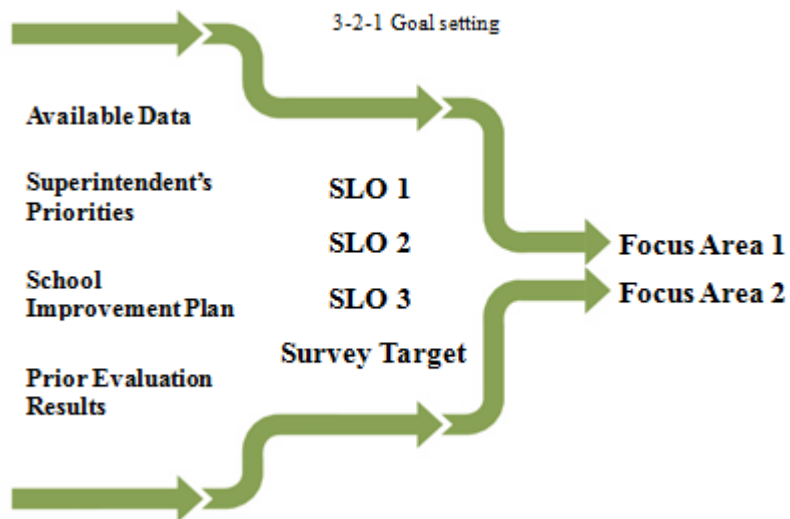
To begin the process, the administrator needs five things to be in place:

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

**Only #5 is required by the approved Guidelines for Educator Evaluation, but the data from #1-4 are essential to a robust goal-setting process.**

### Step 2: Goal-Setting and Plan Development

Before a school year starts, administrators identify three Student Learning Objectives (SLOs) and one survey target, drawing on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where applicable). They also determine two areas of focus for their practice. This is referred to as "3-2-1 goal-setting."





Administrators should start with the outcomes they want to achieve. This includes setting three SLOs and one target related to stakeholder feedback.

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

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

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

The evaluator and administrator also discuss the appropriate resources and professional learning needs to support the administrator in accomplishing his/her goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual's evaluation and support plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. **The following completed form represents a sample evaluation and support plan.**

The focus areas, goals, activities, outcomes and timeline will be reviewed by the administrator's evaluator prior to beginning work on the goals. The evaluator may suggest additional goals as appropriate.

### **DO YOU HAVE A GOOD EVALUATION PLAN?**

Here are some questions to consider in assessing whether an administrator's evaluation and support plan is likely to drive continuous improvement:

1. Are the goals clear and measurable so that you will know whether you have achieved them?
2. Can you see a through-line from district priorities to the school improvement plan to the evaluation and support plan?

### SAMPLE EVALUATION AND SUPPORT PLAN

Key Findings from Student Achievement and Stakeholder Survey Data	Outcome Goals -- 3 SLOs and 1 Survey	Leadership Practice Focus Areas (2)	Strategies	Evidence of Success	Additional Skills, Knowledge and Support Needed	Timeline for Measuring Goal Outcomes
75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort graduation rate is 65% and the extended graduation rate is 70%.	<b>SLO 1:</b> Increase EL cohort graduation rate by 2% and the extended graduation rate by 3%.	<b>Focus Area 1:</b> Use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress, close achievement gaps and communicate progress. (PE: 2, E: C)	Develop Support Service SLOs to address intervention needs and strategies.	EL graduation rate increases by 2% over last year and the extended graduation rate increases by 3%.	Support needed in reaching out to the EL student population and families to increase awareness of the graduation requirements and benefits.	Credit status will be determined after summer school.
80% of students complete 10th grade with 12 credits.	<b>SLO 2:</b> 90% of students complete 10th grade with 12 credits.	<b>Focus Area 2:</b> Improve instruction for the diverse needs of all students; and collaboratively monitor and adjust curriculum and instruction. (PE: 2, E B) Use current data to monitor EL student progress and to target students for intervention.	Develop content teacher SLOs to address CT Common Core reading strategies and expectations.	90% of students have at least 12 credits when entering the 11th grade.	Work with school counselors to ensure students are enrolled in credit earning courses in 9th and 10th grades and that deficient students are contacted re: summer remedial offerings.	
87% of 10th graders are proficient in reading, as evidenced by CAPT scores (if available).	<b>SLO 3:</b> 95% of students are reading at grade level at the end of 10th grade.		Provide teacher PL experiences as needed to target skills in differentiation of instruction.	STAR assessments indicate that 95% of students are reading on grade level at the end of 10th grade		
75% of students report that teachers present material in a way that is easy for them to understand and learn from. EL Cohort Graduation Rate is 65% and the extended graduation rate is 70%.	<b>Survey 1:</b> 90% of students report that teachers present material in a way that makes it easy for them to understand and learn.			90% of students report by survey response that teachers present material in a way they can understand and learn from.		

### **Step 3: Plan Implementation and Evidence Collection**

As the administrator implements the plan, he/she and the evaluator both collect evidence about the administrator's practice. For the evaluator, this must include at least two and preferably more, school site visits. Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence and analyze the work of school leaders. At a minimum, fall, winter and spring visits to the school leader's work site will provide invaluable insight into the school leader's performance and offer opportunities for ongoing feedback and dialogue.

Unlike visiting a classroom to observe a teacher, school visits to observe administrator practice can vary significantly in length and setting (see box on page 52 for some examples). It is recommended that evaluators plan visits carefully to maximize the opportunity to gather evidence relevant to an administrator's practice focus areas. Further, central to this process is providing meaningful feedback based on observed practice: see the SEED website for forms that evaluators may use in recording observations and providing feedback. Evaluators should provide timely feedback after each visit.

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

Building on the sample evaluation and support plan on page 52, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families

Further, the evaluator may want to establish a schedule of school visits with the administrator to collect evidence and observe the administrator's work. The first visit should take place near the beginning of the school year to ground the evaluator in the school context and the administrator's evaluation and support plan. Subsequent visits might be planned at 2-to 3-month intervals.

**A note on the frequency of school site observations:** State guidelines call for an administrator's evaluation to include:

- 2 observations for each administrator.
- 4 observations for any administrator new to their district, school, the profession or who has received ratings of *developing* or *below standard*.

School visits should be frequent, purposeful and adequate for sustaining a professional conversation about an administrator's practice.

#### **Step 4: Mid-Year Formative Review**

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

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

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

#### **Step 5: Self-Assessment**

In the spring, the administrator takes an opportunity to assess his/her practice on all 18 elements of the CCL: Connecticut School Leadership Standards. For each element, the administrator determines whether he/she:

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

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

In some evaluation systems, self-assessment occurs later in the process after summative ratings but before goal setting for the subsequent year. In this model the administrator submits a self-assessment prior to the End-of-Year Summative Review as an opportunity for the self-reflection to inform the summative rating.

#### **Step 6: Summative Review and Rating**

The administrator and evaluator meet in the late spring to discuss the administrator's self-assessment and all evidence collected over the course of the year. While a formal rating follows this meeting, it is recommended that evaluators use the meeting as an opportunity to convey strengths, growth areas and their probable rating. After the meeting, the evaluator assigns a rating based on all available evidence.

#### **Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing**

All evaluators are required to complete training on the SEED evaluation and support model. The purpose of training is to provide evaluators of administrators with the tools that will result in evidence-based school site observations; professional learning opportunities tied to evaluation feedback, improved teacher effectiveness and student performance.

The CSDE will provide districts with training opportunities to support district evaluators of administrators in implementation of the model across their schools. Districts can adapt and build on these tools to provide comprehensive training and support to ensure that evaluators are proficient in conducting administrator evaluations.

**School districts who have adopted the SEED model will be expected to engage in the CSDE sponsored multi-day training. This comprehensive training will give evaluators the opportunity to:**

- Understand the various components of the SEED administrator evaluation and support system;
- Understand sources of evidence that demonstrate proficiency on the CCL Leader Evaluation Rubric;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the CCL Leader Evaluation Rubric;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of leadership practice; and
- Collaborate with colleagues to deepen understanding of the content.

**Participants in the training will have opportunities to interact with colleagues and engage in practice and *optional* proficiency exercises to:** n Deepen understanding of the evaluation criteria;

- Define proficient leadership;
- Collect, sort and analyze evidence across a continuum of performance; and
- Determine a final summative rating across multiple indicators.

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

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

**Initial ratings** are based on all available data and are made in the spring so that they can be used for any employment decisions as needed. Since some components may not be completed at this point, here are rules of thumb to use in arriving at a rating:

- If stakeholder survey results are not yet available, then the observation of practice rating should count for 50% of the preliminary rating.
- If the teacher effectiveness outcomes ratings are not yet available, then the student learning measures should count for 50% of the preliminary rating.
- If the state accountability measures are not yet available, then the Student Learning Objectives should count for the full assessment of student learning.
- If none of the summative student learning indicators can yet be assessed, then the evaluator should examine the most recent interim assessment data to assess progress and arrive at an assessment of the administrator's performance on this component.

## SUPPORT AND DEVELOPMENT

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

### **Evaluation-Informed Professional Learning**

Student success depends on effective teaching, learning and leadership. The CSDE vision for professional learning is that each and every Connecticut educator engages in continuous learning every day to increase professional effectiveness, resulting in positive outcomes for all students. For Connecticut'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 model, 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.

### **Improvement and Remediation Plans**

If an administrator's performance is rated as *developing* or *below standard*, it signals the need for

focused support and development. Districts must develop a system to support administrators not meeting the proficiency standard. Improvement and remediation plans should be developed in consultation with the administrator and his/her exclusive bargaining representative, when applicable, and be differentiated by the level of identified need and/or stage of development.

Districts may develop a system of stages or levels of support. For example:

**1. Structured Support:** An administrator would receive structured support when an area(s) of concern is identified during the school year. This support is intended to provide short-term assistance to address a concern in its early stage.

**2. Special Assistance:** An administrator would receive special assistance when he/she earns an overall performance rating of *developing* or *below standard* and/or has received structured support. An educator may also receive special assistance if he/she does not meet the goal(s) of the structured support plan. This support is intended to assist an educator who is having difficulty consistently demonstrating proficiency.

**3. Intensive Assistance:** An administrator would receive intensive assistance when he/she does not meet the goal(s) of the special assistance plan. This support is intended to build the staff member's competency.

## CAREER DEVELOPMENT AND GROWTH

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

Examples of such opportunities include, but are not limited to: observation of peers; mentoring aspiring and early-career administrators; participating in development of administrator improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional learning based on goals for continuous growth and development.



## LEADERSHIP PRACTICE RELATED INDICATORS

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

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

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

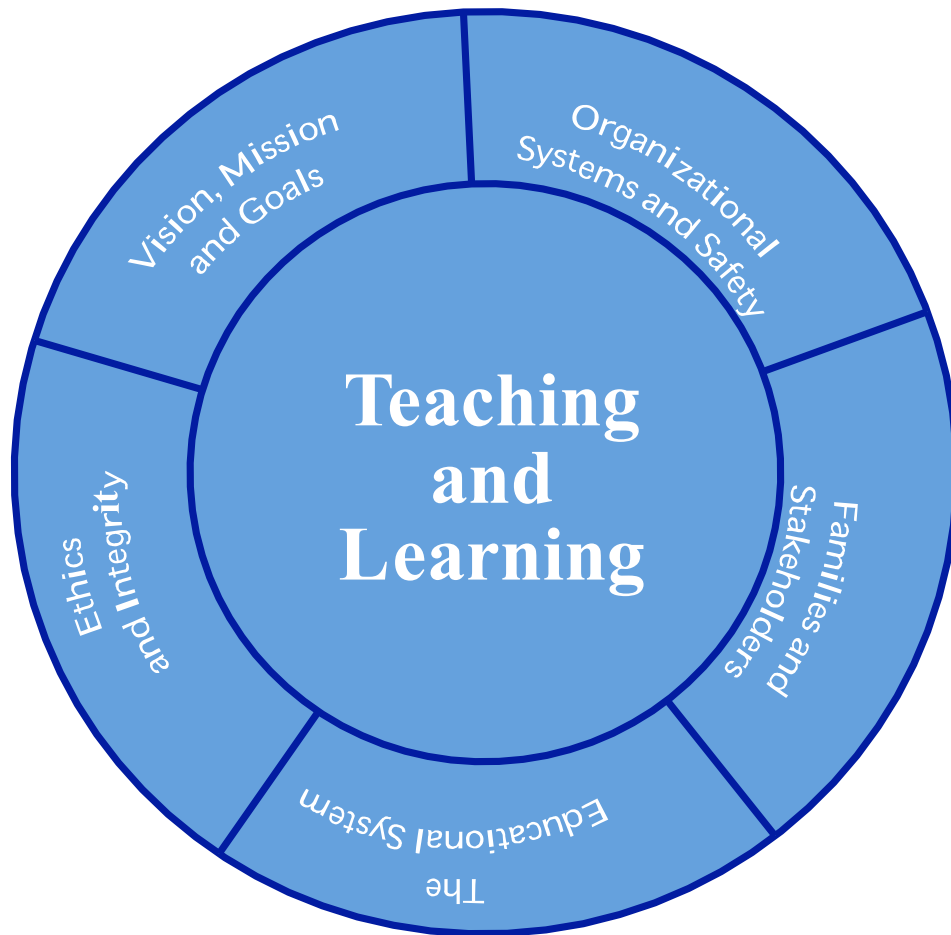
An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating.

