



# **TEACHER EVALUATION PROGRAM**

**School Year 2015 - 2016**

# **GUILFORD PUBLIC SCHOOLS**

## **Educator Evaluation Program**

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**GUILFORD PUBLIC SCHOOLS**  
**Educator Evaluation Program**

***Vision Statement:***

***Our vision is a professional learning community where instruction invites effort and supports academic rigor for all students and educators.***

***Mission Statement:***

***Our mission is to foster excellence in a respectful and challenging academic environment that leads to lifelong passion for learning and the realization of each individual's highest potential for success in life.***

# GUILFORD PUBLIC SCHOOLS

## Educator Evaluation Program

### Program Overview

The evaluation framework consists of multiple measures to provide a comprehensive picture of teacher performance. All teachers will be evaluated in two broad categories: (1) teacher performance and practice indicators, and (2) learning outcomes indicators. There are four components within those two categories.

#### Teacher Performance and Practice

- Observation of teacher performance (40% of teacher rating)
- Parent feedback on teacher practice (10% of teacher rating)

#### Learning Outcomes Indicators

- Student growth (45% of teacher rating)
- Whole-school measure of student learning (5% of teacher rating)

### Component I: Observations of Teacher Performance and Practice

The Teacher Performance and Practice component is comprised of multiple observations. Observations will be conducted and data will be collected using *The Guilford Framework for Teaching and Learning*. Following observations, evaluators provide teachers with specific feedback to improve teaching and learning.

Observations occur annually. All teachers will be required to participate in a formal observation at least once every three years. The minimum number of required formal and informal observations is set by the teacher's prior summative evaluation rating from the most recent past year (see table below). Non-tenured teachers will be required to participate in three formal observations per year until tenure is attained.

Formal observations include a pre-observation conference, the observation, and a post observation conference. Formal observations are rated according to *The Guilford Framework for Teaching and Learning*. A total combined rating is determined for each formal observation based on the preponderance of evidence collected during the observation and the instructional conversation that takes place during the pre and post conference. Any formal observations (in a three year cycle for teachers rated 4 or 3, or within a school year for teachers rated 2 or 1) will be considered within a professional conversation between teacher and evaluator and, based upon the preponderance of evidence, will produce the rating for component I of the annual summative rating.

Formal observations beyond the minimum may be substituted for informal observations or conducted in addition to minimum requirements. If an informal observation raises concerns for the evaluator or the teacher, either one may schedule additional formal observations.

Informal observations include an observation and a post observation conference. Informal observations need not be announced. Informal observations are not rated. Post conference instructional conversations should be guided by *The Guilford Framework for Teaching and Learning*, should refer to the teacher's self evaluation, and should be formative in nature.

## Minimum Number of Observations

Year of Observation Cycle	Most Recent Overall rating	Formal Observations	Informal Observations
1	1 or 2	at least 3	at least 2*
1	3 or 4	at least 1	at least 2*
2	1 or 2	at least 3	at least 2
2	3 or 4	0	at least 4*
3	1 or 2	at least 3	at least 2
3	3 or 4	0	at least 4*

\* at least one of which must be a review of practice outside the classroom setting.

## Component II: Parent Feedback Goal

Parent feedback will be solicited through whole-school parent surveys developed from the SEED and Panorama surveys as well as school climate surveys. Surveys will be anonymous and may be administered on-line or be sent/mailed home. The parent survey will be administered annually and trends analyzed from year to year.

Principals will review the parent survey results to identify areas of need and to set school-wide parent engagement goals based on survey results.

Once school-level goals have been set, teachers will select one related parent goal to pursue as part of their evaluation (with final approval from their evaluator). Goals may include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

Teachers will set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, a target may be specific to sending more regular correspondence to parents (e.g. bi-weekly updates, new website, newsletter, etc.).

The evaluator will ensure that the individual goal is related to the overall school improvement parent goal and that the targets are realistic.

There are two ways a teacher can measure and demonstrate progress on growth targets:

- (1) Measure evidence of implementation to address an area of need.
- (2) Collect evidence directly from parents. For example, a teacher could conduct interviews with parents or conduct a brief parent survey to assess growth in the target area.

A final summative rating for this area will be agreed upon based upon one or both of the above measures.

## Component III: Student Learning Outcomes

The Student Learning Outcomes component is comprised of goals set and monitored collaboratively between the educator and the evaluator. These goals will be set and monitored across a series of conferences and will be rated in a summative review at the conclusion of the year.

The teacher, through mutual agreement with his/her evaluator, will develop one (1) Student Learning Objective, based on a consideration of teaching responsibilities and experience.

Student Learning Objectives (SLOs) must have multiple Indicators of Academic Growth and Development (IAGD). The indicators of academic growth and development shall facilitate the comparison of data across assessments, administered over time, including the state test for subjects where available. A state test can be used as an indicator only if there are interim assessments that lead to that test. A minimum of one non-standardized indicator must also be used. Those without an available standardized indicator will select, through mutual agreement, subject to the local dispute-resolution procedure, an additional non-standardized indicator.

The evaluator and teacher will hold at least one mid-year check-in in January or February. The teacher will collect and reflect on students' assessment data and other sources of evidence to-date about instructional practice and student learning in preparation for the check-in. The evaluator will collect and reflect on teacher observation(s) and/or student assessment data prior to the conference.

The evaluator and teacher will determine an end of the year summative rating for this category based on information and data relative to the SLO collected throughout the year. The teacher will review all information and data collected during the year and complete a self-assessment for review by the evaluator. The evaluator will review submitted evidence and self-assessments to generate SLO category ratings to be discussed and agreed upon with the teacher.

## **Component IV: Whole-School Goal**

An individual educator's whole school student learning indicator rating will be determined by the administrator as part of his/her own evaluation rating. This indicator will be based on an aggregate of multiple student learning indicators. Itinerant teachers will be responsible for the school wide goal at the site where the greatest portion of their FTE is assigned for the year.

## **Summative Scoring**

An end of the year summative rating will be determined in a professional conversation between evaluator and teacher considering evidence collected across the four components and reviewed as two broader categories (teacher performance and practice: component I & II, and learning indicators: components III & IV). The overall summative rating shall be based on a preponderance of the total evidence and data collected.

## **Professional Development**

Individual professional learning opportunities are embedded throughout this supervisory and evaluation plan. Every meeting with an evaluator, especially the post conferences following an informal observation, are rich opportunities for individual, job-embedded learning to occur. Further, evaluators and principals will identify areas of individual need and opportunity and provide opportunities for professional development experiences outside the evaluation process. Evaluators and principals will identify common areas of opportunity and need within buildings or groups and will provide opportunities for professional development experiences outside the evaluation process.

## Timelines:

The four components will be managed across the school year through a series of meetings spread across the school year.

### Administrator Evaluation Timeline

Target Timeframe*	Activity	Responsibilities
August-October 1 <sup>st</sup>	<p><b>Orientation to evaluation system:</b> Include roles and responsibilities, whole-school priorities (including both whole school learning goal and parent feedback goal) and SLO-writing support.</p>	<p><b>Evaluator:</b> Presentation of information to whole staff with individual conferences as needed</p> <p><b>Teachers:</b> Begin to develop goals based on data</p>
August-November 1 <sup>st</sup>	<p><b>Performance Conference 1: Goal Setting and Planning</b> Meet with all teachers to reach formal approval of all proposals based on the SLO Approval Criteria.</p> <p><b>SLO, Parent Feedback Goal, Self Assessment</b></p>	<p><b>Teacher:</b> Develop and submit/ present SLOs with IAGDs, Parent Feedback Goal, and self assessment to evaluator</p> <p><b>Evaluator:</b> Confer, make any suggestions for revisions, formal approval</p>
October- March 1 <sup>st</sup>	<p><b>Observation/Conference Cycle # 1:</b> Include at least one observation of/conference with each teacher. Additional observations should focus on beginning educators and those in danger of being rated developing or below standard.</p>	<p><b>Teacher:</b> Prepare for pre-conference for formal observations (as per cycle year).</p> <p><b>Evaluator:</b> Gather objective evidence using Guilford Framework for Teaching and Learning in order to prepare timely written and/or verbal feedback (both for formal observations)</p>
January- end of February	<p><b>Performance Conference 2: Mid-Year Check-In</b> Reflect on student assessment data and observation reflections to date. * SLOs may be mutually agreed to revise.</p>	<p><b>Teachers:</b> Collect and reflect on students' assessment data and other evidence of instructional practice and student learning</p> <p><b>Evaluator:</b> Collect and reflect on observations and/or student assessment data</p>
March- Two weeks prior to the end of the school year	<p><b>- Observation/Conference Cycle # 2:</b> Complete all remaining required observations and conferences as well as any additional observations for teachers in need of support.</p> <p><b>- Whole-School Learning Indicator rating determined</b></p>	<p><b>Teacher:</b> Prepare for pre-conference for formal observations (as per cycle year).</p> <p><b>Evaluator:</b> Gather objective evidence using Guilford Framework for Teaching and Learning in order to prepare timely written and/or verbal feedback (both for formal observations)</p>

<p>By two weeks prior to the end of the school year</p>	<p><b>Performance Conference 3: End-of-Year Summative Review</b>          Discuss all evidence to date with possible final rating and summary report given.</p> <p><b>Below-Standard Conferences:</b>          Within 3 days of the summative conference in which an educator is rated below standard, reconvene to discuss evidence and begin to work collaboratively on Professional Intervention plan to be completed with evaluator final drafting and approval within 10 days.</p>	<p><b>Teachers:</b> Must complete and submit Teacher Self-Assessment based on data and information</p> <p><b>Evaluators:</b> Review evidence and self-assessment including determination of Teacher Performance and Practice Rating, SLO rating, Whole School Learning Indicator Rating, and Parent Feedback Rating to determine Summative Teacher Evaluation Rating.</p>
<p>By end of school year</p>	<p><b>Official Summative Rating with summary report of the evaluation</b></p> <p><b>Whole-school Parent Survey:</b>          Administer survey in order to analyze trends and set school-wide parent engagement goal for upcoming year</p>	<p><b>Evaluator:</b> Combine evidence to determine official summative rating and to write summary report.</p>
<p>By September 15<sup>th</sup></p>	<p><b>Rating Revision:</b>          If state standardized assessment measures significantly impacted rating, adjust rating and communicate with teacher.</p>	<p><b>Evaluator:</b> Reevaluate ratings and communicate as needed.</p>

\* May be adjusted based upon hire date, leave status, or other circumstances relevant to a particular teacher or administrator.



## Calculating Ratings

1. The final **Teacher Performance and Practice** rating is determined by the evaluator, following discussion with the educator, by holistically reviewing evidence from all observations across the four domains of the **Guilford Framework for Teaching and Learning** and the Parent Feedback Goal. Ratings collected across the four domains and on the rating for the Parent Feedback Goal will be viewed as five equally weighted parts of the Teacher Performance and Practice rating. Determination of the overall Teacher Practice rating, across four levels, will be based on the preponderance of evidence across the five areas.

Teacher Performance and Practice Evidence	Teacher Performance and Practice Rating
Little to no evidence Did not meet goal	Below Standard
Significant evidence Partially met goal	Developing
A preponderance of evidence Met Goal	Proficient
More than a preponderance of evidence Exceeded goal	Exemplary

2. The final **Learning Outcomes** rating, across four levels, is determined by the evaluator by combining the Student Learning Outcomes rating and Whole School Goal rating. The Student Learning Outcomes rating should be recognized as 9/10 of this overall rating, and the whole school goal should be recognized as 1/10 of the overall rating in this category. Determination of the overall **Learning Outcomes** rating will be based on this weighted consideration of these two components.