Leadership practice is described in the [CCL: Connecticut School Leadership Standards](#), adopted by the Connecticut State Board of Education in June of 2012, which use the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and define effective administrative practice through six performance expectations.

1. **Vision, Mission and Goals:** *Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.*
2. **Teaching and Learning:** *Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.*
3. **Organizational Systems and Safety:** *Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.*
4. **Families and Stakeholders:** *Education leaders ensure the success and achievement of all students by collaborating with families and stakeholders to respond to diverse community interests and needs and to mobilize community resources.*
5. **Ethics and Integrity:** *Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.*
6. **The Education System:** *Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing systems of political, social, economic, legal and cultural contexts affecting education.*

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning)** comprises approximately half of the leadership practice rating and the other five performance expectations are equally weighted.

**Figure 3:** Leadership Practice – 6 Performance Expectations



These weightings should be consistent for all principals and central office administrators. For assistant principals and other school-based 092 certificate holders in non-teaching roles, the six performance expectations are weighed equally, reflecting the need for emerging leaders to develop the full set of skills and competencies in order to assume greater responsibilities as they move forward in their careers. While assistant principals' roles and responsibilities vary from school to school, creating a robust pipeline of effective principals depends on adequately preparing assistant principals for the principalship.

In order to arrive at these ratings, administrators are measured against the [Common Core of Leading \(CCL\) Leader Evaluation Rubric](#) which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. The four performance levels are:

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

- distinguishing Exemplary performance from Accomplished performance.
- **Accomplished:** The rubric is anchored at the Accomplished Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in **bold** at the Accomplished level.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

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

[Examples of Evidence](#) are provided for each element of the rubric. While these Examples of Evidence can be a guide for evaluator training and discussion, they are only examples and should not be used as a checklist. As evaluators learn and use the rubric, they should review these Examples of Evidence and generate additional examples from their own experience that could also serve as evidence of Accomplished practice.

See **Figure 4**, page 61 for an excerpt from the rubric.

## STRATEGIES FOR USING THE CCL Evaluation Rubric:

**Helping administrators get better:** The rubric is designed to be developmental in use. It contains a detailed continuum of performance for every indicator within the CCL: Connecticut School Leadership Standards in order to serve as a guide and resource for school leaders and evaluators to talk about practice, identify specific areas for growth and development, and have language to use in describing what improved practice would be.

**Making judgments about administrator practice:** In some cases, evaluators may find that a leader demonstrates one level of performance for one concept and a different level of performance for a second concept within a row. In those cases, the evaluator will use judgment to decide on the level of performance for that particular indicator.

**Assigning ratings for each performance expectation:** Administrators and evaluators will not be required to complete this rubric at the Indicator level for any self-assessment or evaluation process. Evaluators and administrators will review performance and complete evaluation detail at the Performance Expectation level and may discuss performance at the Element level, using the detailed Indicator rows as supporting information as needed. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

**Assessing the practice of administrators other than principals:** All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards<sup>6</sup>.

---

<sup>6</sup> Central Office Administrators have been given an additional year before being required to participate in Connecticut's new evaluation and support system while further guidance is being developed. All Central Office Administrators will be required to participate in the new system in the 2015-2016 school year.

**Figure 4:** An excerpt from the CCL Leader Evaluation Rubric

*Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.*

**Element A: High Expectations for All**

**Leaders\* ensure that the creation of the vision, mission and goals establishes high expectations for all students and staff\*\*.**

**The Leader...**

Indicator	Below Standard	Developing	Accomplished	Exemplary
1. <b>Information &amp; analysis shape vision, mission and goals</b>	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students.  shapes a vision and mission based on basic data and analysis.	uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.	uses a wide range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. <b>Alignment to policies</b>	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	aligns the vision, mission and goals of the school to district, state and federal policies.	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.

\***Leader:** Connecticut School Leaders who are employed under their immediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other supervisory positions.)

\*\***Staff:** All educators and non-certified staff

### **Arriving at a Leadership Practice Summative Rating**

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

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

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

1. The administrator collects evidence about his/her practice and the evaluator collects evidence about administrator practice with a particular emphasis on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any administrator and should conduct at least four school site observations for administrators who are new to their district, school, the profession or who have received ratings of *developing* or *below standard*.**
2. The administrator and evaluator hold a Mid-Year Formative Conference with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
3. Near the end of the school year, the administrator reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth, as well as progress on the focus areas.
4. The evaluator and the administrator meet to discuss all evidence collected to date. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of *exemplary*, *accomplished*, *developing* or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

### Principals and Central Office Administrators:

Exemplary	Accomplished	Developing	Below Standard
<p><i>Exemplary</i> on Teaching and Learning +</p> <p><i>Exemplary</i> on at least 2 other performance expectations +</p> <p>No rating below <i>Accomplished</i> on any performance expectation</p>	<p>At least <i>Accomplished</i> on Teaching and Learning +</p> <p>At least <i>Accomplished</i> on at least 3 other performance expectations +</p> <p>No rating below <i>Developing</i> on any performance expectation</p>	<p>At least <i>Developing</i> on Teaching and Learning +</p> <p>At least <i>Developing</i> on at least 3 other performance expectations</p>	<p><i>Below Standard</i> on Teaching and Learning</p> <p>or</p> <p><i>Below Standard</i> on at least 3 other performance expectations</p>

### Assistant Principals and Other School-Based Administrators:

Exemplary	Accomplished	Developing	Below Standard
<p><i>Exemplary</i> on at least half of measured performance expectations +</p> <p>No rating below <i>Accomplished</i> on any performance expectation</p>	<p>At least <i>Accomplished</i> on at least a majority of performance expectations +</p> <p>No rating below <i>Developing</i> on any performance expectation</p>	<p>At least <i>Developing</i> on at least a majority of performance expectations</p>	<p><i>Below Standard</i> on at least half of performance expectations</p>

## Component #2: Stakeholder Feedback (10%)

Feedback from stakeholders – assessed by administration of a survey with measures that align to the [CCL: Connecticut School Leadership Standards](#) – is 10% of an administrator’s summative rating.

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

### Applicable Survey Types

There are several types of surveys – some with broader application for schools and districts – that align generally with the areas of feedback that are relevant for administrator evaluation. These include:

- **Leadership practice surveys** focus directly on feedback related to a leader’s performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators’ practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.
- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents.
- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school’s prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

To ensure that districts use effective survey instruments in the administrator evaluation process, and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of the SEED state model for administrator evaluation and support. Panorama Education developed the surveys for use in the State of Connecticut, and districts are strongly encouraged to use these state model surveys.

See the SEED website for examples of each type of survey as well as sample questions that align to the CCL: Connecticut School Leadership Standards. See the SEED website for [Panorama Education surveys](#).

The survey(s) selected by a district for gathering feedback must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time). In order to minimize the burden on schools and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems,



school-or district-wide feedback and planning or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation and pursuing multiple means of soliciting responses.

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

**For each administrative role, stakeholders providing feedback might include:**

### **SCHOOL-BASED ADMINISTRATORS**

**Principals:**

- All family members
- All teachers and staff members
- All students

**Assistant Principals and other school-based administrators:**

- All or a subset of family members
- All or a subset of teachers and staff members
- All or a subset of students

### **CENTRAL OFFICE ADMINISTRATORS**

**Line managers of instructional staff (e.g., Assistant/Regional Superintendents):**

- Principals or principal supervisors
- Other direct reports
- Relevant family members

**Leadership for offices of curriculum, assessment, special services and other central academic functions:**

- Principals
- Specific subsets of teachers
- Other specialists within the district
- Relevant family members

**Leadership for offices of finance, human resources and legal/employee relations offices and other central shared services roles**

- Principals
- Specific subsets of teachers
- Other specialists within the district

### Stakeholder Feedback Summative Rating

Ratings should reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year or beginning of the year as a baseline for setting a growth target.

Exceptions to this include:

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

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

1. Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.
2. Review baseline data on selected measures, which may require a fall administration of the survey in year one.
3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).
4. Later in the school year, administer surveys to relevant stakeholders.
5. Aggregate data and determine whether the administrator achieved the established target.
6. Assign a rating, using this scale:

<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Below Standard</b>
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

Establishing what results in having “substantially exceeded” the target or what constitutes “substantial progress” is left to the discretion of the evaluator and the administrator being evaluated in the context of the target being set. However, more than half of the rating of an administrator on stakeholder feedback must be based on an assessment of improvement over time.

## EXAMPLES OF SURVEY APPLICATIONS

### Example #1:

**School #1** has mid-range student performance results and is working diligently to improve outcomes for all students. As part of a district-wide initiative, the school administers a climate survey to teachers, students and family members. The results of this survey are applied broadly to inform school and district planning as well as administrator and teacher evaluations. Baseline data from the previous year’s survey show general high performance with a few significant gaps in areas aligned to the CCL: Connecticut School Leadership Standards. The principal, district Superintendent and the school leadership team selected one area of focus – building expectations for student achievement – and the principal identified leadership actions related to this focus area which are aligned with the Leadership Standards. At the end of the year, survey results showed that, although improvement was made, the school failed to meet its target.

Measure and Target	Results (Target met?)
Percentage of teachers and family members agreeing or strongly agreeing with the statement “ <i>Students are challenged to meet high expectations at the school</i> ” would increase from 71% to 77%.	No; results at the end of the year showed an increase of 3% to 74% of respondents agreeing or strongly agreeing with the statement.
<b>Stakeholder Feedback Rating: “Developing”</b>	

**Example #2:**

**School #2** is a low-performing school in a district that has purchased and implemented a 360° tool measuring a principal’s leadership practice which collects feedback from teachers, the principal and the principal’s supervisor. The resulting scores from this tool are incorporated in the district’s administrator evaluation and support system as stakeholder input.

Baseline data from the prior year reflects room for improvement in several areas and the principal, her supervisor and the school leadership team decides to focus on ensuring a safe, high performing learning environment for staff and students (aligned with Performance Expectation #3). Together, the principal and her supervisor focus on the principal’s role in establishing a safe, high-performing environment and identify skills to be developed that are aligned to this growth area. They then set a target for improvement based on specific measures in the survey, aiming for an increase of 7% in the number of stakeholders who agreed or strongly agreed that that there was growth in the identified area. Results at the end of the school year show that the principal had met her target, with an increase of 9%.

Measure and Target	Results (Target met?)
Percentage of teachers, family members and other respondents agreeing or strongly agreeing that the principal had taken effective action to establish a safe, effective learning environment would increase from 71% to 78%.	Yes; results at the end of the year showed an increase of 9% to 80% of respondents agreeing or strongly agreeing.
<b>Stakeholder Feedback Rating: “Accomplished”</b>	

## STUDENT OUTCOMES RELATED INDICATORS

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

Student Related Indicators includes two components:

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

### **Component #3: Student Learning (45%)**

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

#### **State Measures of Academic Learning**

With the state's new school accountability system, a school's SPI—an average of student performance in all tested grades and subjects for a given school—allows for the evaluation of school performance across all tested grades, subjects and performance levels on state tests. The goal for all Connecticut schools is to achieve an SPI rating of 88, which indicates that on average all students are at the 'target' level.

#### **Currently, the state's accountability system<sup>7</sup> includes two measures of student academic learning:**

**1. School Performance Index (SPI) progress** – changes from baseline in student achievement on Connecticut's standardized assessments.

*PLEASE NOTE: SPI calculations will not be available for the 2014-15 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, 45% of an administrator's rating for Student Learning will be based on student growth and performance on locally determined measures.*

**2. SPI progress for student subgroups** – changes from baseline in student achievement for subgroups on Connecticut's standardized assessments.

For a complete **definition of Connecticut's measures of student academic learning**, including a definition of the SPI see the SEED website.

---

<sup>7</sup> All of the current academic learning measures in the state accountability system assess status achievement of students or changes in status achievement from year to year. There are no true growth measures. If the state adds a growth measure to the accountability model, it is recommended that it count as 50% of a principal's state academic learning rating in Excelling schools, 60% in Progressing and Transition schools, and 70% in Review and Turnaround schools.