Learning Outcome Evidence	Learning Outcome Rating
Little to no evidence Did not meet goal	Below Standard
Significant evidence Partially met goal	Developing
A Preponderance of evidence Met goal	Proficient
More than a preponderance of evidence Exceeded goal	Exemplary

3. Use the summative matrix to determine **Summative Rating**. Identify the rating for each category and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example above, the Teacher Practice Indicators rating is Proficient and the Student Related Indicators rating is Proficient. The summative rating is therefore, Proficient.

## Rating Matrix

		Teacher Performance and Practice			
Learning Outcomes		Exemplary	Proficient	Developing	Below Standard
	Exemplary	Exemplary	Proficient	Proficient	Developing
	Proficient	Proficient	Proficient	Developing	Below Standard
	Developing	Proficient	Proficient	Developing	Below Standard
	Below Standard	Developing	Below Standard	Below Standard	Below Standard

### Appendix B

**Definition of Effective and Ineffective Teachers:**

For purposes of definition, teachers will be recognized as effective if they have consecutive ratings of proficient or exemplary with no more than one year of disruption with a developing rating. Non-tenured teachers will be considered effective if they have consecutive ratings of proficient or exemplary with no more than one year of disruption with a developing or below standard rating.

Both tenured and non-tenured teachers will be considered ineffective if they have two consecutive ratings of developing or one year of a below standard rating.

### Appendix C

**Dispute Resolution Process:**

If a teacher has concerns or disagrees with his/her evaluation rating, then he/she may contact the evaluator in writing to identify concerns and request a meeting to review the data sources used to calculate the summative rating. This must occur within 5 working days of the receipt of the final summative rating.

If the issue is not resolved at the building level, the teacher may appeal the rating to the superintendent within 5 working days of the meeting with the principal. The Superintendent of Schools will deliver a decision within **ten working days**. The decision of the Superintendent is final in the implementation of the Appeal Process.

## Appendix D

### **Process for Below Standard Educators:**

The educator will be notified that he/she has received a Below Standard rating during the summative conference. A subsequent meeting will be scheduled within three working days between the administrator and the educator. The educator may invite an advisor to accompany him/her to this meeting. The administrator will review the procedures in the Below Standard category. The administrator will identify areas of concern, citing evidence collected to generate the Below Standard performance rating. This evidence may include but is not limited to: observations, assessment data, parent or student feedback, examination of instructional lessons and/or materials, attendance or tardiness reports, and/or evidence of lack of attention to professional responsibilities, and lack of appropriate professional disposition. The administrator will provide feedback to the staff member that he/she will consider as he/she contributes to the design of a Professional Intervention Plan. Final drafting and approval of the Professional Intervention Plan will be the responsibility of the Administrator.

**Professional Intervention Plan:** Within 10 working days from the meeting, the staff member will contribute to the design of a Professional Intervention Plan to address each area of concern with his or her administrator. The plan will include the following:

- Action steps/strategies, expected outcomes, resources required, indicators of success and a timeline needed for meeting minimum performance expectations.
- Other mutually agreed on professionals may become involved to assist the educator. These professionals may include department heads, colleagues, district specialists, instructional coaches, outside consultants or others. These individuals will provide support only and will not be involved in making the determination of whether the teacher has met the desired outcome.
- The Administrator will determine the frequency and schedule of formal and informal observations, status reports and summary reports on progress, and the prescribed amount of time to succeed. This schedule will be provided to the staff member in writing.
- The educator will maintain written documentation of progress toward action plan objectives.
- All feedback from the evaluator to the educator will be in writing and become part of his or her personnel file, which includes a Summative Report.

### **Outcomes:**

An educator placed in the Below Standard category will be expected to make progress toward the Proficient category in a reasonable period of time, and in no case should that be longer than the completion of the next evaluation cycle. The Below Standard category is not intended to be a continuing status for any educator.

### **Recommendation:**

Upon the predetermined date of review of progress toward meeting Professional Intervention Plan Action Steps, or at the latest, at the end of the next evaluation cycle, the administrator will make one of the following recommendations to the Superintendent:

- Professional Intervention Plan is met and the educator has earned a “proficient” summative rating. The educator is now in the Proficient Educator category.
- The educator is making progress toward the Professional Intervention Plan but has not addressed all areas of concern and has earned a “developing” rating. The educator will continue to receive additional support as consistent with the Developing category.
- The educator has made little to no progress on the Professional Intervention Plan objectives. The staff member will be recommended for termination.

**Assistance:**

The Assistance component is designed to specifically address areas in need of remediation. Assistance begins with a **Performance Review** process, initiated at any time when a teacher needs to correct problems or address deficiencies. Concerns will first be addressed through informal discussion between the evaluator and evaluatee. If such concerns persist, they will be addressed in writing and the evaluator will recommend changes that will need to occur and will establish a reasonable timeframe for completion. During the Performance Review phase, a teacher's existing growth plan will continue.

- The evaluator will work together with the teacher during the performance review phase and will provide appropriate support and assistance.
- If the concern is corrected within the time frame specified, the teacher will be removed from performance review and the written statement of concern will be destroyed.
- If the concern is not corrected within the time frame specified, this is noted on the statement of concern, which is placed in the teacher's personnel file and a course of Intensive Supervision begins.

**Intensive Supervision:**

Intensive supervision is a yearlong process to correct problems or deficiencies in performance. During intensive supervision, the teacher's existing Growth Plan is suspended and an Action Plan for improvement, developed by the evaluator and teacher, is substituted.

- The intensive supervision phase should include sufficient opportunities for teachers to obtain assistance from peers and administrators and/or participate in special training that is purposefully designed to build the teacher's capacity to meet performance standards.
- GPS may opt to refer a teacher on intensive supervision to an outside agency, such as a regional educational service center or college or university, to provide assistance in improving teaching.
- The duration of intensive supervision will provide sufficient time for the teacher to improve. Consequences of the teacher's performance must be clearly articulated and all steps taken for either the continuance or dismissal of the teacher must be well documented. At the conclusion of a year of Intensive Supervision, the evaluator will determine if the teacher has made acceptable progress and is performing at a satisfactory level or if intensive supervision should continue. If a teacher's performance is not satisfactory, the primary supervisor may recommend further measures to be taken by the administration, including but not limited to withholding of increment or termination of contract.

**Appendix E****Appeal Process**

The right of appeal is available to all educators. In the belief that the purpose of the evaluation process is to maximize instruction to improve student learning, it is expected that through dialogue and a review of the evidence that the evaluator and the educator will be able to agree on a performance rating. However, if there is a case in which the evaluator and educator cannot agree on a rating level, the educator may request that the final rating be calculated as follows:

1. Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the 16 components. (Reminder: The 17 components are listed in the Guilford Framework for Teacher Evaluation and Support rubric)

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 analyze the data for consistency, trends, and significance to determine a rating for each of the 16 components.

See example below for Domain 1:

Domain 1	Rating	Evaluator's Score
1a	Developing	2
1b	Developing	2
1c	Proficient	3
1d	Exemplary	4

2. Average components within each domain to a tenth of a decimal to calculate domain level scores of 1.0 – 4.0, and average domain scores along with Parent Feedback Goal (detailed in the next section) rating to a tenth of a decimal to calculate the overall Teacher Performance and Practice rating.

Domain	Averaged Score
Domain 1	2.8
Domain 2	2.6
Domain 3	3.0
Domain 4	2.8
Parent Feedback Goal	3.0
Overall	2.8

It is important to note that in the Guilford Plan, domain ratings are not weighted for the purpose of determining an overall rating. This plan assumes that all areas of performance and practice contribute equally to teacher effectiveness and student success.

3. Refer to the Rating Table below to determine final Teacher Practice rating.

**Rating Table**

Teacher Practice Indicators Points	Teacher Practice Indicators Ratings
1 - 1.5	Below Standard
1.6 - 2.5	Developing
2.6 - 3.4	Proficient
3.5 – 4.0	Exemplary

#### Assistance

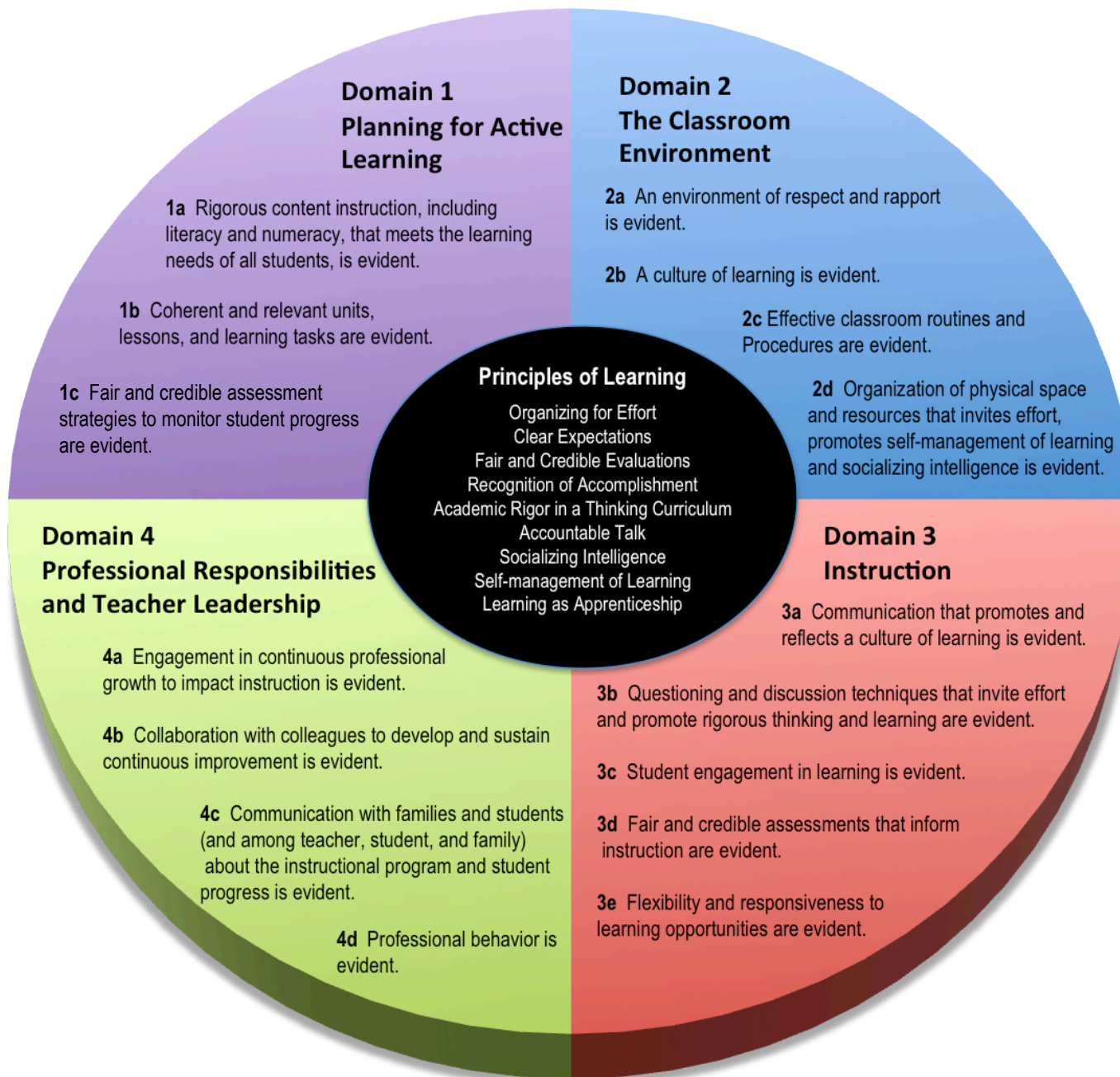
The assistance component becomes active when an educator receives a summative rating of Developing.