Yearly goals for student achievement should be based on approximately 1/12 of the growth needed to reach 88, capped at 3 points per year. See below for a sample calculation to determine the SPI growth target for a school with an SPI rating of 52.

$$\frac{88-52}{12} = 3$$

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

**Step 1: Ratings of SPI Progress are applied to give the administrator a score between 1 and 4, using the table below:**

**SPI Progress (all students and subgroups)**

<b>SPI &gt;=88</b>	Did Not Maintain	Maintain
	1	4

<b>SPI &lt;88</b>	<50% Target Progress	50-99% Target Progress	100-125% Target Progress	>125% Target Progress
	1	2	3	4

*PLEASE NOTE: Administrators who work in schools with two SPIs will use the average of the two SPI ratings to apply for their score.*

**Step 2: Scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target.** While districts may weigh the two measures according to local priorities for administrator evaluation, the following weights are recommended:

<b>SPI Progress</b>	<b>100% minus subgroup%</b>
SPI Subgroup Progress*	10% per subgroup, up to 50%

*\*Subgroup(s) must exist in year prior and in year of evaluation*

**Below is a sample calculation for a school with two subgroups:**

Measure	Score	Weight	Summary Score
SPI Progress	3	.8	2.4
SPI Subgroup 1 Progress	2	.1	.2
SPI Subgroup 2 Progress	2	.1	.2
<b>TOTAL</b>			<b>2.8</b>

**Step 3:** The weighted scores in each category are summed, resulting in an overall state test rating that is scored on the following scale:

<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Below Standard</b>
At or above 3.5	2.5 to 3.4	1.5 to 2.4	Less than 1.5

### Locally-Determined Measures (Student Learning Objectives)

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

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.
- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.
- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State’s approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in “review” or “turnaround” status, indicators will align with the performance targets set in the school’s mandated improvement plan.

	SLO 1	SLO 2	SLO 3
<b>Elementary or Middle School Principal</b>	Non-tested subjects or grades	Broad discretion	
<b>High School Principal</b>	Graduation  (meets the non-tested grades or subjects requirement)	Broad discretion	
<b>Elementary or Middle School AP</b>	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
<b>High School AP</b>	Graduation  (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	

<b>Central Office Administrator</b>	(meets the non-tested grades or subjects requirement) Indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.
-------------------------------------	---

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.
- Students' performance or growth on school- or classroom-developed assessments in subjects and grade levels for which there are not available state assessments. Below are a few examples of indicators, goals and SLOs for administrators:

Grade level	SLO
2nd Grade	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year's growth in reading as measured by MAP/NWEA assessments.
Middle School Science	78% of students will attain <i>accomplished</i> or higher on the science inquiry strand of the CMT in May.
High School	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
Central Office Administrator	By June 1, 2014, the percentage of grade 3 students across the district (in all 5 elementary schools) reading at or above grade level will improve from 78% to 85%. (Curriculum Coordinator)

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

- First, the district establishes student learning priorities for a given school year based on available data. These may be a continuation for multi-year improvement strategies or a new priority that emerges from achievement data.



- The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.
- The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (see the [SLO Form](#) and [SLO Quality Test](#)).
- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
  - The objectives are adequately ambitious.
  - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
  - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
  - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.
- 

Based on this process, administrators receive a rating for this portion, as follows

<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Below Standard</b>
Met all 3 objectives and substantially exceeded at least 2 targets	Met 2 objectives and made at least substantial progress on the 3rd	Met 1 objective and made substantial progress on at least 1 other	Met 0 objectives OR Met 1 objective and did not make substantial progress on either of the other 2

### Arriving at Student Learning Summative Rating

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

		<i>State Measures of Academic Learning</i>			
		4	3	2	1
<i>Locally Determined Measures of Academic Learning</i>	4	Rate Exemplary	Rate Exemplary	Rate Accomplished	<i>Gather further information</i>
	3	Rate Exemplary	Rate Accomplished	Rate Accomplished	Rate Developing
	2	Rate Accomplished	Rate Accomplished	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

**Component #4: Teacher Effectiveness Outcomes (5%)**

Teacher effectiveness outcomes – as measured by an aggregation of teachers’ student learning objectives (SLOs) – make up 5% of an administrator’s evaluation.

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

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

<b>Exemplary</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Below Standard</b>
>80% of teachers are rated effective or exemplary on the student learning objectives portion of their evaluation	>60% of teachers are rated effective or exemplary on the student learning objectives portion of their evaluation	>40% of teachers are rated effective or exemplary on the student learning objectives portion of their evaluation	<40% of teachers are rated effective or exemplary on the student learning objectives portion of their evaluation

- Central Office Administrators will be responsible for the teachers under their assigned role.
- All other administrators will be responsible for the teachers they directly evaluate.

**WHY NOT INCLUDE OTHER OPTIONS FOR MEASURING TEACHER EFFECTIVENESS?**

The state explored several other options for measuring teacher effectiveness outcomes, but ran into obstacles. For example:

- One measure of a principal’s influence on teacher effectiveness is the degree to which he/she retains high performers. However, principals vary greatly in their authority over the factors involved in retaining high performers, raising questions of fairness.
- Another measure of a principal’s influence on teacher effectiveness is whether teachers’ overall evaluation ratings improve. However, this measure was not selected to avoid the possibility of creating an incentive for principals to inflate teacher evaluation ratings.

The state will continue to explore measures of teacher effectiveness in 2013-14.

## SUMMATIVE ADMINISTRATOR EVALUATION RATING

### Summative Scoring

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

1. **Exemplary:** Substantially exceeding indicators of performance
2. **Accomplished:** Meeting indicators of performance
3. **Developing:** Meeting some indicators of performance but not others
1. **Below standard:** Not meeting indicators of performance

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

- Meeting expectations as an instructional leader
- Meeting expectations in at least 3 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 3 student learning objectives aligned to school and district priorities
- Having more than 60% of teachers Effective on the student growth portion of their evaluation

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

*Exemplary* ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few administrators are expected to demonstrate exemplary performance on more than a small number of practice elements.

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

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

## Determining Summative Ratings

The rating will be determined using the following steps:

1. Determining a Leader Practice Rating;
2. Determining an Student Outcomes Rating; and
3. Combining the two into an overall rating using the Summative Matrix.

Each step is illustrated below:

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

The practice rating derives from an administrator's performance on the six performance expectations of the Common Core of Leading Evaluation Rubric (CCL) and the one stakeholder feedback target. The observation of administrator performance and practice counts for 40% of the total rating and stakeholder 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 Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30
<b>TOTAL LEADER PRACTICE-RELATED POINTS</b>			<b>110</b>

Rating Table

Leader Practice-Related Points	Leader Practice-Related Rating
50-80	Below Standard
81-126	Developing
127-174	Accomplished
175-200	Exemplary

### B. OUTCOMES: Student Learning (45%) + Teacher Effectiveness Outcomes (5%) = 50%

The outcomes rating is derived from student learning – as measured by student learning objectives – and teacher effectiveness outcomes. As shown in the [Summative Rating Form](#), state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. 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 page 79.

<b>Component</b>	<b>Score (1-4)</b>	<b>Weight</b>	<b>Points (score x weight)</b>
Student Learning (SLOs)	3	45	135
Whole School Student Learning Indicator or Student Feedback	2	5	10
<b>TOTAL STUDENT OUTCOMES-RELATED POINTS</b>			145

**Rating Table**

<b>Student Outcomes Related Indicators Points</b>	<b>Student Outcomes Related Indicators Rating</b>
50-80	Below Standard
81-126	Developing
127-174	Accomplished
175-200	Exemplary

**C. OVERALL: Leader Practice + Student Outcomes**

The overall rating combines the practice and outcomes ratings using the matrix below. Using the ratings determined for each major category: Student Outcomes-Related Indicators and Leader 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 Leader Practice-Related rating is *developing* and the Student Outcomes-Related rating is *accomplished*. The summative rating is therefore *accomplished*.

If the two major categories are highly discrepant (e.g., a rating of *exemplary* for Leader 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.

		<i>Overall Leader Practice Rating</i>			
		4	3	2	1
<i>Overall Student Outcomes Rating</i>	4	Rate Exemplary	Rate Exemplary	Rate Accomplished	<i>Gather further information</i>
	3	Rate Exemplary	Rate Accomplished	Rate Accomplished	Rate Developing
	2	Rate Accomplished	Rate Accomplished	Rate Developing	Rate Developing
	1	<i>Gather further information</i>	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating: Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a summative rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly affected by state standardized test data, the evaluator should recalculate the administrator’s final summative rating when the data is available and submit the adjusted rating not later than September 15. These adjustments should inform goal setting in the new school year.

## **Definition of Effectiveness and Ineffectiveness**

Each district shall define effectiveness and ineffectiveness utilizing a pattern of summative ratings derived from the new evaluation system. A pattern may consist of a pattern of one rating. The state model recommends the following patterns:

Novice administrators shall generally be deemed effective if said administrator receives at least two sequential *accomplished* ratings, one of which must be earned in the fourth year of a novice administrator's career. A *below standard* rating shall only be permitted in the first year of a novice administrator's career, assuming a pattern of growth of *developing* in year two and two sequential *accomplished* ratings in years three and four.

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

## **Dispute-Resolution Process**

The local or regional board of education shall include a process for resolving disputes in cases where the evaluator and administrator cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). The superintendent and the respective collective bargaining unit for the district will 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 that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding (See Appendix 2).



## 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.

- 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.
- 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.
- Teachers who receive and maintain an annual summative performance evaluation designation of proficient 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 proficient 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**

- 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.
- 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.
- 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:
  - 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;
  - Streamline educator evaluation data collection and reporting by teachers and administrators;
  - 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;
  - 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;
  - 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;
  - Include a process for logging the names of authorized individuals who access a teacher or administrator's evaluation information.
- 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**

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

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.

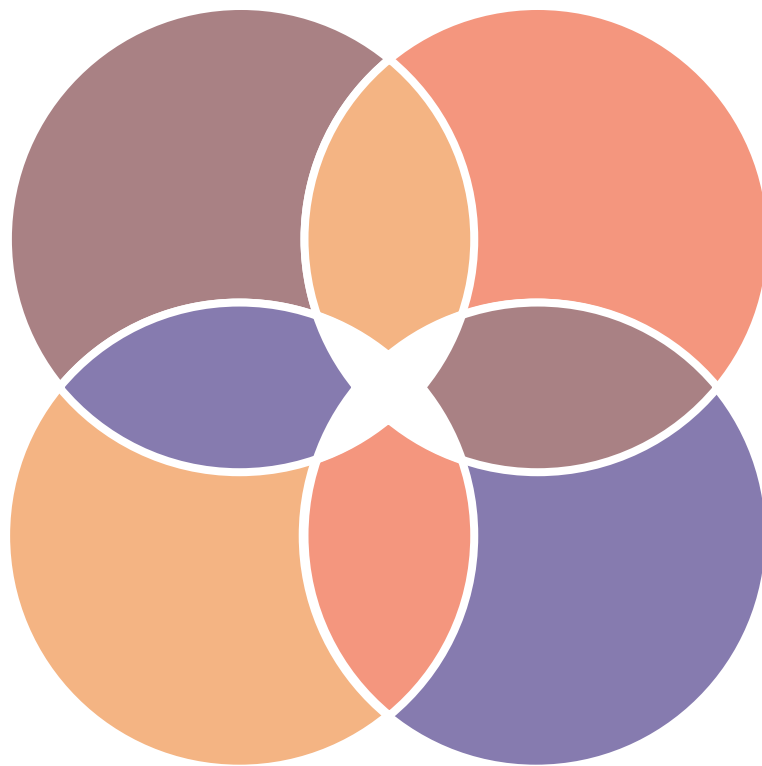
b. A minimum of one non-standardized indicator.

## **Appendix 3**

*Framework for Teaching Evaluation Instrument (2013)*

**THE FRAMEWORK FOR TEACHING**  
EVALUATION INSTRUMENT

**2013 EDITION**



**CHARLOTTE DANIELSON**



## The Danielson Group

PO Box 7553 • Princeton, NJ 08543  
USA  
(609) 921-2366 (phone)  
(609) 497-3952 (fax)

Copyright © 2013 The Danielson Group. All rights reserved. First edition 2011. ISBN: 978-0615597829

*The Framework for Teaching Evaluation Instrument (2013)* is available in PDF format from the Danielson Group website. Any educator may download this file and use the print version in his or her own setting.

However, *The Framework for Teaching Evaluation Instrument (2013)* may not be incorporated into any third-party software system. The Danielson Group has entered into an exclusive agreement with Teachscape for the digital rights to publish and distribute software products based upon *The Framework for Teaching Evaluation Instrument (2013)*. As such, Teachscape and only Teachscape can incorporate the content of *The Framework for Teaching Evaluation Instrument (2013)* in its software products. Any direct or indirect attempts by any other company to publish this instrument would constitute a violation of Teachscape's contractual rights, and be deemed to be an illegal expropriation of Charlotte Danielson's intellectual property rights.

**THE FRAMEWORK FOR TEACHING**  
EVALUATION INSTRUMENT

---

**2013 EDITION**

**CHARLOTTE DANIELSON**





## TABLE OF CONTENTS

Introduction .....	3
Domain 1 .....	7
Domain 2 .....	33
Domain 3 .....	57
Domain 4 .....	85



The Framework for Teaching identifies those aspects of a teacher’s responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. While the Framework is not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

## The 1996 Edition

First published by ASCD in 1996, *Enhancing Professional Practice: A Framework for Teaching* was an outgrowth of the research compiled by Educational Testing Service (ETS) for the development of *Praxis III: Classroom Performance Assessments*, an observation-based evaluation of first-year teachers used for the purpose of licensing. The Framework extended this work by examining current research to capture the skills of teaching required not only by novice teachers but by experienced practitioners as well.

The Framework quickly found wide acceptance by teachers, administrators, policymakers, and academics as a comprehensive description of good teaching, including levels of performance—unsatisfactory, basic, proficient, and distinguished—for each of its 22 components.