# Guilford Framework For Teaching and Learning

June 2014



Adapted from the Principles of Learning 2000, Danielson Framework for Teaching 2013, and the Connecticut Common Core of Teaching 2010



## Domain 1: Planning for Active Learning

	Below Standard		Developing	
		A	B	C
<b>1a. Rigorous content instruction, including literacy and numeracy, that meets the learning needs of all students, is evident.</b>	The plan does not allow for students to enter the task or engage with the work at different levels and/or does not challenge students or encourage self-management of learning.	The plan allows for some students to enter the task and/or engage with the work at different levels. It does not consistently challenge students or encourage self-management of learning.	The plan includes rigorous tasks and activities designed to invite effort from all students. It challenges most students and encourages self-management of learning.	The plan includes rigorous tasks and activities designed to invite effort from all students. It challenges all students and promotes self-management of learning.
	Planning is informed by a general understanding of curriculum and content and skill standards rather than data about students' learning needs.	Planning is informed by a general understanding curriculum, content and skill standards and of students' prior content knowledge and skills.	Planning incorporates multiple sources of data about students' prior knowledge, skills and understandings as well as the curriculum and the standards.	In addition to the characteristics of proficient, planning is driven by analysis of individual student performance data to determine individual learning needs and subsequent instruction.
	The plan may identify general academic or behavioral concerns but lacks defined supports and intervention strategies.	The plan identifies and prepares the teacher to address general academic or behavioral concerns and suggests anticipated responses should they arise.	The plan includes the selection and incorporation of supplemental and specialized interventions to address specific academic and/or behavioral concerns.	The plan includes a variety of strategies, resources and groupings that appropriately challenge all students to construct and justify meaning from tasks and proactively address academic and behavioral concerns.
	The plan does not address literacy and/or numeracy standards, nor does it encourage students to make interdisciplinary connections.	The plan includes limited incorporation of literacy and/or numeracy skills through strategies and materials that focus on the literal comprehension of content, problem solving skills, and/or writing process and makes some interdisciplinary connections.	The plan provides for the integration of literacy and/or numeracy skills and makes explicit interdisciplinary connections.	The plan provides for the meaningful integration of literacy and numeracy skills and provides for authentic interdisciplinary connections at high levels of depth of knowledge and skill.
	The plan is unclear or relies solely on a singular strategy, instructional material or resource.	The plan relies predominantly on a singular approach but makes some limited use of additional strategies, materials and/or resources to promote learning.	The plan includes differentiated strategies, materials and resources (including multimodal and multimedia) which are likely to build students' ability to understand, make meaningful connections to and/or communicate about the learning.	The plan includes the use of a variety of differentiated strategies, materials and resources (including multimodal and multimedia) which are likely to build students' ability to independently interpret, synthesize, and respond to subject-related content discipline-specific content, texts and or data and mathematical problems.

**Principles of Learning (POLs) connected to Indicator**

Organizing for Effort  
 Self-Management of Learning  
 Clear Expectations  
 Academic Rigor in a Thinking Curriculum  
 Socializing Intelligence  
 Learning as Apprenticeship



## Domain 1: Planning for Active Learning

	Below Standard		Developing	
		A	B	C
<b>1b. Coherent and relevant units, lessons, and learning tasks are evident.</b>	The lesson and learning tasks lack coherence within and relevance to the larger unit under study and the common work of the PLC.	The lesson and learning tasks and activities are partially aligned to the standards, but lack coherence within the larger unit and/or the work of the PLC.	The lesson and learning tasks are aligned with standards, show coherence within the larger unit or lesson arc and work within the PLC, and are organized around major concepts of the discipline.	The lesson and learning tasks are aligned with standards and the work of the PLC. Their coherence within the larger unit scaffolds student understanding and skill development, and they are organized around major concepts of the discipline.
	Planned activities are poorly aligned to desired learning outcomes and relate to isolated skills or facts in the curriculum.	Planned activities are partially aligned to desired learning outcomes and begin to demonstrate coherence within an arc of lessons.	Planned activities are aligned with desired learning outcomes and demonstrate coherence within an arc of lessons and the larger unit of study.	Planned activities are aligned with desired learning outcomes and are coherent within the lesson arc and unit. They are likely to promote a deep understanding of skill and content.
	Lesson is not connected to students' prior knowledge, skills and interests, or the real world.	Lesson is partially designed to build upon students' prior knowledge, skills and interests, and/or solve authentic problems.	Lesson incorporates students' prior knowledge, skills and interests and plans to actively engage students to think critically, creatively and/or solve authentic problems.	Lesson capitalizes on student prior knowledge and interest and consistently plans to promote self-management of learning, accountable talk between and among students and the socializing of intelligence around challenging, authentic tasks.
	Planned lesson and learning tasks do not show scaffolding within the lesson arc or unit to build student knowledge and skills.	Planned lesson and learning tasks show some evidence of scaffolding to build student knowledge and skills.	Planned lesson and learning tasks incorporates scaffolding to ensure higher level learning of content, skills and concepts to actively engage students to think critically, creatively and solve problems.	Scaffolding is embedded in the planned lesson and learning tasks to promote self-management of learning. The plan challenges students to construct and justify meaning from tasks.

### Principles of Learning (POLs) connected to Indicator

- Organizing for Effort
- Self-Management of Learning
- Clear Expectations
- Academic Rigor in a Thinking Curriculum
- Fair and Credible Evaluations
- Socializing Intelligence
- Learning as Apprenticeship

## Domain 1: Planning for Active Learning

	Below Standard	Developing		
		A	B	C
<b>1c. Fair and credible assessment strategies to monitor student progress are evident.</b>	The plan shows no evidence of having been informed by student assessment data.	The plan shows some evidence of having been informed by student assessment data.	The plan clearly is informed by some degree of student assessment data.	The plan is informed by a variety of student assessment data.
	The plan includes assessments, but they are not aligned with instructional goals and standards and the work of the PLC, and they are lacking in criteria through which student performance will be assessed and future instruction will be informed.	The plan includes formative and summative assessments which are somewhat aligned to instructional goals and standards and the work of the PLC. Results may be shared with students, but it is not clear how results will be used to inform future instruction.	The plan includes a variety of assessments which are clearly aligned to standards and the work of the PLC. Results are shared with students to promote self-monitoring of progress, and will be used to inform future instruction.	In addition to the characteristics of proficient: The plan shows that a variety of assessments are fully integrated into instruction by providing feedback to students and guiding the teacher's future instruction as well as that of the PLC.
	The plan identifies single-measure assessment criteria which may or may not capture essential learning related to unit learning goals.	The plan identifies multiple assessment criteria, but they are unclear. Some of the criteria may capture student progress relating to the essential learning of the unit.	The plan identifies multiple, clear assessment criteria, distributed throughout the lesson arc or unit, which may capture student progress relating to the essential learning of the unit.	The plan includes frequent opportunities for students to generate criteria to self-assess mastery of essential learning throughout the unit or lesson arc.
	The plan does not include provision to inform students about their progress.	The plan includes providing students with information about their current progress, including general strengths and areas of need for the class as a whole.	The plan includes opportunities for students to participate in developing assessment criteria and using it to assess their own work.	The plan identifies strategies and opportunities which will engage students in using assessment criteria to reflect upon their learning, self-assess, and monitor their own progress over time.

### Principles of Learning (POLs) connected to Indicator

- Organizing for Effort
- Recognition of Accomplishment
- Clear Expectation
- Academic Rigor in a Thinking Curriculum
- Socializing Intelligence
- Self-Management of Learning

## Domain 2: The Classroom Environment

	Below Standard	Developing		
		A	B	C
<b>2a. An environment of respect and rapport is evident.</b>	Classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.	Classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, sarcasm, favoritism, and/or a disregard for students' ages, cultures, and developmental levels.	Classroom interactions between teacher and students are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.	Interactions are highly respectful, reflecting genuine warmth, caring, and sensitivity between and among all members of the class/community.
	Interactions are characterized by sarcasm, putdowns, or conflict.	Students rarely exhibit disrespect for one another.	Students exhibit respect for the teacher.  Interactions among students are generally polite and respectful.  Students tend to rely on teacher to set a respectful tone.	Students exhibit respect for others and contribute to high levels of civility among all members of the class.  Students exhibit responsibility for their own behaviors.
	Teacher does not respond to disrespectful behavior.	Teacher attempts to respond to disrespectful behavior, with uneven results.	Teacher responds successfully to disrespectful behavior among students.	The teacher exhibits respect for others and contributes to high levels of civility among all members of the class. Management of student behavior is subtle and preventative.
	The net result of interactions is that of a tense or uncomfortable environment.	The net result of the interactions is neutral, conveying neither warmth nor conflict.	The net result of the interactions is polite and respectful, but impersonal.	The net result of interactions is that of positive connections with and among students as individuals.

### Principles of Learning (POLs) connected to Indicator

- Self-Management of Learning
- Accountable Talk
- Clear Expectations
- Academic Rigor in a Thinking Curriculum
- Recognition of Accomplishment

## Domain 2: The Classroom Environment

	Below Standard	Developing		
		A	B	C
<b>2b. A culture of learning is evident</b>	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand.	The classroom culture is characterized by inconsistent commitment to learning by teacher or students.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning are the norm for most students.	The classroom culture is cognitively rigorous, characterized by a shared belief that effort creates ability.
	The classroom culture discourages student ownership of or accountability to knowledge and thinking and self-management of expectations for themselves and their peers.	The classroom culture does not encourage or expect student accountability to knowledge, thinking or the task.	The classroom culture and interactions support learning and effort and encourage accountability to thinking and knowledge.	Students demonstrate accountability to rigorous thinking and knowledge through thoughtful and honest interactions among themselves and through self-management of expectations for themselves and the group.
	Hard work is not expected or valued.	Students indicate that they are interested in completion of a task, rather than quality.	Students understand their role as learners and consistently expend effort to learn.	Students demonstrate persistence towards high quality by initiating improvements, making revisions, adding detail and/or questioning or helping peers.
	The teacher conveys that low to medium expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The teacher conveys that student success is the result of natural ability rather than effort; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The teacher conveys that with effort all students can be successful.	Students demonstrate high expectations for learning for all students and invites sustained and directed effort.

### Principles of Learning (POLs) connected to Indicator

- Organizing for Effort
- Self-Management of Learning
- Recognition of Accomplishment
- Clear Expectations
- Academic Rigor in a Thinking Curriculum
- Socializing Intelligence
- Learning as Apprenticeship

## Domain 2: The Classroom Environment

	Below Standard	Developing		
		A	B	C
<b>2c. Effective classroom routines and procedures are evident.</b>	Student productivity is hampered by poorly communicated or ineffective classroom routines and procedures.	Student productivity is not optimized through clearly communicated and effective classroom routines and procedures.	Classroom routines and procedures encourage students to maximize time on task and productivity.	Routines and procedures invite effort and focus to task, empowering students to self-manage learning.
	There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively.	The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning.	The teacher’s management of instructional groups and/or the handling of materials and supplies are consistently successful and some release of control to students is evident.	Students demonstrate ownership of instructional grouping and handling of materials and supplies to self-manage learning.
	There is little evidence that students know or follow established routines.	With guidance and prompting, students follow established routines.	With minimal guidance and prompting, students follow established classroom routines and structured routines are giving way to student-managed conditions of learning.	Students reflect on the effectiveness of the conditions of their learning and actively engage to manage or improve those conditions.

**Principles of Learning (POLs) connected to Indicator**

- Organizing for Effort
- Self-Management of Learning
- Clear Expectations
- Socializing Intelligence

## Domain 2: The Classroom Environment

	Below Standard		Developing	
		A	B	C
<b>2d. Organization of physical space and resources that invites effort, promotes self-management of learning and socializing intelligence is evident.</b>	The physical environment is unsafe.	The physical environment is safe.	The physical environment is safe.	The physical environment is safe.
	There is poor alignment between elements of the physical space and resources and the learning task.	There is some alignment between elements of the physical space and resources and the learning task.	The arrangement of the physical space and resources contributes to and deepens student engagement with the learning task.	Students comfortably adapt the physical space and resources to advance their learning.
	Arrangement of the physical space and its resources inhibits self-management of learning and socializing intelligence.	Arrangement of the physical space and its resources allows for some self-management of learning and socializing intelligence.	Arrangement of the physical space and its resources encourages effort and self-management of learning and socializing intelligence.	The students adapt the physical space and its resources in ways that increase self-management of learning and socializing intelligence.
			Students self-monitor their use of the space and its resources, moving furniture to facilitate effort and interaction among students.	Students self-monitor their use of the space and its resources and exhibit a sense of shared responsibility for the space that makes the classroom work better. Students exhibit ownership and respect for the classroom space and the tools for learning.

**Principles of Learning (POLs) connected to Indicator**

Organizing for Effort  
Self-Management of Learning  
Clear Expectations  
Socializing Intelligence

## Domain 3: Instruction

	Below Standard	Developing		
		A	B	C
<b>3a. Communication that promotes and reflects a culture of learning is evident.</b>	A preponderance of classroom talk is teacher talk.	Classroom talk often consists of teacher explanation or monologue, with some or limited invitation to the students for intellectual engagement.	Classroom talk consists of a balance of teacher explanation with regular and frequent invitation to the students for intellectual engagement.	A preponderance of classroom talk is by and among students, focused on content and task, leading to the development and articulation of informed conclusions.
	The instructional purpose of the lesson is unclear to students; directions and procedures are confusing.	Teacher explains the instructional purpose with uneven success, and/or directions and procedures must be clarified after initial student confusion.	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.	The teacher articulates the instructional purpose and context of the lesson, linking to student interests and prior learning or students uncover and articulate the instructional purpose for themselves.
	Teacher's explanation of the content contains major errors.	Teacher's explanation of content may contain minor errors; some portions are clear; other portions are difficult to follow.	Teacher's explanation of content is well scaffolded, clear and accurate, connects with students' knowledge and experience and invites student intellectual engagement.	Students contribute to extending the content, explaining concepts to and questioning their classmates.
	The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken and written language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is clear and correct. The teacher capitalizes upon opportunities to extend student learning and content vocabularies.

### Principles of Learning (POLs) connected to Indicator

- Organizing for Effort
- Self-Management of Learning
- Accountable Talk
- Clear Expectations
- Academic Rigor in a Thinking Curriculum
- Fair and Credible Evaluations
- Socializing Intelligence

Guilford Framework for Teaching and Learning – June 2014

Adapted from the Principles of Learning 2000, Danielson Framework for Teaching 2013, and the Connecticut Common Core of Teaching 2010

## Domain 3: Instruction

	Below Standard		Developing	
		A	B	C
<b>3b. Questioning and discussion techniques that invite effort and promote rigorous thinking and learning are evident.</b>	Teacher's questions are of low cognitive challenge, eliciting single correct responses, and asked in rapid succession.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.	Teacher poses questions to students designed to promote student thinking and understanding and engagement between and among students.	Questioning is by and among students as they engage in discussion and argument.
	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.	Teacher creates a genuine discussion or debate among students, providing adequate time for students to construct viable arguments and critique the reasoning of others, and stepping aside when appropriate.	<p>Students formulate their own questions and initiate topics of discussion.</p> <p>Students challenge each other's responses and probe with follow-up questions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>
	<p>There is little or no interaction between or among students.</p> <p>A few students dominate the discussion.</p>	Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	Teacher successfully engages most students in discussion, employing a range of strategies to ensure that most students are heard. At times students advance high level thinking among themselves.	Students initiate a variety or series of questions to challenge each other cognitively, advance high level thinking and discourse, and promote meta-cognition.

### Principles of Learning (POLs) connected to Indicator

- Organizing for Effort
- Self-Management of Learning
- Academic Rigor in a Thinking Curriculum
- Socializing Intelligence
- Fair and Credible Evaluations
- Accountable Talk



## Domain 3: Instruction

	Below Standard	Developing		
		A	B	C
<b>3c. Student engagement in learning is evident.</b>	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the standards and curriculum, and require only rote responses.	The learning tasks or prompts are partially aligned with the standards and curriculum, but require only minimal thinking by students, allowing most students to be passive or merely compliant.	The learning tasks and activities are aligned with the standards and curriculum and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement.	The learning tasks are rigorous, intellectually challenging, relevant to student interests and concerns, and organized around major concepts and the knowledge core.
	Few students exhibit intellectual engagement or interest. Some students are off task.	Some students exhibit intellectual engagement in the task. Most students are compliant with completing the task.	Most students exhibit intellectual engagement with the task. All are compliant with completing the task.	All students are intellectually engaged in challenging content.
	The pace of the lesson is too slow or rushed.	The pacing of the lesson may not provide all students the time needed to be intellectually engaged.	The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Students reflect upon their learning and consolidate their understanding. Students have choice in how they complete tasks, and they serve as resources for one another.

**Principles of Learning (POLs) connected to Indicator**

- Organizing for Effort
- Self-Management of Learning
- Accountable Talk
- Clear Expectations
- Academic Rigor in a Thinking Curriculum
- Socializing Intelligence
- Learning as Apprenticeship

## Domain 3: Instruction

	Below Standard	Developing		
		A	B	C
<b>3d. Fair and credible assessment strategies that inform instruction are evident.</b>	There is little or no assessment or monitoring of student learning.	Assessment occurs only at the end of a unit, and/or is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and students.	Assessment is fully integrated into instruction, through extensive use of formative assessment.
		Limited forms of assessment are employed to monitor progress and evidence learning.	Multiple forms of assessment are employed to monitor progress and evidence learning.	Multiple forms of assessment, including student-generated assessment tools, are used to enable students to become agents of their own learning.
	Assessments are poorly aligned with the standards and curriculum, and require only rote responses.	Assessments are partially aligned with the standards and curriculum, but require only minimal thinking by students.	Assessments are aligned with the standards and curriculum and are designed to challenge student thinking, resulting in active intellectual engagement.	Assessments are rigorous, intellectually challenging, relevant to student interests and concerns, and organized around major concepts and the knowledge core.
	Feedback is absent or of poor quality.	Feedback to students is general.	Feedback is accurate, specific and advances learning.	Feedback, from both teacher and peers, is accurate, specific, and advances learning.
	Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work.	Students appear to be aware of the assessment criteria; some of them engage in self-assessment	Students are aware of and have contributed to assessment criteria and regularly engage in self-assessment and monitoring their progress.

**Principles of Learning (POLs) connected to Indicator**

Organizing for Effort  
Self-Management of Learning  
Clear Expectations  
Academic Rigor in a Thinking Curriculum

## Domain 3: Instruction

	Below Standard	Developing		
		A	B	C
<b>3e. Flexibility and responsiveness to learning opportunities are evident.</b>	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest.	Teacher attempts to modify the instructional plan when needed and to respond to student questions and interests, with moderate success.	Teacher makes adjustments to the instructional plan as needed and accommodates student questions, needs and interests, thereby promoting the successful learning of all students.	There is inherent flexibility within the instructional plan that enables the teacher to respond to student questions, needs and interests as well as seize opportunities to advance learning beyond the planned objective.
	Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher accepts responsibility for student success, but appears to draw from only a limited repertoire of strategies.	The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes on opportunities to enhance learning, building on spontaneous events, student interactions and interests adjusting and guiding student discussions to deeper levels of learning.
	The teacher fails to seize opportunities to enhance student learning.	The teacher attempts to capitalize on opportunities to enhance and advance learning.	The teacher capitalizes on opportunities to enhance and advance learning.	
				The instructional plan assumes a preponderance of classroom talk is by and among students, focused on content and task, leading to the development and articulation of informed conclusions.

### Principles of Learning (POLs) connected to Indicator

Self-Management of Learning  
Accountable Talk  
Academic Rigor in a Thinking Curriculum  
Socializing Intelligence

**Domain 4: Professional Responsibilities and Teacher Leadership**

	Below Standard		Developing	
		A	B	C
<b>4a. Engagement in continuous professional growth to impact instruction is evident.</b>	Teacher reflections show little connection to instructional practice or the work of the PLC.	Teacher reflections focus primarily on the effectiveness of instructional procedures and/or general student achievement, with some reference to the work of the PLC.	Teacher reflections emanate from analysis of students' overall performance, with some specific examples, and make explicit connections to the work of the PLC.	Teacher reflections emanate from and are shaped by specific examples of student performance resulting from instruction, as well as examples from within the PLC, to rigorously assess instructional effectiveness and improve practice
	Teacher participation in the evaluation process does not follow proper procedures and/or is passive aggressive, not responsive to evaluator feedback.	Teacher's role in the evaluation process is neutral. Teacher follows set evaluation procedures as directed by the plan and implements evaluator's suggestions for improvement.	Teacher's role in evaluation is active. Teacher takes the initiative to use the evaluation process for instructional improvement by collecting and assessing feedback from the evaluator and implementing instructional changes to improve student learning.	Teacher takes full initiative in the evaluation process. Teacher actively seeks and uses feedback from multiple sources (i.e. evaluator, colleagues, PLC, students, parents) for the purpose of instructional improvement, to inform professional growth, and to guide students to self-manage their own learning.
	Professional growth experiences are not present or are superficial and are not used to improve instruction.	Participation in professional growth is focused on meeting some student learning needs, or the focus is limited to expanding content knowledge or the awareness of instructional resources.	A professional growth plan is developed to impact instruction. It includes professional growth activities that augment skills to meet the needs of all students through enhanced content knowledge, pedagogical skills and/or resources to improve learning.	Leadership is taken in professional growth, experiences involving both learning and sharing with colleagues to improve instruction and meet the needs of all students are evident.

**Principles of Learning (POLs) connected to Indicator**

Organizing for Effort  
 Self-Management of Learning  
 Learning as Apprenticeship

**Domain 4: Professional Responsibilities and Teacher Leadership**

	Below Standard	Developing		
		A	B	C
<b>4b. Collaboration with colleagues to develop and sustain continuous improvement is evident.</b>	Teacher makes no effort or only perfunctory effort to participate with colleagues to develop and sustain grade level/course improvement.	Teacher participates in structured PLC activities as required in the school to develop/sustain/implement/ assess grade level/course improvement.	Teacher actively participates in PLC activities to develop/ sustain/implement/assess grade level/course improvement as well as contribute to broader school improvement.	Teacher takes leadership in the PLC and the school, engaging in problem solving by developing/ sustaining/ implementing/ assessing change to improve learning and the school experience.
	Teacher participation may impede the process to meet student needs.	Teacher collaborates with and learns from some stakeholders (colleagues, administrators, parents, students) to meet some student needs.	Teacher with most stakeholders (colleagues, administrators, parents, students) to meet specific student needs.	Teacher collaborates with all stakeholders (colleagues, administrators, parents, students) to meet all students' individual learning needs.
	Teacher participation may foster negativity within the PLC and/or school.	Teacher participation neither diminishes nor contributes to a positive school climate.	Teacher participation and collaboration contributes to a positive school climate.	Teacher actions demonstrate leadership in fostering a positive school climate.