## The 2007 Edition

The 2007 edition of the Framework, also published by ASCD as *Enhancing Professional Practice: A Framework for Teaching*, incorporated several important enhancements. Most importantly, it reflected educational research that had been conducted since 1996; this was fully described in its Appendix, “The Research Foundation.” Moreover, the 2007 edition included frameworks for non-classroom specialist positions, such as school librarians, nurses, and counselors. These individuals, while typically part of the teacher bargaining unit in a school district, have very different responsibilities from those of classroom teachers. Therefore, they need their own frameworks, tailored to the details of their work. These frameworks were written to reflect the recommendations of their professional organizations, such as the American Association of School Librarians, but organized according to the same structure as that of the Framework for Teaching: Planning and Preparation, The Environment, Delivery of Service (the equivalent of Instruction), and Professional Responsibilities.

The 2007 edition of the Framework for Teaching retained the architecture of the 1996 edition; in both cases, the complex work of teaching is divided into 4 domains and 22 components. Furthermore, each component is composed of several smaller elements, which serve to further define the component. A few of the components were renamed:

- 1c: “Selecting Instructional Goals” was changed to “Setting Instructional Outcomes.”
- 1f: “Assessing Student Learning” was revised to “Designing Student Assessments.”
- 3a: “Communicating Clearly and Accurately” was revised to “Communicating with Students.”
- 3d: “Providing Feedback to Students” was altered to “Using Assessment in Instruction.”
- 4d: “Contributing to the School and District” was changed to “Participating in a Professional Community.”

# INTRODUCTION

---

Most of these revisions were simple clarifications to the language. In the case of 4d, for example, the original name implied to some people that “Contributing to the School and District” was an additional responsibility, not integral to the work of teaching; whereas the new name, “Participating in a Professional Community,” suggests that it is an essential professional obligation.

However, the revisions to 1f and 3d were significant: the 2007 edition clearly assigned the design of student assessments (1f) to Domain 1: Planning and Preparation, and 3d: Using Assessment in Instruction to Domain 3: Instruction. These distinctions were not as apparent in the 1996 edition.

## The 2011 Edition

In 2009, the Bill and Melinda Gates Foundation embarked on the large research project, Measures of Effective Teaching (MET), which entailed the video capture of over 23,000 lessons, analyzed according to five observation protocols, with the results of those analyses (together with other measures) correlated to value-added measures of student learning. The aim of the study was to determine which aspects of a teacher’s practice were most highly correlated with high levels of student progress.

The Framework for Teaching was one of the models selected for this large-scale study, which involved the (online) training and certification of hundreds of observers for the purpose of rating the quality of teaching in the lessons. In order to fulfill this obligation, it became necessary to supply additional tools to aid in the training of observers, so that they could make accurate and consistent judgments about teaching practice as demonstrated in the large numbers of videotaped lessons. The following additional tools included:

- *Rubric language tighter even than that of the 2007 edition of the Framework for Teaching.* Furthermore, the levels of performance in the 2011 revision are written at the component, rather than the element, level. While providing less detail, the component-level rubrics capture all the essential information from those at the element level and are far easier to use in evaluation than are those at the element level.
- *“Critical attributes” for each level of performance for each component.* These critical attributes provide essential guidance for observers in distinguishing between practice at adjacent levels of performance. They are of enormous value in training and in the actual work of observation and evaluation.
- *Possible examples for each level of performance for each component.* These examples serve to illustrate the meanings of the rubric language. However, they should be regarded for what they are: possible examples. They are not intended to describe **all** the possible ways in which a certain level of performance might be demonstrated in the classroom; those are, of necessity, particular to each grade and subject. The possible examples simply serve to illustrate what practice might look like in a range of settings.

These enhancements to the Framework for Teaching, while created in response to the demands of the MET study, turned out to be valuable additions to the instrument in all its applications. Practitioners found that the enhancements not only made it easier to determine the level of

performance reflected in a classroom for each component of the Framework, but also contributed to judgments that are more accurate and more worthy of confidence. As the stakes in teacher evaluation become higher, this increased accuracy is absolutely essential.

As with the 2007 edition, there were absolutely no changes to the architecture of the 2011 edition. Therefore, those educators who invested resources in learning the language of the 2007 edition simply gained additional tools to help them in the challenging work of applying the Framework to actual classroom teaching.

## The 2013 Edition

The principal reason for releasing the 2013 edition of *The Framework for Teaching Evaluation Instrument* was to respond to the instructional implications of the Common Core State Standards (CCSS). Since the CCSS have been adopted in the vast majority of states, it seemed to make sense to explore what these would mean in the classroom.

The CCSS, when fully implemented, will have a profound effect on education in America. They envision, for literacy and mathematics initially, deep engagement by students with important concepts, skills, and perspectives. They emphasize active, rather than passive, learning by students. In all areas, they place a premium on deep conceptual understanding, thinking and reasoning, and the skill of argumentation (students taking a position and supporting it with logic and evidence).

In particular, the CCSS advocate specific recommendations in different curricular areas:

- In ELA and literacy in all fields, a close reading of text and a greater emphasis on nonfiction works in addition to fiction
- In mathematics, a focus on the principal topics in each grade level, with growing fluency and skill in the application of mathematical concepts

To the extent that the CCSS deal with what students should learn in school so they will be prepared for college and careers, the biggest implications are in the areas of curriculum and assessment. Educators and policymakers must revise their curricula and their classroom and district assessments, and must locate instructional materials to support the new learning.

But teachers will also have to acquire new instructional skills in order to bring the CCSS to life for their students. Teaching for deep conceptual understanding, for argumentation, and for logical reasoning have not, after all, been high priorities in most school districts or preparation programs. In most classrooms, students don't take an active role in their own learning, nor do they (respectfully) challenge the thinking of their classmates. All of this will represent a major departure, and therefore a major challenge, for many teachers.

But educators who are familiar with the Framework for Teaching will recognize much in the philosophy of the CCSS that is similar to the underlying concepts of the Framework. After all, the centerpiece of the Framework is student engagement, which is defined not as "busy" or "on task," but as "intellectually active." Learning activities for students may be "hands-on," but they should always be "minds-on." Furthermore, the hallmark of distinguished-level practice in the Framework is that

# INTRODUCTION

---

teachers have been able to create a community of learners, in which students assume a large part of the responsibility for the success of a lesson; they make suggestions, initiate improvements, monitor their own learning against clear standards, and serve as resources to one another.

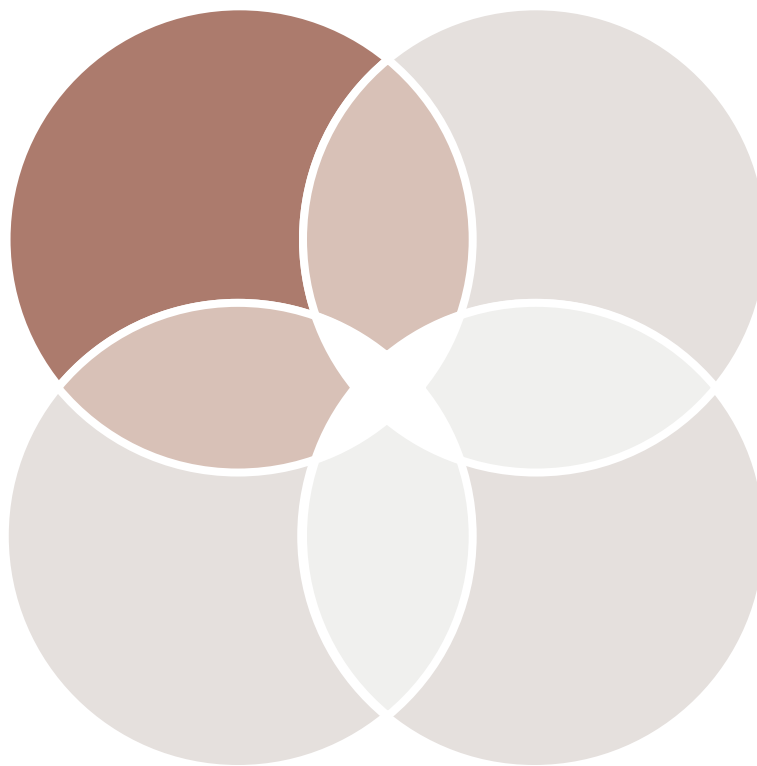
However, despite a deep shared philosophy of teaching and learning between the CCSS and the Framework, there are some specific additions that can be made to the rubric language to bring it into complete alignment; those have been added, particularly in the following domains:

- Domain 1—1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction, and 1f: Designing Student Assessments
- Domain 3—3a: Communicating with Students, 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction

But because the Framework is a generic instrument, applying to all disciplines, and the CCSS are discipline specific, many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

Attentive readers who are deeply familiar with the Framework may notice some slight modifications to the language of the rubrics themselves; this has been done, as in previous revisions, in the interests of clarity. Teaching is highly complex work, and describing it is also challenging; as we receive feedback on confusing words and phrases, we try to improve the wording to minimize ambiguity. But educators who have become familiar with the 2011 version of the Framework, who “speak that language” and may have completed the online training and assessment program produced by Teachscape, should know that none of the revisions would alter the assessments of teaching represented in the videotaped lessons.

# DOMAIN 1



## PLANNING AND PREPARATION





## 1a DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline.

### The elements of component 1a are:

#### Knowledge of content and the structure of the discipline

*Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.*

#### Knowledge of prerequisite relationships

*Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.*

#### Knowledge of content-related pedagogy

*Different disciplines have “signature pedagogies” that have evolved over time and been found to be most effective in teaching.*

### Indicators include:

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to students’ questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

## UNSATISFACTORY • LEVEL 1

In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

## CRITICAL ATTRIBUTES

- The teacher makes content errors.
- The teacher does not consider prerequisite relationships when planning.
- The teacher's plans use inappropriate strategies for the discipline.

## POSSIBLE EXAMPLES

- *The teacher says, "The official language of Brazil is Spanish, just like other South American countries."*
- *The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."*
- *The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.*
- *And others...*

## BASIC • LEVEL 2

The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.

- The teacher's understanding of the discipline is rudimentary.
- The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.

- *The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.*
- *The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.*
- *The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday.*
- *And others...*

**PROFICIENT • LEVEL 3**

The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

- The teacher can identify important concepts of the discipline and their relationships to one another.
- The teacher provides clear explanations of the content.
- The teacher answers students' questions accurately and provides feedback that furthers their learning.
- Instructional strategies in unit and lesson plans are entirely suitable to the content.

- *The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.*
- *The teacher has realized her students are not sure how to use a protractor, and so she plans to have them practice that skill before introducing the activity on angle measurement.*
- *The teacher plans to expand a unit on civics by having students simulate a court trial.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

- The teacher cites intra- and interdisciplinary content relationships.
- The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.
- The teacher's plans reflect recent developments in content-related pedagogy.

- *In a unit on 19th-century literature, the teacher incorporates information about the history of the same period.*
- *Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.*
- *And others...*



## 1b DEMONSTRATING KNOWLEDGE OF STUDENTS

Teachers don't teach content in the abstract; they teach it to students. In order to ensure *student* learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.

### The elements of component 1b are:

Knowledge of child and adolescent development

*Children learn differently at different stages of their lives.*

Knowledge of the learning process

*Learning requires active intellectual engagement.*

Knowledge of students' skills, knowledge, and language proficiency

*What students are able to learn at any given time is influenced by their level of knowledge and skill.*

Knowledge of students' interests and cultural heritage

*Children's backgrounds influence their learning.*

Knowledge of students' special needs

*Children do not all develop in a typical fashion.*

### Indicators include:

- Formal and informal information about students gathered by the teacher for use in planning instruction
- Student interests and needs learned by the teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their heritages
- Database of students with special needs

## UNSATISFACTORY • LEVEL 1

The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.

## CRITICAL ATTRIBUTES

- The teacher does not understand child development characteristics and has unrealistic expectations for students.
- The teacher does not try to ascertain varied ability levels among students in the class.
- The teacher is not aware of students' interests or cultural heritages.
- The teacher takes no responsibility to learn about students' medical or learning disabilities.

## POSSIBLE EXAMPLES

- *The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.*
- *The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.*
- *The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.*
- *And others...*

## BASIC • LEVEL 2

The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.

- The teacher cites developmental theory but does not seek to integrate it into lesson planning.
- The teacher is aware of the different ability levels in the class but tends to teach to the “whole group.”
- The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.
- The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.

- *The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students.*
- *In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.*
- *Lesson plans make only peripheral reference to students' interests.*
- *The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet.*
- *And others...*

## PROFICIENT • LEVEL 3

The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

- The teacher knows, for groups of students, their levels of cognitive development.
- The teacher is aware of the different cultural groups in the class.
- The teacher has a good idea of the range of interests of students in the class.
- The teacher has identified “high,” “medium,” and “low” groups of students within the class.
- The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.
- The teacher is aware of the special needs represented by students in the class.

- *The teacher creates an assessment of students' levels of cognitive development.*
- *The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class.*
- *The teacher administers a student interest survey at the beginning of the school year.*
- *The teacher plans activities using his knowledge of students' interests.*
- *The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.*
- *The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December.*
- *The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.*
- *And others...*

## DISTINGUISHED • LEVEL 4

The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

- The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
- The teacher seeks out information from all students about their cultural heritages.
- The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

- *The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.*
- *The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning.*
- *The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.*
- *The teacher attends the local Mexican heritage day, meeting several of his students' extended family members.*
- *The teacher regularly creates adapted assessment materials for several students with learning disabilities.*
- *And others...*





## 1c SETTING INSTRUCTIONAL OUTCOMES

Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will *do*, but what they will *learn*. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1.

Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will *like* to read. In addition, experienced teachers are able to link their learning outcomes with outcomes both within their discipline and in other disciplines.

### The elements of component 1c are:

#### Value, sequence, and alignment

*Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards.*

#### Clarity

*Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.*

#### Balance

*Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.*

#### Suitability for diverse students

*Outcomes must be appropriate for all students in the class.*

### Indicators include:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Outcomes permitting assessment of student attainment
- Outcomes differentiated for students of varied ability

**UNSATISFACTORY • LEVEL 1**

The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.

**CRITICAL ATTRIBUTES**

- Outcomes lack rigor.
- Outcomes do not represent important learning in the discipline.
- Outcomes are not clear or are stated as activities.
- Outcomes are not suitable for many students in the class.

**POSSIBLE EXAMPLES**

- *A learning outcome for a fourth-grade class is to make a poster illustrating a poem.*
- *All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge.*
- *The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.*
- *Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.*
- *None of the science outcomes deals with the students' reading, understanding, or interpretation of the text.*
- *And others...*

**BASIC • LEVEL 2**

Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.

- Outcomes represent a mixture of low expectations and rigor.
- Some outcomes reflect important learning in the discipline.
- Outcomes are suitable for most of the class.

- *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.*
- *The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling.*
- *Most of the English Language Arts outcomes are based on narrative.*
- *And others...*

**PROFICIENT • LEVEL 3**

Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.

- Outcomes represent high expectations and rigor.
- Outcomes are related to “big ideas” of the discipline.
- Outcomes are written in terms of what students will learn rather than do.
- Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
- Outcomes, differentiated where necessary, are suitable to groups of students in the class.

- *One of the learning outcomes is for students to “appreciate the aesthetics of 18th-century English poetry.”*
- *The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.*
- *The learning outcomes include students defending their interpretation of the story with citations from the text.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

- The teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing.
- The teacher connects outcomes to previous and future learning.
- Outcomes are differentiated to encourage individual students to take educational risks.

- *The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher’s higher expectations of them.*
- *Students will develop a concept map that links previous learning goals to those they are currently working on.*
- *Some students identify additional learning.*
- *The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives.*
- *One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency.*
- *And others...*



## 1d DEMONSTRATING KNOWLEDGE OF RESOURCES

Student learning is enhanced by a teacher’s skillful use of resources. Some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.

### **The elements of component 1d are:**

#### Resources for classroom use

*Materials must align with learning outcomes.*

#### Resources to extend content knowledge and pedagogy

*Materials that can further teachers’ professional knowledge must be available.*

#### Resources for students

*Materials must be appropriately challenging.*

### **Indicators include:**

- Materials provided by the district
- Materials provided by professional organizations
- A range of texts
- Internet resources
- Community resources
- Ongoing participation by the teacher in professional education courses or professional groups
- Guest speakers

## UNSATISFACTORY • LEVEL 1

The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.

## CRITICAL ATTRIBUTES

- The teacher uses only district-provided materials, even when more variety would assist some students.
- The teacher does not seek out resources available to expand her own skill.
- Although the teacher is aware of some student needs, he does not inquire about possible resources.

## POSSIBLE EXAMPLES

- *For their unit on China, the students find all of their information in the district-supplied textbook.*
- *The teacher is not sure how to teach fractions but doesn't know how he's expected to learn it by himself.*
- *A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."*
- *In the literacy classroom, the teacher has provided only narrative works.*
- *And others...*

## BASIC • LEVEL 2

The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.

- The teacher uses materials in the school library but does not search beyond the school for resources.
- The teacher participates in content-area workshops offered by the school but does not pursue other professional development.
- The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.

- *For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library.*
- *The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year.*
- *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.*
- *In the second-grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers.*
- *And others...*

**PROFICIENT • LEVEL 3**

The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.

- Texts are at varied levels.
- Texts are supplemented by guest speakers and field experiences.
- The teacher facilitates the use of Internet resources.
- Resources are multidisciplinary.
- The teacher expands her knowledge through professional learning groups and organizations.
- The teacher pursues options offered by universities.
- The teacher provides lists of resources outside the classroom for students to draw on.

- *The teacher provides her fifth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts.*
- *The teacher takes an online course on literature to expand her knowledge of great American writers.*
- *The ELA lesson includes a wide range of narrative and informational reading materials.*
- *The teacher distributes a list of summer reading materials that will help prepare his eighth graders' transition to high school.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

- Texts are matched to student skill level.
- The teacher has ongoing relationships with colleges and universities that support student learning.
- The teacher maintains a log of resources for student reference.
- The teacher pursues apprenticeships to increase discipline knowledge.
- The teacher facilitates student contact with resources outside the classroom.

- *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies.*
- *The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry.*
- *The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.*
- *And others...*





## 1e DESIGNING COHERENT INSTRUCTION

Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3.

### The elements of component 1e are:

#### Learning activities

*Instruction is designed to engage students and advance them through the content.*

#### Instructional materials and resources

*Aids to instruction are appropriate to the learning needs of the students.*

#### Instructional groups

*Teachers intentionally organize instructional groups to support student learning.*

#### Lesson and unit structure

*Teachers produce clear and sequenced lesson and unit structures to advance student learning.*

### Indicators include:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans

**UNSATISFACTORY • LEVEL 1**

Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.

**CRITICAL ATTRIBUTES**

- Learning activities are boring and/or not well aligned to the instructional goals.
- Materials are not engaging or do not meet instructional outcomes.
- Instructional groups do not support learning.
- Lesson plans are not structured or sequenced and are unrealistic in their expectations.

**POSSIBLE EXAMPLES**

- *After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.*
- *The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism.*
- *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.*
- *The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text.*
- *And others...*

**BASIC • LEVEL 2**

Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.

- Learning activities are moderately challenging.
- Learning resources are suitable, but there is limited variety.
- Instructional groups are random, or they only partially support objectives.
- Lesson structure is uneven or may be unrealistic about time expectations.

- *After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.*
- *The teacher finds an atlas to use as a supplemental resource during the geography unit.*
- *The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with.*
- *The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.*
- *The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story.*
- *And others...*

**PROFICIENT • LEVEL 3**

Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.

- Learning activities are matched to instructional outcomes.
- Activities provide opportunity for higher-level thinking.
- The teacher provides a variety of appropriately challenging materials and resources.
- Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.
- The plan for the lesson or unit is well structured, with reasonable time allocations.

- *The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.*
- *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.*
- *The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.*
- *The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.*
- *The fourth-grade math unit plan focuses on the key concepts for that level.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

- Activities permit student choice.
- Learning experiences connect to other disciplines.
- The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
- Lesson plans differentiate for individual student needs.

- *The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning.*
- *While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.*
- *After the cooperative group lesson, the students will reflect on their participation and make suggestions.*
- *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.*
- *The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum.*
- *And others...*



## 1f

## DESIGNING STUDENT ASSESSMENTS

Good teaching requires both assessment *of* learning and assessment *for* learning. Assessments *of* learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment *for* learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.

**The elements of component 1f are:****Congruence with instructional outcomes**

*Assessments must match learning expectations.*

**Criteria and standards**

*Expectations must be clearly defined.*

**Design of formative assessments**

*Assessments for learning must be planned as part of the instructional process.*

**Use for planning**

*Results of assessment guide future planning.*

**Indicators include:**

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

**UNSATISFACTORY • LEVEL 1**

Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.

**CRITICAL ATTRIBUTES**

- Assessments do not match instructional outcomes.
- Assessments lack criteria.
- No formative assessments have been designed.
- Assessment results do not affect future plans.

**POSSIBLE EXAMPLES**

- *The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.*
- *The teacher says, “What’s the difference between formative assessment and the test I give at the end of the unit?”*
- *The teacher says, “The district gave me this entire curriculum to teach, so I just have to keep moving.”*
- *And others...*

**BASIC • LEVEL 2**

Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes.

- Only some of the instructional outcomes are addressed in the planned assessments.
- Assessment criteria are vague.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class, not individual students.

- *The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers.*
- *The plan indicates that the teacher will pause to “check for understanding” but does not specify a clear process for accomplishing that goal.*
- *A student asks, “If half the class passed the test, why are we all reviewing the material again?”*
- *And others...*

**PROFICIENT • LEVEL 3**

All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.

- All the learning outcomes have a method for assessment.
- Assessment types match learning expectations.
- Plans indicate modified assessments when they are necessary for some students.
- Assessment criteria are clearly written.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

- *The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.*
- *The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined.*
- *The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities.*
- *Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

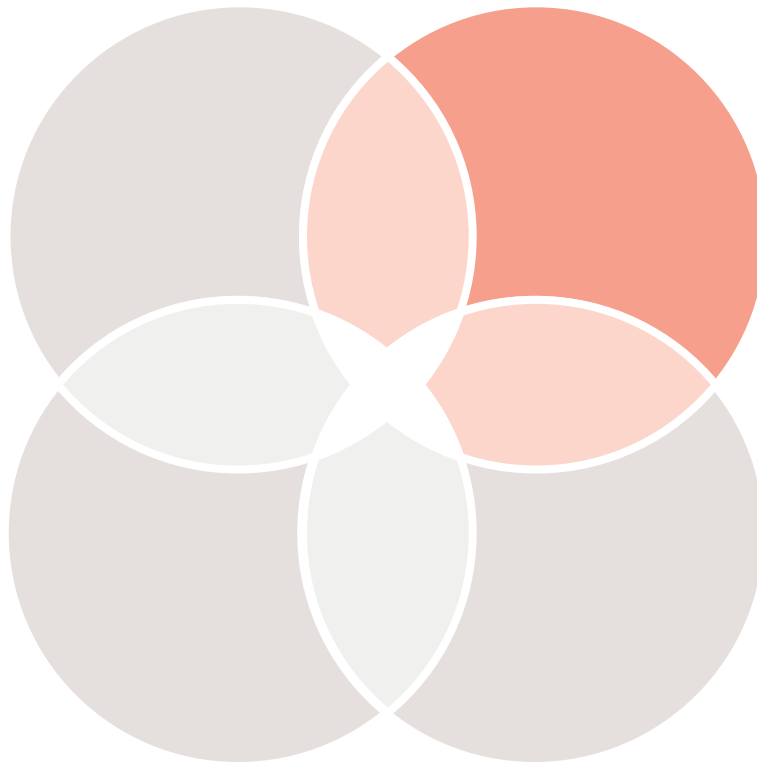
- Assessments provide opportunities for student choice.
- Students participate in designing assessments for their own work.
- Teacher-designed assessments are authentic, with real-world application as appropriate.
- Students develop rubrics according to teacher-specified learning objectives.
- Students are actively involved in collecting information from formative assessments and provide input.

- *To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class.*
- *The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.*
- *After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.*
- *The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time.*
- *And others...*





# DOMAIN 2



## THE CLASSROOM ENVIRONMENT

## DOMAIN 2 • THE CLASSROOM ENVIRONMENT

---

## 2a

CREATING AN ENVIRONMENT OF RESPECT  
AND RAPPORT

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.

“Respect” shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior).

**The elements of component 2a are:****Teacher interactions with students, including both words and actions**

*A teacher’s interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.*

**Student interactions with other students, including both words and actions**

*As important as a teacher’s treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.*

**Indicators include:**

- Respectful talk, active listening, and turn-taking
- Acknowledgment of students’ backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

**UNSATISFACTORY • LEVEL 1**

Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.

**CRITICAL ATTRIBUTES**

- The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.
- Student body language indicates feelings of hurt, discomfort, or insecurity.
- The teacher displays no familiarity with, or caring about, individual students.
- The teacher disregards disrespectful interactions among students.

**POSSIBLE EXAMPLES**

- *A student slumps in his chair following a comment by the teacher.*
- *Students roll their eyes at a classmate's idea; the teacher does not respond.*
- *Many students talk when the teacher and other students are talking; the teacher does not correct them.*
- *Some students refuse to work with other students.*
- *The teacher does not call students by their names.*
- *And others...*

**BASIC • LEVEL 2**

Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.

- The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.
- The teacher attempts to respond to disrespectful behavior among students, with uneven results.
- The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.

- *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.*
- *A few students do not engage with others in the classroom, even when put together in small groups.*
- *Students applaud halfheartedly following a classmate's presentation to the class.*
- *The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders.*
- *And others...*

**PROFICIENT • LEVEL 3**

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

- Talk between teacher and students and among students is uniformly respectful.
- The teacher successfully responds to disrespectful behavior among students.
- Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.
- The teacher makes general connections with individual students.
- Students exhibit respect for the teacher.