**Principles of Learning (POLs) connected to Indicator**

Organizing for Effort  
 Self-Management of Learning  
 Learning as Apprenticeship

**Domain 4: Professional Responsibilities and Teacher Leadership**

	Below Standard		Developing	
		A	B	C
<b>4c. Communication with families and students (and among teacher, student, and family) about the instructional program and student progress is evident.</b>	Little to no attempt is made to engage families in the instructional program; communication about individual student progress is irregular and/or culturally inappropriate.	Irregular attempts are made to communicate with families about individual student progress and programming; communications may not always be appropriate to cultural norms.	Regular, frequent communication occurs with families about the instructional programs and teacher shares information about individual student progress proactively and appropriately.	Communications include personalized dialogues with families about individual student performance and learning.  Families are encouraged to actively participate in and extend learning.
	Communication with families is rare except through progress reports or report cards.	Often, communication is one-way; primary reliance is on newsletters and other one-way media.	Use of two-way communication about student performance and learning is used regularly with families and responses are prompt and careful.	Communication between and among teacher, families and students is open and collaborative; information and communications from and about the classroom and instructional program are welcoming and informative.
	Few attempts are made to respond to different family cultural norms and/or responses are inappropriate or disrespectful.	Respectful communication with students and families may occur and an effort is made to take into account different home languages, cultures, and values, but it occurs inconsistently or without demonstrating understanding and sensitivity to the differences.	Communication is always respectful with students and families and demonstrates understanding of and sensitivity to different families' home languages, culture, and values.  Information to families is conveyed in a culturally appropriate manner.	Communication with students and families is frequent, respectful and culturally sensitive.
	Teacher rarely solicits or responds promptly and carefully to communication from families.	Teacher usually responds promptly to communications from families, but may not solicit their input or feedback .	Teacher periodically solicits feedback from families and students and responds promptly to questions or concerns.	Teacher regularly solicits feedback from families and students . All responses to family concerns are handled in a timely and professional manner.

**Principles of Learning (POLs) connected to Indicator**

- Self-management of Learning
- Accountable Talk
- Clear Expectations
- Academic Rigor in a Thinking Curriculum
- Socializing Intelligence
- Recognition of Accomplishment

## Domain 4: Professional Responsibilities and Teacher Leadership

	Below Standard		Developing	
		A	B	C
<b>4d. Professional behavior is evident.</b>	Teacher demonstrates little compliance with the Connecticut Code of Professional Responsibility, including conduct, commitment and responsibility to the student, the profession, the community and the student's family.	Teacher demonstrates inconsistent compliance with the Connecticut Code of Professional Responsibility, including conduct, commitment and responsibility to the student, the profession, the community, and the student's family.	Teacher demonstrates consistent compliance with the Connecticut Code of Professional Responsibility, including conduct, commitment and responsibility to the student, the profession, the community and the student's family.	Teacher is a model of professional and ethical behavior as outlined in the Connecticut Code of Professional Responsibility and all associated obligations to students, the teaching profession, the community and families.
	Teacher demonstrates no compliance with or advocacy for the ethical use of information or information technology or other school and district policies and procedures.	Teacher demonstrates inconsistent compliance with and advocacy for the ethical use of information and information technology and/or as other school and strict policies and procedures.	Teacher demonstrates consistent compliance with and advocacy for the ethical use of information and information technology and other district and school policies and procedures.	Teacher consistently models and advocates with others the ethical use of information and information technology, and complies fully with school and district policies and procedures.

### POLs of Focus

- Self-Management of Learning
- Clear Expectations
- Learning as Apprenticeship

Guilford Framework  
For  
Teaching and Learning  
Instructional Coaches/Specialists Edition

June 2014



Adapted from the Principles of Learning 2000, Danielson Framework for Teaching 2013, and the Connecticut Common Core of Teaching 2010





## Domain 1: Professional Knowledge and Planning

*The Professional Knowledge and Planning rubric is designed to support the coach/specialist in designing systems of support for teachers to improve short-term and long-term planning and delivery of instruction. By maintaining, monitoring, and adjusting coaching plans, the coach/specialist can support the achievement of educator goal plans and specific teacher needs based on pedagogy, content, and student data to ultimately impact improved student achievement.*

Below Standard		Developing		
1a. Design instructional units and lessons.	A	B	C	
Does not collaborate with teachers in the design of instructional lessons or collaborates only when specifically directed to do so.	Directs a few teachers in the design of instructional lessons and units across a limited range of grade levels/departments. Collaboration may be limited to providing resources, co-planning of lesson or unit, or participation in an incomplete coaching cycle. Consistently does most of the work for teachers.	Using instructional analysis of content, pedagogy, and student learning data, coach/specialist scaffolds multiple classroom teachers in the design of instructional lessons aligned with the CCSS and units across multiple grade levels/departments.	Using in-depth instructional content, pedagogy, and student learning data, coach/specialist collaborates with all teachers in the design of instructional lessons aligned with the CCSS and units as a part of ongoing partnerships with colleagues.	

### Principles of Learning (POLs) connected to Indicator

- Organizing for Effort
- Clear expectations
- Academic Rigor in a Thinking Curriculum
- Learning as Apprenticeship

**Domain 1: Professional Knowledge and Planning**

	Below Standard		Developing	
		A	B	C
<b>1b. Establish goals for the educational setting and its teachers.</b>	Goals for the Instructional Support Program represent lack clarity, purpose, and rigor. They do not reflect research, content knowledge, and best pedagogical practices. Goals reflect only content taught in isolation and are suitable for only some teachers.	Goals for Instructional Support represent moderate expectations and rigor. Some reflect research, content knowledge, and best pedagogical practices. Goals reflect several types of learning, but coach/specialist has made no attempt to coordinate them. Goals are suitable for most teachers.	Most goals for Instructional Support represent high expectations and rigor for all teachers. Goals are clear and have a viable method of assessment. Goals reflect depth of knowledge (DOK) and outcomes are part of an integrated instructional plan. Goals consider the varying needs of groups of teachers.	All goals for the Instructional Support Program represent high expectations and rigor in the learning of content and implementation of instructional practices. Goals are clear and have a viable method of assessment. Goals reflect depth of knowledge (DOK) and outcomes are part of an integrated long-term instructional plan. Goals consider the varying needs of individual teachers.

**Principles of Learning (POLs) connected to Indicator**

Organizing for Effort  
 Clear Expectations  
 Academic Rigor in a Thinking Curriculum

**Domain 1: Professional Knowledge and Planning**

	<b>Below Standard</b>	<b>Developing</b>		
		<b>A</b>	<b>B</b>	<b>C</b>
<b>1c. Demonstrate knowledge of resources within and beyond the school district.</b>	Coach/specialist is unaware of and/or does not utilize available resources in the curriculum, school or district to help teachers enhance their teaching practice.	Coach/specialist uses a limited number of resources available in the curriculum, school, or district and inconsistently or incorrectly guides to use the appropriate resources to enhance their teaching practice.	Coach/Specialist demonstrates knowledge of resources available through the curriculum, school, or district and guides teachers to use the appropriate resources to enhance their teaching practice. Models for teachers how to use these resources to enhance their teaching practice, and actively reflects on practice.	Coach/Specialist seeks out or develops multiple high-quality resources in and beyond the curriculum, school, or district; on the Internet; and in the professional community. Models for teachers how to use these resources to enhance teaching practice and provide interdisciplinary, authentic connections.

**Principles of Learning (POLs) connected to Indicator**

- Organizing for Effort
- Academic Rigor in a Thinking Curriculum
- Self-Management of Learning
- Learning as Apprenticeship

**Domain 1: Professional Knowledge and Planning**

	<b>Below Standard</b>	<b>Developing</b>		
		<b>A</b>	<b>B</b>	<b>C</b>
<b>1d. Integrate instructional support with school and district initiatives.</b>	The series of learning experiences is poorly aligned with school or district initiatives and does not represent a coherent structure. The activities are isolated lessons which may not consider protocols for adult learning. Activity time allocations are unrealistic.	Some of the learning experiences and materials are aligned to school or district initiatives. The plan has a recognizable structure; however, the progression of activities may be disjointed. Some activities engage teachers and consider protocols for adult learning.	Coordinates knowledge of content, audience, or resources to design a series of learning experiences aligned to school and district initiatives and protocols for engaging adult learning. The plan has a coherent structure with logical progression of activities.	Coordinates comprehensive knowledge of content, audience, and resources to design a series of progressively rigorous learning experiences aligned to school and district initiatives and protocols for engaging adult learning. The plan has a sophisticated structure and coaches/specialists initiate implementation with colleagues.

**Principles of Learning (POLs) connected to Indicator**

Organizing for Effort  
 Academic Rigor in a Thinking Curriculum  
 Self-Management of Learning

## Domain 1: Professional Knowledge and Planning

	Below Standard	Developing		
		A	B	C
<p><b>1e.</b> <b>Evaluate and adjust instructional support as needed.</b></p>	<p>Creates instructional support evaluation that is not aligned with professional development outcomes or school goals. Utilizes summative assessments only to indicate the degree to which learning goals have been met and has no plan to incorporate formative assessments or to use feedback in designing future support.</p>	<p>Collects and analyzes teacher progress monitoring evidence of instructional effectiveness. Creates an evaluation plan that is somewhat aligned with professional development outcomes and school goals. Formative assessments are included to indicate the degree to which the goals have been met, but results are not used to design future support.</p>	<p>Analyzes patterns of teacher progress, teacher conceptions, and teacher misconceptions. Evaluation plan is designed in collaboration with administrators and teachers. Evaluation plan is mainly organized around professional development outcomes and school goals. Both formative and summative assessments are used to indicate the degree to which the goals have been met and results are used to design future support. Coach/specialist solicits feedback from staff.</p>	<p>Accurately analyzes in-depth patterns of teacher progress, relevant teacher conceptions/misconceptions, and anecdotal information about teachers. Evaluation of effectiveness is designed in collaboration with administrators and teachers as part of instructional support, is clearly organized around professional development goals with both formative and summative assessments used in an ongoing cycle to assess the degree to which the goals have been met. Results are used to design future professional development. Ongoing feedback is used to improve support.</p>

**Principles of Learning (POLs) connected to Indicator**

Clear expectations  
Fair and Credible Evaluations  
Self-Management of Learning

## Domain 2: Context of Learning

*The Context of Learning rubric is designed to support the coach/specialist in establishing and maintaining relationships that earn teacher confidence and encourage risk-taking. Through active listening and collaboration, the coach/specialist can support teachers with focus and shared commitment on common goals that support the vision and mission of the district.*

	Below Standard	Developing		
		A	B	C
<b>2a. Develop trusting and respectful relationships.</b>	Does not establish relationships built on trust and/or allows teachers to be disrespectful to peers during professional learning experiences.	Builds trusting relationships with some teachers across multiple grade levels or departments. Inconsistently and/or ineffectively corrects disrespectful interactions during professional learning.	Develops trusting relationships with teachers across multiple grade levels and departments to promote learning and risk-taking. Coach/specialist is co-accountable for teacher learning. Teachers view relationship as being valuable.	Intentionally plans and implements specific measures and activities to develop trusting relationships with teachers. Seeks feedback to improve relationships. Leverages established relationships to engage in challenging conversations that lead to honest or vulnerable reflection, risk-taking and changes in teaching and learning. Teachers regard coach/specialist as a critical influence on their success.

### Principles of Learning (POLs) connected to Indicator

- Organizing for Effort
- Clear Expectations
- Recognition of Accomplishment
- Socializing Intelligence
- Self-management of Learning

## Domain 2: Context of Learning

	Below Standard	Developing		
		A	B	C
<p><b>2b.</b>  <b>Establish culture for ongoing instructional improvement and learning.</b></p>	<p>The professional development culture is characterized by a lack of high expectations and commitment to learning and improvement by teachers. There is little investment of energy in the task. Participation is not expected or valued. Coach/Specialist conveys that the work of improving instruction is externally mandated.</p>	<p>The professional development culture is characterized by high expectations and a commitment to learning and improvement by most teachers. Some teachers demonstrate investment of energy in the task and participation is expected and valued. Coach/Specialist conveys that the work of improving instruction is a matter of individual choice.</p>	<p>The professional development culture is characterized by high expectations and a commitment to learning and improvement. Teachers actively participate and language used in their discourse shows involvement in the subject matter and the task. Coach/Specialist conveys an attitude that values professional inquiry and encourages the teachers to actively seek improvement of his or her instructional skills.</p>	<p>The professional development culture is characterized by high expectations and a shared commitment to learning and improvement. Coach/Specialist facilitates while teachers take ownership and actively demonstrate commitment to the tasks. Establishes a culture of professional inquiry in which teachers initiate new learning to be undertaken with support.</p>

**Principles of Learning (POLs) connected to Indicator**

- Organizing for Effort
- Clear Expectations
- Academic Rigor in a Thinking Curriculum
- Accountable Talk
- Socializing Intelligence



## Domain 2: Context of Learning

	Below Standard	Developing		
		A	B	C
<b>2c.</b> <b>Collaborate during professional learning.</b>	Opportunities for collaboration during professional learning activities are ineffective. Plans do not specifically include collaborative components.	Opportunities for collaboration during professional learning activities are inconsistent or ineffective. Collaborative activities may not produce intended results or are unsuccessful.	Consistent opportunities for collaboration during professional learning activities are provided; activities are effective, appropriate to the task at hand, and produce the desired result. The coach/specialist and teachers work together toward the mutual goal of improved student learning in a collegial, problem-solving relationship characterized by trust.	The coach/specialist intentionally plans for a collaborative learning environment with clear expectations that promote cohesion among a community of learners who monitor their own learning, maintain focus, and share commitments. The coach/specialist and teachers work together toward the mutual goal of improved student learning in a problem-solving relationship characterized by trust and respect.

**Principles of Learning (POLs) connected to Indicator**

- Organizing for Effort
- Clear Expectations
- Accountable Talk
- Socializing Intelligence
- Self-management of Learning

**Domain 2: Context of Learning**

	<b>Below Standard</b>	<b>Developing</b>		
		A	B	C
<b>2d.</b> <b>Establish clear procedures to gain access to instructional support.</b>	Teachers are unsure of how to gain assistance from the coach/specialist. Specific information about support has not been provided to teachers.	Procedures for gaining access to instructional support may be unclear or lack consistency. Information about available services is provided to teachers at the beginning of the year.	Coach/specialist has outlined clear procedures for teachers to use in gaining access to support. Information about available services has been provided to all teachers at various points in the year and as needed due to staffing changes. Schedules are displayed for easy access.	Coach/specialist outlines varied and flexible procedures that offer teachers opportunities to independently schedule or request support. Information about available services has been provided to all teachers in a variety of formats at various points in the year, and is displayed and maintained both in electronic and paper formats.

**Principles of Learning (POLs) connected to Indicator**

Self-Management of Learning

## Domain 2: Context of Learning

	Below Standard	Developing		
<b>2e.</b> <b>Communicate and evaluate learning goals.</b>	Goals/outcomes of professional learning are not communicated or evaluated during learning activities.	<b>A</b>	<b>B</b>	<b>C</b>
		Goals/outcomes of professional learning may lack clarity. Formative tools are used to evaluate the degree of success of the learning activities, but follow-through is inconsistent.	Goals/outcomes of professional learning have been clearly communicated and made visible to participants. Formative tools are used to evaluate the learning activities and specifically address expectations for and evidence of student learning. The Common Core State Standards, approved curricular materials, and student work samples are used to focus the conversation with teachers.	Goals/outcomes of professional learning are consistently evaluated using formative measures. Shifts in activities take place during professional learning based on participant feedback and results of formative measures. Teachers specifically address expectations for and provide evidence of student learning using concrete tools such as the Common Core State Standards, approved curricular materials, and student work samples to focus the conversation with coach/specialist.

Principles of Learning (POLs) connected to Indicator

**Clear Expectations**  
**Fair and Credible Evaluations**  
**Socializing Intelligence**

## Domain 3: Professional Development and Coaching Activities

*The Professional Development and Coaching Activities rubric is designed to support the coach/specialist in providing job-embedded, research-driven, team-based, differentiated, and results-oriented professional development aligned to the Common Core State Standards and the educator goal plan. Through demonstration of instruction, effective facilitation of collaborative learning teams, and focused dialogue and feedback within instructional conferences all focused on the relationship between teaching and learning, the coach/specialist can develop teacher capacity to improve student achievement.*

	Below Standard	Developing		
		A	B	C
<b>3a. Support teacher’s development of content knowledge.</b>	Provides support to teachers only when directed to do so. Support is limited to direct instruction as part of planned professional development.	Occasionally provides content support to teachers through co-teaching, modeling, conferencing, or providing resources. Activities primarily focused on pedagogy.	Provides content support to teachers through co-teaching, modeling, conferencing, providing resources, informal conversations, and facilitating professional learning communities across a range of grade levels/courses based on professional development needs. Activities are focused on developing deeper content knowledge.	Provides differentiated content support to teachers through direct instruction, co-teaching, modeling, conferencing, providing resources, informal conversations, and facilitating professional learning communities across a broad range of grade levels/courses based on professional development needs. Activities are focused on developing deeper content knowledge and awareness of pedagogical practices to support specific content. Purposefully guides teachers along a continuum of independence and responsibility for his or her own professional learning.

### Principles of Learning (POLs) connected to Indicator

- Organizing for Effort
- Academic Rigor in a Thinking Curriculum
- Accountable Talk
- Socializing Intelligence
- Self-Management of Learning
- Learning as Apprenticeship

### Domain 3: Professional Development and Coaching Activities

	Below Standard	Developing		
3b. <b>Develop and facilitate adult professional learning with differentiation.</b>		A	B	C
	Professional learning lacks research-based practices for adult learning and are provided without consideration of teacher needs. Few components of adult learning theory are present in the design of learning activities.	Some protocols and procedures used are based on adult learning theory. Coach/Specialist inconsistently considers the individual needs of teachers when planning professional learning. Coach/specialist demonstrates awareness of strategies to differentiate learning for teachers but is ineffective and/or inconsistent.	Engages teachers in conversations that include actively listening to ideas or providing individual support. Uses a variety of protocols and procedures based on adult learning theory to meet the needs of teachers. Strategies contain essential components to ensure teacher transfer of learning to the classroom and are appropriate to the intended audience, goals/outcomes, and other situational factors. Ensures that professional development has a specific, measurable, and ambitious objective that connects to the Common Cores State Standards. Uses results of formative assessments to design future professional learning activities and is skillful in the application of various adult learning strategies to differentiate learning.	Engages teachers in conversations that include both actively listening to teachers' ideas and providing individual support. Considers the diverse needs of adult learners and consistently uses a variety of protocols and procedures to efficiently and effectively facilitate learning. Activities emphasize transfer of learning to classroom instruction with coach/specialist regularly participating in reflective dialogue to help teachers develop independence. Consistently uses results of formative assessments to design future professional learning activities Skillfully adapts strategies during learning in order to match the teachers' needs and the outcomes of the activity. Ensures that professional development has a specific, measurable, and ambitious objective that connects to all professional standards.

#### Principles of Learning (POLs) connected to Indicator

- Organizing for Effort
- Clear Expectations
- Accountable Talk
- Socializing Intelligence
- Self-management of Learning

## Domain 3: Professional Development and Coaching Activities

	Below Standard	Developing		
3c. Use coaching methods effectively.		A	B	C
	Does not apply knowledge of research-based coaching methods. Schedules coaching sessions when directed to do so.	Inconsistently or ineffectively applies and uses knowledge of research-based coaching methods with most teachers. Coaching sessions may not produce changes in classroom instruction.	Uses a variety of research-based coaching methods to support changes in teacher skill level (may include coaching cycles, demonstration lessons, team meetings, common scoring sessions, book study, etc.). Changes in teacher skill level are evidenced through formative measures. Coach/specialist engages all teachers in the complete coaching cycle (co-planning, co-teaching/ demonstration, and reflection) with the focus being development of student learning.	Intentionally selects from a variety of research-based coaching methods to focus teacher needs to support changes in teacher skill level (may include coaching cycles, demonstration lessons, team meetings, common scoring sessions, book study, etc.). Ongoing coaching sessions move teacher toward becoming a reflective practitioner who independently applies classroom strategies. Collaboration engages teacher in multiple coaching cycles resulting in revised lessons or instructional modules with the focus being the development of student learning.

Principles of Learning (POLs) connected to Indicator

Organizing for Effort  
Academic Rigor in a Thinking Curriculum  
Socializing Intelligence  
Learning as Apprenticeship

## Domain 3: Professional Development and Coaching Activities

	Below Standard	Developing		
3d. <b>Identify and apply current standards and research to teaching practices and learning processes.</b>		A	B	C
	Conveys incorrect or incomplete information during professional learning; may not take advantage of opportunities to grow knowledge base.	Accesses and links current research to lesson planning or instructional practices. Inconsistently imparts correct and complete information/standards/research during professional learning activities. Occasionally seeks new experiences and opportunities in learning in order to deepen current knowledge base (completes few self-selected professional learning activities, engages in few collaborative conversations with others and/or has limited engagement in professional study of research).	Guides teachers in locating current literature and connecting it to lesson planning, professional development and instruction. Conveys correct and complete information, including the Core Issues, standards, and research, during professional learning activities. Applies accurate information and professional knowledge to prepare learning activities that are valid across a range of grades and/or professional topics. Seeks new experiences and to deepen current knowledge base (completes self-selected professional learning activities, engages in collaborative conversations with colleagues and/or engages in professional study of research based literature).	Teachers are able to identify and apply research from multiple sources to foster an ongoing discussion of best practices and relationships to teaching practices and learning processes that meet the needs of all students. Imparts correct and complete information, including the Core Issues, standards, and research, during professional learning activities. Intentionally applies current and accurate information and professional knowledge to prepare learning activities that are valid across a broad range of grades and professional topics. During professional learning activities, the coach/specialist connects learning to other objectives. Coach/specialist is proactive and anticipates teacher misconceptions and seeks new experiences and opportunities in learning in order to deepen current knowledge base (completes some self-selected professional learning activities, engages in collaborative conversations with colleagues and/or engages in professional reading of research based literature).

**Principles of Learning (POLs) connected to Indicator**

Academic Rigor in a Thinking Curriculum  
Accountable Talk  
Socializing Intelligence  
Self-management of Learning

## Domain 4: Professional Responsibilities

*The Professional Responsibilities rubric is designed to support the coach/specialist in reflecting on his or her practice using evidence to support judgments made, working with others as contributions are made toward achieving school and district initiatives, and seeking out professional development opportunities to enhance skills necessary to be an exemplary educator.*

4a. Reflect on practice.	Below Standard	Developing		
		A	B	C
Does not know whether the activity achieved its learning goals or outcomes or misjudges the success of the activity. Offers no suggestions on how professional learning activity could be improved.	Inconsistently assesses the effectiveness of the activity and the degree to which outcomes are met. Offers general suggestions about how the professional learning activity could be improved.	Consistently and accurately assesses the effectiveness of the activity and the degree to which outcomes are met and cites evidence to support the judgment. Offers specific suggestions for improvement to professional learning that will result in teacher and student success.	Makes a thoughtful and accurate assessment of the activity's effectiveness and the extent to which it achieved its learning goals and outcomes; cites many specific examples from the activity; and weighs the relative strengths of each. Offers multiple thoughtful and specific alternative actions based on broad professional knowledge and research.	

**Principles of Learning (POLs) connected to Indicator**

- Organizing for Effort
- Clear Expectations
- Fair and Credible Evaluations
- Academic Rigor in a Thinking Curriculum



**Domain 4: Professional Responsibilities**

	<b>Below Standard</b>	<b>Developing</b>		
		<b>A</b>	<b>B</b>	<b>C</b>
<b>4b. Coordinate work with others.</b>	Rarely contributes ideas that might improve the school/district. Does not work with other colleagues to support school/district events.	Occasionally suggests ideas aimed at improving the school/district. Participates with colleagues in school/district events.	Actively contributes to the team offering ideas, expertise, and time to their school and/or district work.	Contributes ideas, expertise, and time to others to the overall mission of the school/district work, complete with reflection on possible outcomes of different ideas or time limitations. Initiates district events, reflecting on success of event in consideration of designing future work aligned with the mission and vision of the district and consistent with the district model.