- *The teacher greets students by name as they enter the class or during the lesson.*
- *The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk.*
- *Students attend fully to what the teacher is saying.*
- *Students wait for classmates to finish speaking before beginning to talk.*
- *Students applaud politely following a classmate's presentation to the class.*
- *Students help each other and accept help from each other.*
- *The teacher and students use courtesies such as "please," "thank you," and "excuse me."*
- *The teacher says, "Don't talk that way to your classmates," and the insults stop.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

- The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.
- There is no disrespectful behavior among students.
- When necessary, students respectfully correct one another.
- Students participate without fear of put-downs or ridicule from either the teacher or other students.
- The teacher respects and encourages students' efforts.

- *The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).*
- *Students say "Shhh" to classmates who are talking while the teacher or another student is speaking.*
- *Students clap enthusiastically for one another's presentations for a job well done.*
- *The teacher says, "That's an interesting idea, Josh, but you're forgetting..."*
- *A student questions a classmate, "Didn't you mean \_\_\_\_\_?" and the classmate reflects and responds, "Oh, maybe you are right!"*
- *And others...*

## DOMAIN 2 • THE CLASSROOM ENVIRONMENT

---

## 2b ESTABLISHING A CULTURE FOR LEARNING

A “culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students’ natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An insistence on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.



## DOMAIN 2 • THE CLASSROOM ENVIRONMENT

---

### The elements of component 2b are:

#### Importance of the content and of learning

*In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.*

#### Expectations for learning and achievement

*In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers' expectations for high student achievement is their insistence on the use of precise language by students.*

#### Student pride in work

*When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.*

**Indicators include:**

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

## UNSATISFACTORY • LEVEL 1

The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.

## CRITICAL ATTRIBUTES

- The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.
- The teacher conveys to at least some students that the work is too challenging for them.
- Students exhibit little or no pride in their work.
- Students use language incorrectly; the teacher does not correct them.

## POSSIBLE EXAMPLES

- *The teacher tells students that they're doing a lesson because it's in the book or is district-mandated.*
- *The teacher says to a student, "Why don't you try this easier problem?"*
- *Students turn in sloppy or incomplete work.*
- *Many students don't engage in an assigned task, and yet the teacher ignores their behavior.*
- *Students have not completed their homework; the teacher does not respond.*
- *And others...*

## BASIC • LEVEL 2

The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.

- The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.
- The teacher conveys high expectations for only some students.
- Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."
- The teacher's primary concern appears to be to complete the task at hand.
- The teacher urges, but does not insist, that students use precise language.

- *The teacher says, "Let's get through this."*
- *The teacher says, "I think most of you will be able to do this."*
- *Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking.*
- *The teacher does not encourage students who are struggling.*
- *Only some students get right to work after an assignment is given or after entering the room.*
- *And others...*

**PROFICIENT • LEVEL 3**

The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.

- The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.
- The teacher demonstrates a high regard for students' abilities.
- The teacher conveys an expectation of high levels of student effort.
- Students expend good effort to complete work of high quality.
- The teacher insists on precise use of language by students.

- *The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job."*
- *The teacher says, "This idea is really important! It's central to our understanding of history."*
- *The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well."*
- *The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint.*
- *Students get to work right away when an assignment is given or after entering the room.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

- The teacher communicates passion for the subject.
- The teacher conveys the satisfaction that accompanies a deep understanding of complex content.
- Students indicate through their questions and comments a desire to understand the content.
- Students assist their classmates in understanding the content.
- Students take initiative in improving the quality of their work.
- Students correct one another in their use of language.

- *The teacher says, "It's really fun to find the patterns for factoring polynomials."*
- *A student says, "I don't really understand why it's better to solve this problem that way."*
- *A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation.*
- *Students question one another on answers.*
- *A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened.*
- *And others...*



## 2c

## MANAGING CLASSROOM PROCEDURES

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”

**The elements of component 2c are:****Management of instructional groups**

*Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.*

**Management of transitions**

*Many lessons engage students in different types of activities: large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly.*

**Management of materials and supplies**

*Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.*

**Performance of classroom routines**

*Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.*

**Indicators include:**

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

**UNSATISFACTORY • LEVEL 1**

Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.

**CRITICAL ATTRIBUTES**

- Students not working with the teacher are not productively engaged.
- Transitions are disorganized, with much loss of instructional time.
- There do not appear to be any established procedures for distributing and collecting materials.
- A considerable amount of time is spent off task because of unclear procedures.

**POSSIBLE EXAMPLES**

- *When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc.*
- *There are long lines for materials and supplies.*
- *Distributing or collecting supplies is time consuming.*
- *Students bump into one another when lining up or sharpening pencils.*
- *At the beginning of the lesson, roll-taking consumes much time and students are not working on anything.*
- *And others...*

**BASIC • LEVEL 2**

Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.

- Students not working directly with the teacher are only partially engaged.
- Procedures for transitions seem to have been established, but their operation is not smooth.
- There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.
- Classroom routines function unevenly.

- *Some students not working with the teacher are off task.*
- *Transition between large- and small-group activities requires five minutes but is accomplished.*
- *Students ask what they are to do when materials are being distributed or collected.*
- *Students ask clarifying questions about procedures.*
- *Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.*
- *And others...*

**PROFICIENT • LEVEL 3**

There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.

- With minimal prompting by the teacher, students ensure that their time is used productively.
- Transitions between large- and small-group activities are smooth.
- Routines for distribution and collection of materials and supplies work efficiently.
- Classroom routines function smoothly.

- *In small-group work, students have established roles; they listen to one another, summarizing different views, etc.*
- *Students move directly between large- and small-group activities.*
- *Students get started on an activity while the teacher takes attendance.*
- *The teacher has an established timing device, such as counting down, to signal students to return to their desks.*
- *The teacher has an established attention signal, such as raising a hand or dimming the lights.*
- *One member of each small group collects materials for the table.*
- *There is an established color-coded system indicating where materials should be stored.*
- *Cleanup at the end of a lesson is fast and efficient.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.

- Students are productively engaged during small-group or independent work.
- Students take initiative in distributing and collecting materials efficiently.
- Students themselves ensure that transitions and other routines are accomplished smoothly.

- *Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.*
- *A student reminds classmates of the roles that they are to play within the group.*
- *A student redirects a classmate to the table he should be at following a transition.*
- *Students propose an improved attention signal.*
- *Students independently check themselves into class on the attendance board.*
- *And others...*



## DOMAIN 2 • THE CLASSROOM ENVIRONMENT

---

## 2d MANAGING STUDENT BEHAVIOR

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

### The elements of component 2d are:

#### Expectations

*It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.*

#### Monitoring of student behavior

*Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.*

#### Response to student misbehavior

*Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.*

### Indicators include:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior

**UNSATISFACTORY • LEVEL 1**

There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.

**CRITICAL ATTRIBUTES**

- The classroom environment is chaotic, with no standards of conduct evident.
- The teacher does not monitor student behavior.
- Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.

**POSSIBLE EXAMPLES**

- *Students are talking among themselves, with no attempt by the teacher to silence them.*
- *An object flies through the air, apparently without the teacher's notice.*
- *Students are running around the room, resulting in chaos.*
- *Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.*
- *And others...*

**BASIC • LEVEL 2**

Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.

- The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.
- The teacher attempts to keep track of student behavior, but with no apparent system.
- The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.

- *Classroom rules are posted, but neither the teacher nor the students refer to them.*
- *The teacher repeatedly asks students to take their seats; some ignore her.*
- *To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."*
- *And others...*

**PROFICIENT • LEVEL 3**

Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.

- Standards of conduct appear to have been established and implemented successfully.
- Overall, student behavior is generally appropriate.
- The teacher frequently monitors student behavior.
- The teacher’s response to student misbehavior is effective.

- *Upon a nonverbal signal from the teacher, students correct their behavior.*
- *The teacher moves to every section of the classroom, keeping a close eye on student behavior.*
- *The teacher gives a student a “hard look,” and the student stops talking to his neighbor.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.

- Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.
- The teacher silently and subtly monitors student behavior.
- Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

- *A student suggests a revision to one of the classroom rules.*
- *The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.*
- *The teacher speaks privately to a student about misbehavior.*
- *A student reminds her classmates of the class rule about chewing gum.*
- *And others...*



**2e****ORGANIZING PHYSICAL SPACE**

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities; while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so that they can participate actively. Both the teacher and students must make effective use of electronics and other technology.

**The elements of component 2e are:****Safety and accessibility**

*Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.*

**Arrangement of furniture and use of physical resources**

*Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these resources are used skillfully, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the use or adaptation of the physical environment.*

**Indicators include:**

- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both teacher and students

**UNSATISFACTORY • LEVEL 1**

The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.

**CRITICAL ATTRIBUTES**

- There are physical hazards in the classroom, endangering student safety.
- Many students can't see or hear the teacher or see the board.
- Available technology is not being used even if it is available and its use would enhance the lesson.

**POSSIBLE EXAMPLES**

- *There are electrical cords running around the classroom.*
- *There is a pole in the middle of the room; some students can't see the board.*
- *A whiteboard is in the classroom, but it is facing the wall.*
- *And others...*

**BASIC • LEVEL 2**

The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.

- The physical environment is safe, and most students can see and hear the teacher or see the board.
- The physical environment is not an impediment to learning but does not enhance it.
- The teacher makes limited use of available technology and other resources.

- *The teacher ensures that dangerous chemicals are stored safely.*
- *The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work.*
- *The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work.*
- *And others...*

**PROFICIENT • LEVEL 3**

The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.

- The classroom is safe, and all students are able to see and hear the teacher or see the board.
- The classroom is arranged to support the instructional goals and learning activities.
- The teacher makes appropriate use of available technology.

- *There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.*
- *Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion.*
- *The use of an Internet connection extends the lesson.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

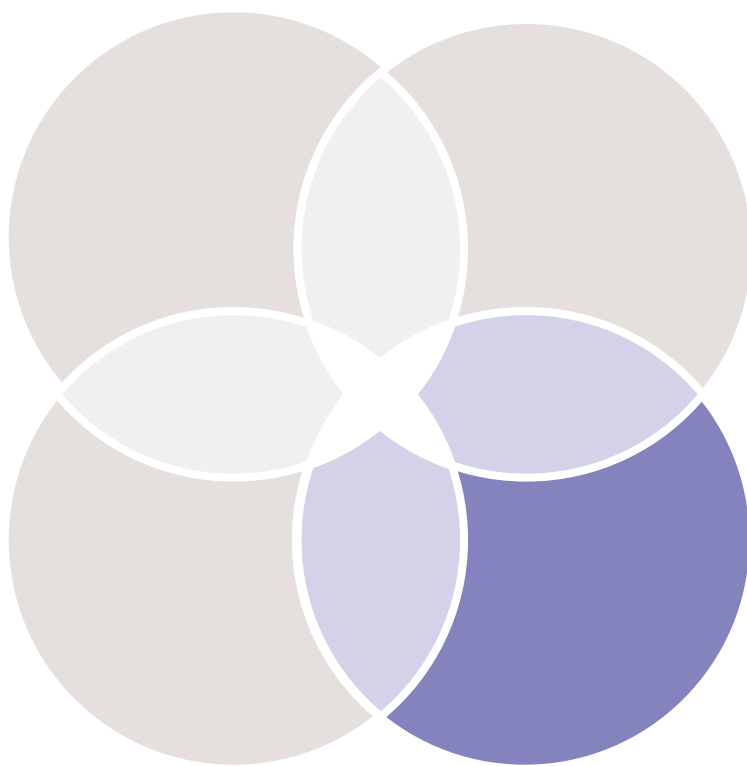
- Modifications are made to the physical environment to accommodate students with special needs.
- There is total alignment between the learning activities and the physical environment.
- Students take the initiative to adjust the physical environment.
- The teacher and students make extensive and imaginative use of available technology.

- *Students ask if they can shift the furniture to better suit small-group work or discussion.*
- *A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes.*
- *A student suggests an application of the whiteboard for an activity.*
- *And others...*





# DOMAIN 3



**INSTRUCTION**



## 3a COMMUNICATING WITH STUDENTS

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

### The elements of component 3a are:

#### Expectations for learning

*The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.*

#### Directions for activities

*Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.*

#### Explanations of content

*Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.*

#### Use of oral and written language

*For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.*

### Indicators include:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies
- Correct and imaginative use of language

## UNSATISFACTORY • LEVEL 1

The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

## CRITICAL ATTRIBUTES

- At no time during the lesson does the teacher convey to students what they will be learning.
- Students indicate through body language or questions that they don't understand the content being presented.
- The teacher makes a serious content error that will affect students' understanding of the lesson.
- Students indicate through their questions that they are confused about the learning task.
- The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.
- The teacher's vocabulary is inappropriate to the age or culture of the students.

## POSSIBLE EXAMPLES

- *A student asks, "What are we supposed to be doing?" but the teacher ignores the question.*
- *The teacher states that to add fractions they must have the same numerator.*
- *Students have a quizzical look on their faces; some may withdraw from the lesson.*
- *Students become disruptive or talk among themselves in an effort to follow the lesson.*
- *The teacher uses technical terms without explaining their meanings.*
- *The teacher says "ain't."*
- *And others...*

## BASIC • LEVEL 2

The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.