**Principles of Learning (POLs) connected to Indicator**

- Organizing for Effort
- Accountable Talk
- Socializing Intelligence

## Domain 4: Professional Responsibilities

4c. Grow and develop professionally.	Below Standard	Developing		
		A	B	C
	Participates in professional learning activities but does not demonstrate evidence of implementation; is defensive about feedback on performance from supervisor or school administrator.	Engages in professional learning activities and uses newly acquired learning to improve practice. Accepts feedback on performance from supervisor or school administrator. Finds limited ways to contribute to the profession.	Seeks out opportunities for professional learning activities to enhance content knowledge and pedagogical skill. Welcomes feedback from supervisor, school administrator, or from colleagues. Uses feedback and suggestions to improve performance and assist other educators.	Organizes opportunities for personal professional growth to enhance content knowledge and pedagogical skill; makes a systematic effort to conduct action research. Seeks out feedback from supervisor, school administrator, and colleagues. Initiates important activities to contribute to the profession and assist other educators.

### Principles of Learning (POLs) connected to Indicator

- Socializing Intelligence
- Self-management of Learning
- Learning as Apprenticeship

## Domain 4: Professional Responsibilities

	Below Standard	Developing		
		A	B	C
<b>4d.</b> <b>Act with integrity and confidentiality.</b>	Coach/specialist requires support and supervision to demonstrate respect, responsibility, honesty, and integrity; may violate trust of colleagues, teachers, and administrators by breaking confidentiality.	Strives to develop behaviors that model respect, responsibility, honesty and integrity; however, requires some support and/or supervision. Responds appropriately to and acts upon feedback. Works cooperatively with most school staff. May make occasional lapses in judgment by sharing information inappropriately.	Helps members of the school community understand and adhere to professional obligations, responds well to and acts upon feedback, and works cooperatively with all school staff. Keeps the trust of colleagues and administrators by maintaining confidentiality and only sharing information as appropriate. Displays a high level of integrity and professionalism; uses good judgment.	Makes a concerted effort to challenge negative attitudes or practices and helps members of the school community understand and adhere to professional obligations. Actively seeks, responds well to, and acts upon feedback. Promotes confidentiality with colleagues and administrators and reminds others of the norms as appropriate. Maintains the highest standard of professionalism, integrity, and judgment by assuming a leadership role in proactively projecting these qualities.

### POLs of Focus

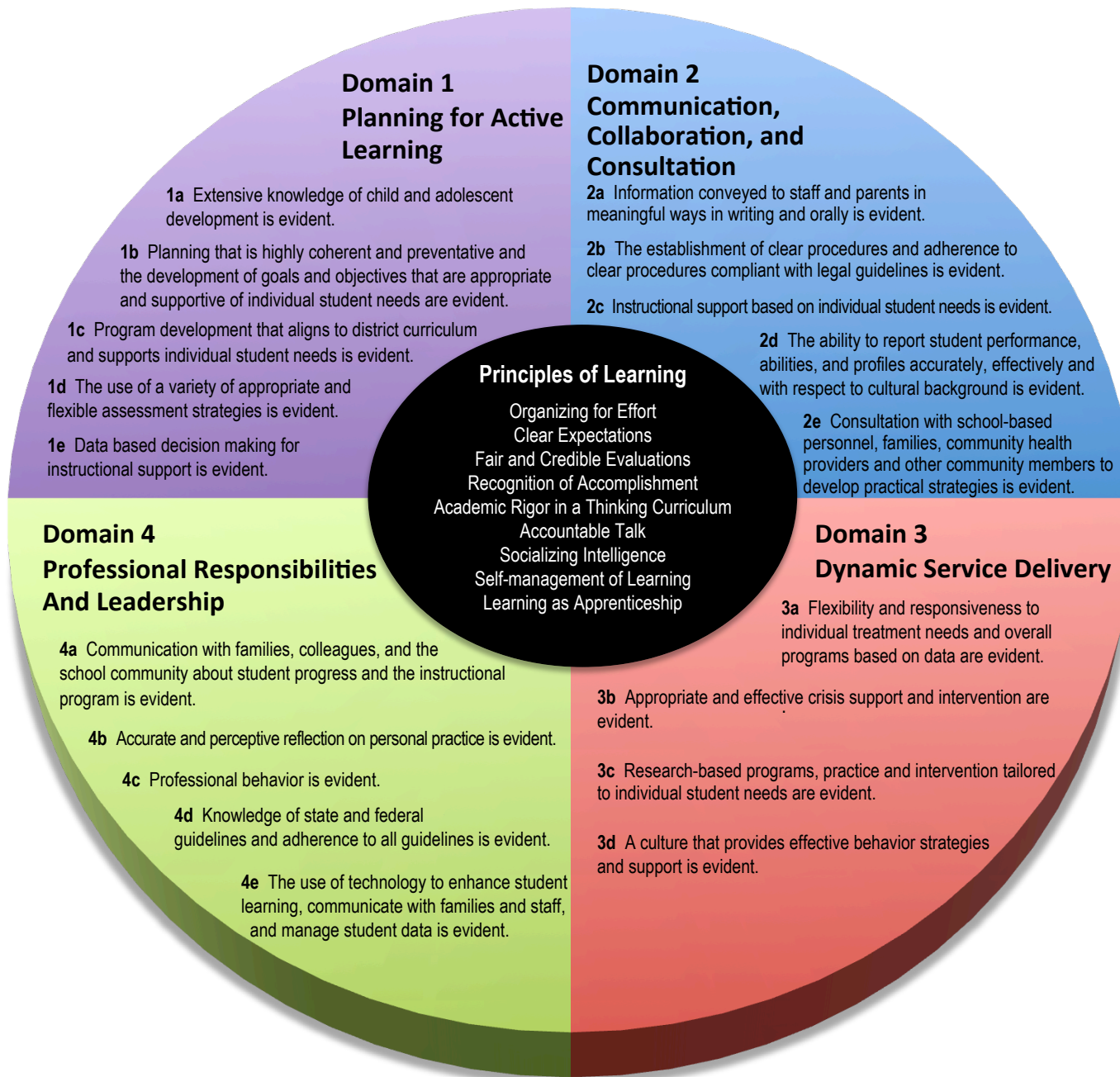
Clear Expectations  
Self-Management of Learning

Guilford Framework  
For  
Teaching and Learning  
Resource Provider Edition

June 2014



Adapted from the Principles of Learning 2000, Danielson Framework for Teaching 2013, and the Connecticut Common Core of Teaching 2010



## Domain 1: Planning for Active Learning

	Below Standard	Developing		
		A	B	C
<b>1a. Extensive knowledge of child and adolescent development is evident.</b>	The related services provider demonstrates little to no knowledge of child and adolescent development.	The related services provider demonstrates a limited knowledge of child and adolescent development as evidenced by their recommendations for student support plans.	The related services provider demonstrates a thorough knowledge of child and adolescent development as evidenced by their recommendations for student support plans.	The related services provider demonstrates extensive knowledge of child and adolescent development as evidenced by their contributions to school teams and recommendations for all students.
<b>1b. Planning that is highly coherent and preventative and the development of goals and objectives that are appropriate and supportive of individual student needs are evident.</b>	The related services provider's plan consists of a random collection of unrelated activities, lacking coherence or overall structure.	The related services provider has a developed plan and includes a number of activities, but the activities do not align with individual student goals.	The related services provider has a coherent developed plan and activities selected to align with individual student goals.	The related services provider's plan is highly coherent and preventative and serves to support students individually within the broader educational program.
	The related services provider does not develop or implement goals and objectives that are appropriate or based upon the unique needs of students.	The related services provider utilizes a pre-established database of goals and objectives. The goals and objectives are generally related to the needs of the students.	The related services provider develops and implements goals and objectives that are appropriate, and are based upon the unique needs of the student.	The related services provider develops and implements goals and objectives that are appropriate, and based upon the unique needs of students. The goals and objectives are reflective of the Common Core State Standards.
<b>1c. Program development that aligns to district curriculum and supports individual student needs is evident.</b>	The related services provider does not support or develop programming that aligns to district curriculum or meets individual student needs.	The related services provider inconsistently implements programming that aligns to district curriculum or meets individual student needs.	The related services provider supports programming that aligns to district curriculum and meets individual students needs.	The related services provider designs programming that aligns to district curriculum and individual student needs and the broader school community.

## Domain 1: Planning for Active Learning

	Below Standard	Developing		
		A	B	C
<b>1d. The use of a variety of appropriate and flexible assessment strategies is evident.</b>	The related services provider does not evaluate individual students using a variety of assessment strategies to determine students' educational needs as related to the referral question(s).	The related services provider evaluates individual students using a specific set of assessment methods to determine students' educational needs.	The related services provider evaluates individual students using a variety of current assessment methods to determine students' educational needs.	The related services provider communicates the need to be flexible with current assessment tools based upon referral or diagnostic impressions to expand upon understanding of the student as a learner.
<b>1e. Data based decision making for instructional support is evident.</b>	The related services provider does not use data or student information to tailor instruction to each individual's needs.	The related services provider uses some data and student information to tailor instruction to each individual's needs.	The related services provider consistently uses student data and information to tailor instruction to each individual's needs.	The related services provider consistently uses student data and information to tailor instruction to each individual's needs. In addition, related services provider leads colleagues in analyzing data to look for trends over time and the impact of interventions to guide instructional plans.

## Domain 2: Communication, Collaboration, and Consultation

	Below Standard	Developing		
		A	B	C
<b>2a. Information conveyed to staff and parents in meaningful ways in writing and orally is evident.</b>	The related services provider does not convey information in meaningful or accurate ways to staff and parents in written and oral reports.	The related services provider's written and oral reports to staff and parents are accurate but there are instances of jargon or unnecessary content which make the reports less meaningful. Reports may not contain recommendations that are constructive or student focused.	The related services provider's written and oral reports to staff and parents are accurate and provide meaningful information about the student. Recommendations address areas of concern.	The related services provider's written and oral reports to staff and parents are accurate and provide meaningful information about the student. Reports include recommendations on how staff and parents may capitalize on strengths and address weaknesses in settings beyond the classroom.
<b>2b. The establishment of clear procedures and adherence to clear procedures compliant with legal guidelines is evident.</b>	The related services provider has not established clear procedures or adhered to established procedures and may be in violation of legal guidelines.	The related services provider has established procedures or adheres to established procedures, but the details of the procedures are not always clear.	The related services provider has established procedures or adheres to established procedures that are clear to everyone and are compliant with legal guidelines.	The related services provider has established procedures or adheres to established procedures that are clear and have been developed in consultation with teams and are compliant with legal guidelines.
<b>2c. Instructional support based on individual student needs is evident.</b>	The related services provider does not use programs, recommendations, and modifications to enhance the cognitive, social and emotional, educational, and language development of students.	The related services provider uses prescribed programs, recommendations, and modifications to enhance the cognitive, social and emotional, educational, and language development of students.	The related services provider differentiates programs, recommendations, and modifications to enhance the cognitive, social and emotional, educational, and language development of individual students.	The related services provider designs programs, recommendations, and modifications to enhance the cognitive, social and emotional, educational, and language development of individual students.