- The teacher provides little elaboration or explanation about what the students will be learning.
- The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.
- The teacher makes no serious content errors but may make minor ones.
- The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.
- The teacher must clarify the learning task so students can complete it.
- The teacher's vocabulary and usage are correct but unimaginative.
- When the teacher attempts to explain academic vocabulary, it is only partially successful.
- The teacher's vocabulary is too advanced, or too juvenile, for students.

- *The teacher mispronounces "\_\_\_\_\_."*
- *The teacher says, "And oh, by the way, today we're going to factor polynomials."*
- *A student asks, "What are we supposed to be doing?" and the teacher clarifies the task.*
- *A student asks, "What do I write here?" in order to complete a task.*
- *The teacher says, "Watch me while I show you how to \_\_\_\_\_," asking students only to listen.*
- *A number of students do not seem to be following the explanation.*
- *Students are inattentive during the teacher's explanation of content.*
- *Students' use of academic vocabulary is imprecise.*
- *And others...*

**PROFICIENT • LEVEL 3**

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.

- The teacher states clearly, at some point during the lesson, what the students will be learning.
- The teacher's explanation of content is clear and invites student participation and thinking.
- The teacher makes no content errors.
- The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning.
- Students engage with the learning task, indicating that they understand what they are to do.
- If appropriate, the teacher models the process to be followed in the task.
- The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.
- The teacher's vocabulary is appropriate to students' ages and levels of development.

- *The teacher says, "By the end of today's lesson you're all going to be able to factor different types of polynomials."*
- *In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?"*
- *The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher's attention.*
- *The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work."*
- *The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun.*
- *The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

- If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.
- The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
- The teacher points out possible areas for misunderstanding.
- The teacher invites students to explain the content to their classmates.
- Students suggest other strategies they might use in approaching a challenge or analysis.
- The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.
- Students use academic language correctly.

- *The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully."*
- *The teacher asks a student to explain the task to other students.*
- *When clarification about the learning task is needed, a student offers it to classmates.*
- *The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples.*
- *The teacher asks, "Who would like to explain this idea to us?"*
- *A student asks, "Is this another way we could think about analogies?"*
- *A student explains an academic term to classmates.*
- *The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in- as in inequality means "not" and that the prefix un- also means the same thing.*
- *A student says to a classmate, "I think that side of the triangle is called the hypotenuse."*
- *And others...*



**3b****USING QUESTIONING AND DISCUSSION TECHNIQUES**

Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote student thinking.

Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.



### The elements of component 3b are:

#### Quality of questions/prompts

*Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.*

#### Discussion techniques

*Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.*

#### Student participation

*In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.*

**Indicators include:**

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates
- High levels of student participation in discussion

## UNSATISFACTORY • LEVEL 1

The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.

## CRITICAL ATTRIBUTES

- Questions are rapid-fire and convergent, with a single correct answer.
- Questions do not invite student thinking.
- All discussion is between the teacher and students; students are not invited to speak directly to one another.
- The teacher does not ask students to explain their thinking.
- Only a few students dominate the discussion.

## POSSIBLE EXAMPLES

- All questions are of the "recitation" type, such as "What is  $3 \times 4$ ?"
- The teacher asks a question for which the answer is on the board; students respond by reading it.
- The teacher calls only on students who have their hands up.
- A student responds to a question with wrong information, and the teacher doesn't follow up.
- And others...

## BASIC • LEVEL 2

The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.

- The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.
- The teacher invites students to respond directly to one another's ideas, but few students respond.
- The teacher calls on many students, but only a small number actually participate in the discussion.
- The teacher asks students to explain their reasoning, but only some students attempt to do so.

- Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"
- The teacher asks, "Who has an idea about this?" The usual three students offer comments.
- The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher.
- The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters.
- And others...

**PROFICIENT • LEVEL 3**

While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

- The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- The teacher makes effective use of wait time.
- Discussions enable students to talk to one another without ongoing mediation by teacher.
- The teacher calls on most students, even those who don't initially volunteer.
- Many students actively engage in the discussion.
- The teacher asks students to justify their reasoning, and most attempt to do so.

- *The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?"*
- *The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to \_\_\_\_\_?"*
- *The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian.*
- *The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.*
- *The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did \_\_\_\_\_?" to find the reason in the text and to explain their thinking to a neighbor.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

- Students initiate higher-order questions.
- The teacher builds on and uses student responses to questions in order to deepen student understanding.
- Students extend the discussion, enriching it.
- Students invite comments from their classmates during a discussion and challenge one another's thinking.
- Virtually all students are engaged in the discussion.

- *A student asks, "How many ways are there to get this answer?"*
- *A student says to a classmate, "I don't think I agree with you on this, because..."*
- *A student asks of other students, "Does anyone have another idea how we might figure this out?"*
- *A student asks, "What if...?"*
- *And others...*



## 3c

## ENGAGING STUDENTS IN LEARNING

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are “What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?” If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be “minds-on.”

### The elements of component 3c are:

#### Activities and assignments

*The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.*

#### Grouping of students

*How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.*

#### Instructional materials and resources

*The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school's or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.*

#### Structure and pacing

*No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.*

**Indicators include:**

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works”
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection



## UNSATISFACTORY • LEVEL 1

The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.

## CRITICAL ATTRIBUTES

- Few students are intellectually engaged in the lesson.
- Learning tasks/activities and materials require only recall or have a single correct response or method.
- Instructional materials used are unsuitable to the lesson and/or the students.
- The lesson drags or is rushed.
- Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.

## POSSIBLE EXAMPLES

- *Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.*
- *Students fill out the lesson worksheet by copying words from the board.*
- *Students are using math manipulative materials in a rote activity.*
- *The teacher lectures for 45 minutes.*
- *Most students don't have time to complete the assignment; the teacher moves on in the lesson.*
- *And others...*

## BASIC • LEVEL 2

The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”

- Some students are intellectually engaged in the lesson.
- Learning tasks are a mix of those requiring thinking and those requiring recall.
- Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.
- The materials and resources are partially aligned to the lesson objectives.
- Few of the materials and resources require student thinking or ask students to explain their thinking.
- The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.
- The instructional groupings used are partially appropriate to the activities.

- *Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed.*
- *Students are asked to fill in a worksheet, following an established procedure.*
- *There is a recognizable beginning, middle, and end to the lesson.*
- *The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it.*
- *And others...*

**PROFICIENT • LEVEL 3**

The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

- Most students are intellectually engaged in the lesson.
- Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.
- Students are invited to explain their thinking as part of completing tasks.
- Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- The pacing of the lesson provides students the time needed to be intellectually engaged.
- The teacher uses groupings that are suitable to the lesson activities.

- *Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.*
- *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning.*
- *Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.*
- *Students are asked to create different representations of a large number using a variety of manipulative materials.*
- *The lesson is neither rushed nor does it drag.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

- Virtually all students are intellectually engaged in the lesson.
- Lesson activities require high-level student thinking and explanations of their thinking.
- Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.
- Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

- *Students are asked to write an essay in the style of Hemmingway and to describe which aspects of his style they have incorporated.*
- *Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem.*
- *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.*
- *Students identify or create their own learning materials.*
- *Students summarize their learning from the lesson.*
- *And others...*



## 3d

## USING ASSESSMENT IN INSTRUCTION

Assessment of student learning plays an important new role in teaching: no longer signaling the *end* of instruction, it is now recognized to be an integral *part* of instruction. While assessment *of* learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a “finger on the pulse” of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his or her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a “teachable moment,” or enlisting students' particular interests to enrich an explanation.

### The elements of component 3d are:

#### Assessment criteria

*It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).*

#### Monitoring of student learning

*A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.*

#### Feedback to students

*Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.*

#### Student self-assessment and monitoring of progress

*The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.*

**Indicators include:**

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

**UNSATISFACTORY • LEVEL 1**

Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.

**CRITICAL ATTRIBUTES**

- The teacher gives no indication of what high-quality work looks like.
- The teacher makes no effort to determine whether students understand the lesson.
- Students receive no feedback, or feedback is global or directed to only one student.
- The teacher does not ask students to evaluate their own or classmates' work.

**POSSIBLE EXAMPLES**

- *A student asks, "How is this assignment going to be graded?"*
- *A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher.*
- *The teacher forges ahead with a presentation without checking for understanding.*
- *After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give."*
- *And others...*

**BASIC • LEVEL 2**

Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.

- There is little evidence that the students understand how their work will be evaluated.
- The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.
- Feedback to students is vague and not oriented toward future improvement of work.
- The teacher makes only minor attempts to engage students in self- or peer assessment.

- *The teacher asks, "Does anyone have a question?"*
- *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.*
- *The teacher says, "Good job, everyone."*
- *The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept.*
- *The students receive their tests back; each one is simply marked with a letter grade at the top.*
- *And others...*

**PROFICIENT • LEVEL 3**

Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.

- The teacher makes the standards of high-quality work clear to students.
- The teacher elicits evidence of student understanding.
- Students are invited to assess their own work and make improvements; most of them do so.
- Feedback includes specific and timely guidance, at least for groups of students.

- *The teacher circulates during small-group or independent work, offering suggestions to students.*
- *The teacher uses specifically formulated questions to elicit evidence of student understanding.*
- *The teacher asks students to look over their papers to correct their errors; most of them engage in this task.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

- Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.
- The teacher is constantly “taking the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.
- Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
- High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

- *The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them.*
- *While students are working, the teacher circulates, providing specific feedback to individual students.*
- *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.*
- *Students offer feedback to their classmates on their work.*
- *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.*
- *And others...*





## 3e

## DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.

**The elements of component 3e are:**

**Lesson adjustment**

*Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher’s store of alternate instructional strategies and the confidence to make a shift when needed.*

**Response to students**

*Occasionally during a lesson, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.*

**Persistence**

*Committed teachers don’t give up easily; when students encounter difficulty in learning (which all do at some point), these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.*

**Indicators include:**

- Incorporation of students’ interests and daily events into a lesson
- The teacher adjusting instruction in response to evidence of student understanding (or lack of it)
- The teacher seizing on a teachable moment

## UNSATISFACTORY • LEVEL 1

The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.

## CRITICAL ATTRIBUTES

- The teacher ignores indications of student boredom or lack of understanding.
- The teacher brushes aside students' questions.
- The teacher conveys to students that when they have difficulty learning it is their fault.
- In reflecting on practice, the teacher does not indicate that it is important to reach all students.
- The teacher makes no attempt to adjust the lesson in response to student confusion.

## POSSIBLE EXAMPLES

- *The teacher says, "We don't have time for that today."*
- *The teacher says, "If you'd just pay attention, you could understand this."*
- *When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then."*
- *And others...*

## BASIC • LEVEL 2

The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.

- The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.
- The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.
- In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.
- The teacher's attempts to adjust the lesson are partially successful.

- *The teacher says, "I'll try to think of another way to come at this and get back to you."*
- *The teacher says, "I realize not everyone understands this, but we can't spend any more time on it."*
- *The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful.*
- *And others...*

**PROFICIENT • LEVEL 3**

The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.

- The teacher incorporates students' interests and questions into the heart of the lesson.
- The teacher conveys to students that she has other approaches to try when the students experience difficulty.
- In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.
- When improvising becomes necessary, the teacher makes adjustments to the lesson.

- *The teacher says, "That's an interesting idea; let's see how it fits."*
- *The teacher illustrates a principle of good writing to a student, using his interest in basketball as context.*
- *The teacher says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

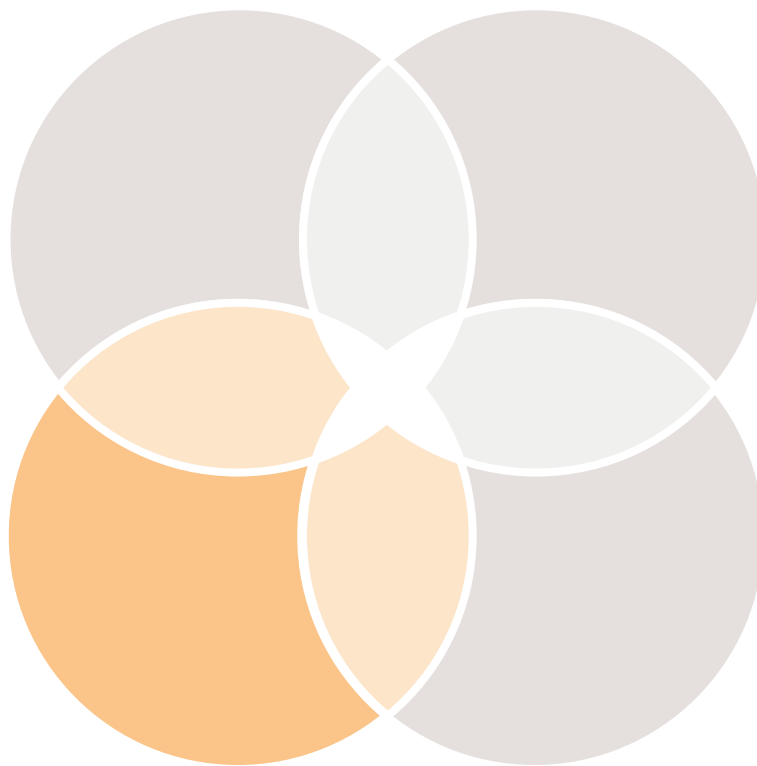
The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

- The teacher seizes on a teachable moment to enhance a lesson.
- The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use.
- In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
- The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.

- *The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it."*
- *The teacher incorporates the school's upcoming championship game into an explanation of averages.*
- *The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it."*
- *And others...*



# DOMAIN 4



## PROFESSIONAL RESPONSIBILITIES



## 4a REFLECTING ON TEACHING

Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.

### The elements of component 4a are:

#### Accuracy

*As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.*

#### Use in future teaching

*If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments..*

### Indicators include:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies



**UNSATISFACTORY • LEVEL 1**

The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.

**CRITICAL ATTRIBUTES**

- The teacher considers the lesson but draws incorrect conclusions about its effectiveness.
- The teacher makes no suggestions for improvement.

**POSSIBLE EXAMPLES**

- *Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"*
- *The teacher says, "That was awful; I wish I knew what to do!"*
- *And others...*

**BASIC • LEVEL 2**

The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.

- The teacher has a general sense of whether or not instructional practices were effective.
- The teacher offers general modifications for future instruction.

- *At the end of the lesson, the teacher says, "I guess that went okay."*
- *The teacher says, "I guess I'll try \_\_\_\_\_ next time."*
- *And others...*

**PROFICIENT • LEVEL 3**

The teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

- The teacher accurately assesses the effectiveness of instructional activities used.
- The teacher identifies specific ways in which a lesson might be improved.

- *The teacher says, “I wasn’t pleased with the level of engagement of the students.”*
- *The teacher’s journal indicates several possible lesson improvements.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

- The teacher’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness.
- The teacher’s suggestions for improvement draw on an extensive repertoire.

- *The teacher says, “I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed.”*
- *In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.*
- *And others...*



## 4b MAINTAINING ACCURATE RECORDS

An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include student completion of assignments, student progress in learning, and noninstructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

### The elements of component 4b are:

#### Student completion of assignments

*Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.*

#### Student progress in learning

*In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally but must be updated frequently.*

#### Noninstructional records

*Noninstructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples include tracking which students have returned their permission slips for a field trip or which students have paid for their school pictures.*

### Indicators include:

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate noninstructional records

**UNSATISFACTORY • LEVEL 1**

The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.

**CRITICAL ATTRIBUTES**

- There is no system for either instructional or noninstructional records.
- Record-keeping systems are in disarray and provide incorrect or confusing information.

**POSSIBLE EXAMPLES**

- *A student says, "I'm sure I turned in that assignment, but the teacher lost it!"*
- *The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored."*
- *On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.*
- *And others...*

**BASIC • LEVEL 2**

The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.

- The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.
- The teacher's process for tracking student progress is cumbersome to use.
- The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.

- *A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"*
- *The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time."*
- *On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.*
- *And others...*

**PROFICIENT • LEVEL 3**

The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.

- The teacher’s process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.
- The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing.
- The teacher’s process for recording noninstructional information is both efficient and effective.

- *On the class website, the teacher creates a link that students can access to check on any missing assignments.*
- *The teacher’s gradebook records student progress toward learning goals.*
- *The teacher creates a spreadsheet for tracking which students have paid for their school pictures.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.

- Students contribute to and maintain records indicating completed and outstanding work assignments.
- Students contribute to and maintain data files indicating their own progress in learning.
- Students contribute to maintaining noninstructional records for the class.

- *A student from each team maintains the database of current and missing assignments for the team.*
- *When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals.*
- *When they bring in their permission slips for a field trip, students add their own information to the database.*
- *And others...*



## 4c COMMUNICATING WITH FAMILIES

Although the ability of families to participate in their child’s learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child’s progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher’s effort to communicate with families conveys the teacher’s essential caring, valued by families of students of all ages.

### The elements of component 4c are:

#### Information about the instructional program

*The teacher frequently provides information to families about the instructional program.*

#### Information about individual students

*The teacher frequently provides information to families about students’ individual progress.*

#### Engagement of families in the instructional program

*The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities.*

### Indicators include:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process



## UNSATISFACTORY • LEVEL 1

The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.

## CRITICAL ATTRIBUTES

- Little or no information regarding the instructional program is available to parents.
- Families are unaware of their children's progress.
- Family engagement activities are lacking.
- There is some culturally inappropriate communication.

## POSSIBLE EXAMPLES

- *A parent says, "I'd like to know what my kid is working on at school."*
- *A parent says, "I wish I could know something about my child's progress before the report card comes out."*
- *A parent says, "I wonder why we never see any schoolwork come home."*
- *And others...*

## BASIC • LEVEL 2

The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.

- School- or district-created materials about the instructional program are sent home.
- The teacher sends home infrequent or incomplete information about the instructional program.
- The teacher maintains a school-required gradebook but does little else to inform families about student progress.
- Some of the teacher's communications are inappropriate to families' cultural norms.

- *A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."*
- *A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."*
- *The teacher sends home weekly quizzes for parent or guardian signature.*
- *And others...*

**PROFICIENT • LEVEL 3**

The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.

- The teacher regularly makes information about the instructional program available.
- The teacher regularly sends home information about student progress.
- The teacher develops activities designed to engage families successfully and appropriately in their children’s learning.
- Most of the teacher’s communications are appropriate to families’ cultural norms.

- *The teacher sends a weekly newsletter home to families that describe current class activities, community and/or school projects, field trips, etc.*
- *The teacher creates a monthly progress report, which is sent home for each student.*
- *The teacher sends home a project that asks students to interview a family member about growing up during the 1950s.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher’s efforts to engage families in the instructional program are frequent and successful.

- Students regularly develop materials to inform their families about the instructional program.
- Students maintain accurate records about their individual learning progress and frequently share this information with families.
- Students contribute to regular and ongoing projects designed to engage families in the learning process.
- All of the teacher’s communications are highly sensitive to families’ cultural norms.

- *Students create materials for Back-to-School Night that outline the approach for learning science.*
- *Each student’s daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian.*
- *Students design a project on charting their family’s use of plastics.*
- *And others...*



## 4d PARTICIPATING IN THE PROFESSIONAL COMMUNITY

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

### The elements of component 4d are:

#### Relationships with colleagues

*Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.*

#### Involvement in a culture of professional inquiry

*Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.*

#### Service to the school

*Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.*

#### Participation in school and district projects

*Teachers contribute to and support larger school and district projects designed to improve the professional community.*

### Indicators include:

- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives
- Regular teacher participation in and support of community initiatives

## UNSATISFACTORY • LEVEL 1

The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.

## CRITICAL ATTRIBUTES

- The teacher's relationships with colleagues are characterized by negativity or combativeness.
- The teacher purposefully avoids contributing to activities promoting professional inquiry.
- The teacher avoids involvement in school activities and district and community projects.

## POSSIBLE EXAMPLES

- *The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good.*
- *The teacher does not attend PLC meetings.*
- *The teacher does not attend any school functions after the dismissal bell.*
- *The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class."*
- *And others...*

## BASIC • LEVEL 2

The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.

- The teacher has cordial relationships with colleagues.
- When invited, the teacher participates in activities related to professional inquiry.
- When asked, the teacher participates in school activities, as well as district and community projects.

- *The teacher is polite but seldom shares any instructional materials with his grade partners.*
- *The teacher attends PLC meetings only when reminded by her supervisor.*
- *The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."*
- *The teacher contributes to the district literacy committee only when requested to do so by the principal.*
- *And others...*

**PROFICIENT • LEVEL 3**

The teacher’s relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.

- The teacher has supportive and collaborative relationships with colleagues.
- The teacher regularly participates in activities related to professional inquiry.
- The teacher frequently volunteers to participate in school events and school district and community projects.

- *The principal remarks that the teacher’s students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings.*
- *The teacher has decided to take some free MIT courses online and to share his learning with colleagues.*
- *The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there.*
- *The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

- The teacher takes a leadership role in promoting activities related to professional inquiry.
- The teacher regularly contributes to and leads events that positively impact school life.
- The teacher regularly contributes to and leads significant district and community projects.

- *The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching.*
- *The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.*
- *The teacher leads the annual “Olympics” day, thereby involving the entire student body and faculty in athletic events.*
- *The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community.*
- *And others...*



## 4e GROWING AND DEVELOPING PROFESSIONALLY

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

### The elements of component 4e are:

#### Enhancement of content knowledge and pedagogical skill

*Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.*

#### Receptivity to feedback from colleagues

*Teachers actively pursue networks that provide collegial support and feedback.*

#### Service to the profession

*Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.*

### Indicators include:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry



**UNSATISFACTORY • LEVEL 1**

The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.

**CRITICAL ATTRIBUTES**

- The teacher is not involved in any activity that might enhance knowledge or skill.
- The teacher purposefully resists discussing performance with supervisors or colleagues.
- The teacher ignores invitations to join professional organizations or attend conferences.

**POSSIBLE EXAMPLES**

- *The teacher never takes continuing education courses, even though the credits would increase his salary.*
- *The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form.*
- *Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.*
- *And others...*

**BASIC • LEVEL 2**

The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.

- The teacher participates in professional activities when they are required or provided by the district.
- The teacher reluctantly accepts feedback from supervisors and colleagues.
- The teacher contributes in a limited fashion to professional organizations.

- *The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received.*
- *The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation.*
- *The teacher joins the local chapter of the American Library Association because she might benefit from the free books—but otherwise doesn't feel it's worth much of her time.*
- *And others...*

**PROFICIENT • LEVEL 3**

The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.

- The teacher seeks regular opportunities for continued professional development.
- The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.
- The teacher actively participates in organizations designed to contribute to the profession.

- *The teacher eagerly attends the district’s optional summer workshops, knowing they provide a wealth of instructional strategies he’ll be able to use during the school year.*
- *The teacher enjoys her principal’s weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.*
- *The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

- The teacher seeks regular opportunities for continued professional development, including initiating action research.
- The teacher actively seeks feedback from supervisors and colleagues.
- The teacher takes an active leadership role in professional organizations in order to contribute to the profession.

- *The teacher’s principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.*
- *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.*
- *The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*
- *And others...*



## 4f SHOWING PROFESSIONALISM

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.

### The elements of component 4f are:

#### Integrity and ethical conduct

*Teachers act with integrity and honesty.*

#### Service to students

*Teachers put students first in all considerations of their practice.*

#### Advocacy

*Teachers support their students' best interests, even in the face of traditional practice or beliefs.*

#### Decision making

*Teachers solve problems with students' needs as a priority.*

#### Compliance with school and district regulations

*Teachers adhere to policies and established procedures.*

### Indicators include:

- The teacher having a reputation as being trustworthy and often sought as a sounding board
- The teacher frequently reminding participants during committee or planning work that students are the highest priority
- The teacher supporting students, even in the face of difficult situations or conflicting policies
- The teacher challenging existing practice in order to put students first
- The teacher consistently fulfilling district mandates regarding policies and procedures

## UNSATISFACTORY • LEVEL 1

The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.

## CRITICAL ATTRIBUTES

- The teacher is dishonest.
- The teacher does not notice the needs of students.
- The teacher engages in practices that are self-serving.
- The teacher willfully rejects district regulations.

## POSSIBLE EXAMPLES

- *The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues.*
- *The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mothers can't afford daycare.*
- *The teacher fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.*
- *When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities.*
- *The teacher does not file his students' writing samples in their district cumulative folders; it is time-consuming, and he wants to leave early for summer break.*
- *And others...*

## BASIC • LEVEL 2

The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.

- The teacher is honest.
- The teacher notices the needs of students but is inconsistent in addressing them.
- The teacher does not notice that some school practices result in poor conditions for students.
- The teacher makes decisions professionally but on a limited basis.
- The teacher complies with district regulations.

- *The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her."*
- *The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it.*
- *The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of.*
- *When the teacher's grade partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to the substitute but does not offer any further assistance.*
- *The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair.*
- *And others...*

**PROFICIENT • LEVEL 3**

The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.

- The teacher is honest and known for having high standards of integrity.
- The teacher actively addresses student needs.
- The teacher actively works to provide opportunities for student success.
- The teacher willingly participates in team and departmental decision making.
- The teacher complies completely with district regulations.

- *The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.*
- *Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons.*
- *The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.*
- *The English department chair says, “I appreciate when \_\_\_\_\_ attends our after-school meetings; he always contributes something meaningful to the discussion.”*
- *The teacher learns the district’s new online curriculum mapping system and writes in all of her courses.*
- *And others...*

**DISTINGUISHED • LEVEL 4**

The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

- The teacher is considered a leader in terms of honesty, integrity, and confidentiality.
- The teacher is highly proactive in serving students.
- The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.
- The teacher takes a leadership role in team and departmental decision making.
- The teacher takes a leadership role regarding district regulations.

- *When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher—who, she knows, can be relied on for expert advice and complete discretion.*
- *After the school’s intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions.*
- *The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.*
- *The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss.*
- *When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she will be able to assist her colleagues with its implementation.*
- *And others...*