## Domain 2: Communication, Collaboration, and Consultation

	Below Standard	Developing		
<p><b>2d. The ability to report student performance, abilities, and profiles accurately, effectively and with respect to cultural background is evident.</b></p>	<p>The related services provider demonstrates little or no knowledge or skill in reporting student performance, abilities, and profiles accurately or effectively, or with respect to the student's cultural background.</p>	<p>The related services provider analyzes and reports student performance, abilities, and profiles without an understanding of the needs of the audience and/or without respect to the student's cultural background.</p>	<p>The related services provider analyzes, integrates, and delivers reports of student performance, abilities, and profiles accurately, effectively, and with respect to the student's cultural background.</p>	<p>The related services provider analyzes, integrates, and delivers reports of student performance, abilities, and profiles accurately, effectively, and with respect to the student's cultural background. The needs of the audience are understood and adjustments are made accordingly.</p>
<p><b>2e. Consultation with school-based personnel, families, community health services providers and other community members to develop practical strategies for students is evident.</b></p>	<p>The related services provider does not consult with staff to assist them in the development of strategies for students manifesting significant educational, social, language, and/or behavioral problems.</p>	<p>A</p> <p>The related services provider consults and assists staff in the development of strategies for students manifesting significant educational, social, language, and/or behavioral problems.</p>	<p>B</p> <p>The related services provider consults with staff in a timely manner, and effectively assists them in the development of practical strategies for students manifesting significant educational, social, language, and/or behavioral problems.</p> <p>The related services provider consults with administrators to assist in implementing school-wide programs.</p>	<p>C</p> <p>The related services provider consults with staff proactively and effectively assists them in the development of practical strategies for students manifesting significant educational, social, language, and/or behavioral problems.</p> <p>The related services provider consults proactively with administrators to assist in implementing and/or developing school-wide programs.</p>

## Domain 2: Communication, Collaboration, and Consultation

	Below Standard	Developing		
<b>2.e (continued)</b>	The related services provider fails to consult with families and to secure the necessary release of information or communicates in an insensitive manner.	The related services provider's consultation may be partially successful; releases may be obtained, but contact may not occur.	The related services provider consults with families and secures necessary releases so that consultation results in a beneficial outcome for the student.	The related services provider consults with families and secures necessary releases so that consultation occurs in a way that is highly sensitive to family needs producing a beneficial outcome for the student. The related services provider reaches out to the student's family to facilitate trust and build relationships.
	The related services provider does not consult with community health services providers, or other community members.	The related services provider occasionally consults with community health services providers, or other community members reactively to student issues.	The related services provider has ongoing consultation with community health services providers, or other community members.	The related services provider maintains ongoing consultation with community health services providers, or other community members and proactively initiates contacts when needed.

## Domain 3: Dynamic Service Delivery

	Below Standard	Developing		
		A	B	C
<b>3a. Flexibility and responsiveness to individual treatment needs and overall programs based on data are evident.</b>	The related services provider does not demonstrate flexibility and is not responsive to individual needs. Adjustments are not made to individual treatment plans and or programs as needed.	The related services provider makes minimal revisions or adjustments to individual treatment plans or programs when needed.	The related services provider makes necessary revisions based on data to individual treatment plans and overall programs when needed.	The related services provider anticipates the need for revisions and necessary adjustments based on data to individual treatment programs and overall programs and proactively plans for these adjustments.
<b>3b. Appropriate and effective crisis support and intervention are evident.</b>	The related services provider does not demonstrate the knowledge or skill level to provide appropriate and effective crisis support and intervention.	The related services provider demonstrates minimal knowledge and training to provide appropriate and effective crisis support and intervention.	The related services provider demonstrates the knowledge, training and skill to provide appropriate and effective crisis support and intervention.	The related services provider demonstrates the knowledge, training and skill to provide appropriate and effective crisis support and intervention. The related services provider is able to act proactively and provide direction and leadership in a crisis situation to the team.
<b>3c. Research-based programs, practice and intervention tailored to individual student needs are evident.</b>	<p>The related services provider does not use current, research-based programs, modifications or recommendations to support the cognitive, educational, social and emotional and language development of students.</p> <p>Physical arrangements to meet the needs of the student are lacking. The environment is not conducive to student learning and development.</p>	<p>The related services provider uses a limited amount of current, research-based programs, modifications or recommendations to support the cognitive, educational, social and emotional and language development of students.</p> <p>There may be a variety of physical arrangements, but they are not necessarily aligned to the needs of the student. The environment is marginally conducive to student learning and development.</p>	<p>The related services provider uses current, research-based programs and techniques that are differentiated to meet cognitive, educational, social and emotional and language abilities of individual students.</p> <p>A variety of physical arrangements support student needs. The environment is supportive and conducive to student learning and development.</p>	<p>The related services provider designs programs, modifications, and recommendations that meet the cognitive, educational, social and emotional and language development of individual students. The related services provider acts as a consult to other team members.</p> <p>A variety of physical arrangements to support student needs are used and arrangements vary when appropriate. High expectations for learning and development are held for all.</p>

### Domain 3: Dynamic Service Delivery

	Below Standard	Developing		
<b>3c. (continued)</b>	The related services provider does not use research-based strategies and techniques	The related services provider uses research-based strategies and techniques, but they are not tailored to individual student needs.	The related services provider uses researched-based strategies and techniques that are tailored to individual student needs.	The related services provider develops comprehensive plans for students designing creative ways to meet student needs using research-based strategies and techniques and collecting data on student's growth. The related services provider is a consultant to other team members.
<b>3d. A culture that provides effective behavior strategies and support is evident.</b>	The related services provider does not establish behavioral expectations or implement effective responses to misbehavior.	A	B	C
	The related services provider tolerates or ignores inappropriate behaviors and/ or interactions among students.	The related services provider uses an established behavior management system not necessarily modified to meet individual student needs.	The related services provider establishes behavioral norms and addresses all inappropriate interactions among students effectively.	The related services provider guides students a reflective process to self-monitor behavior.
		The related services provider ineffectively addresses inappropriate behaviors and interactions among students.	Plans are monitored regularly and adjusted as needed.	The related services provider is a resource and consultant to team members to promote a culture of positive behavior.

## Domain 4: Professional Responsibilities and Leadership

	Below Standard	Developing		
		A	B	C
<b>4a. Communication with families, colleagues, and the school community about student progress and the instructional program is evident.</b>	The related services provider does not communicate with colleagues or families. Environment is disorganized and chaotic.	The related services provider communicates with families and colleagues as needed. Environment is organized however it does not invite effort.	The related services provider communicates with families and the school community regularly regarding individual students.  Environment is organized and respectful.	The related services provider communicates proactively with families and the school community regarding individual students. Regular communication occurs with colleagues within and outside of the school community and partnerships are established with organizations outside of the school setting to provide families with additional resources and to encourage professional collaboration.  Environment is organized, respectful, and invites effort.
	The related services provider communicates in a culturally or linguistically insensitive manner to families and staff. Boundaries are not established.	The related services provider's communication with families is partially successful, but there are occasional insensitivities to cultural or linguistic traditions or differences in understanding. Boundaries are not professional.	The related services provider communicates with families and staff in a manner sensitive to cultural and linguistic traditions while maintaining appropriate boundaries.	The related services provider communicates with staff and families in a manner highly sensitive to cultural and linguistic traditions and reaches out to families of students to enhance trust while maintaining professional boundaries.
<b>4b. Accurate and perceptive reflection on personal practice is evident.</b>	The related services provider does not reflect on practice or the reflections are inaccurate or self-serving.	Reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions.	The related services provider's reflections on practice are accurate and objectively describe practice. Specific suggestions on how to improve services are offered.	The related services provider's reflections on practice are accurate and perceptive. Specific examples of work are cited including those that were not fully successful for at least some students. Alternative strategies and changes in practice are recommended.

## Domain 4: Professional Responsibilities and Leadership

	Below Standard		Developing	
		A	B	C
<b>4c. Professional behavior is evident.</b>	The related services provider may violate principles of confidentiality and shares personal opinions about areas outside of his/her expertise publicly.	The related services provider is honest in interactions with others and maintains student confidentiality. Service provider does not advocate for students.	The related services provider displays high standards of honesty, integrity, and confidentiality in interactions with others and advocates for students appropriately.	The related services provider demonstrates the highest standards of honesty, integrity, and confidentiality and proactively advocates for students while taking a leadership role with colleagues.
	The related services provider is unable to meet deadlines and expectations for meetings and conferences This may include incomplete reporting, poor attendance, lack of knowledge of protocol, or lack of confidentiality .	The related services provider’s participation in meetings demonstrates knowledge of expectations however timelines, attendance, or preparedness may be inconsistent. Confidentiality is maintained.	The related services provider is prepared for meetings and is an active participant. Confidentiality is maintained.	The related services provider is a resource to the school community and families in identifying shared resources which support student growth and development. All deadlines are met.
	The related services provider’s records, reports and documentation is inaccurate, late, or information is missing.	The related services provider’s records, reports and documentation are generally accurate but are not always submitted in a timely fashion.	The related services provider’s records, reports, and documentation are accurate and are submitted in a timely fashion.	The related services provider’s record keeping is highly systematic and efficient and may serve as a model for colleagues. Reports and documentation are available to the team to review prior to deadlines.
	The related services provider has negative relationships with colleagues and avoids being involved in school and district events and projects .	The related services provider has a cordial relationship with most colleagues and, when specifically requested, participates in school and district events and projects.	The related services provider participates actively in school and district events and maintains positive and productive relationships with colleagues.	The related services provider is a positive and productive member of the school community, initiating ideas, and respected among colleagues as a leader and innovator.

## Domain 4: Professional Responsibilities and Leadership

	Below Standard	Developing		
		A	B	C
<b>4d. Knowledge of state and federal guidelines and adherence to all guidelines is evident.</b>	The related services provider does not demonstrate knowledge of state or federal guidelines or requirements.	The related services provider is minimally aware of state and federal guidelines and depends on the guidance of colleagues to understand these guidelines.	The related services provider is aware of state and federal guidelines and is able to independently meet expectations.	The related services provider understands state and federal guidelines and seeks to remain current with these guidelines. The service provider meets all guidelines and can assist colleagues.
<b>4e. The use of technology to enhance student learning, communicate with families and staff, and manage student data is evident.</b>	The related services provider does not use technology to communicate or record information.	The related services provider has minimal understanding of the use of technology for communication and recording data for interpretation. Technology is sometimes incorporated into student learning.	The related services provider uses technology to communicate with colleagues and families and is able to use technology to present student performance data. Technology is used to support student learning.	The related services provider is able to skillfully communicate with staff and families with the use of technology. Technology is skillfully used to manage student performance data.  Technology is used to enhance student learning in the home and at school.



### Peer Survey for Instructional Coaches

One aspect of the evaluation of instructional coaches includes the use of peer surveys to gather feedback about their work as ongoing staff developers. This information is used to assist in assessing the effectiveness of the coaching partnership for this school year and in setting goals for the upcoming year.

The following survey should take approximately 10-15 minutes to complete. Your responses are important and will remain confidential and anonymous. Thank you for your input.

Please check one:

- 1-2 Years experience working with a coach in Guilford
- 3-4 Years experience working with a coach in Guilford
- 5-6 Years experience working with a coach in Guilford

Please check the school(s) where you work:

- |  |   |
|--|---|
| <input type="checkbox"/> Adams Middle School Grade 8   | <input type="checkbox"/> A.W. Cox Elementary School       |
| <input type="checkbox"/> Adams Middle School Grade 7   | <input type="checkbox"/> Melissa Jones Elementary School  |
| <input type="checkbox"/> Baldwin Middle School Grade 6 | <input type="checkbox"/> Guilford Lakes Elementary School |
| <input type="checkbox"/> Baldwin Middle School Grade 5 | <input type="checkbox"/> Calvin Leete Elementary School   |

Elementary grade level \_\_\_\_ (optional)

**Please respond to all items about your partnership with the instructional coach. If you have not worked with a coach, you do not need to complete the survey.**



## **DOMAIN 1: Professional Knowledge and Planning**

*The Coach designs systems of support for teachers to improve short-term and long-term planning and delivery of instruction. By maintaining, monitoring, and adjusting coaching plans, the coach can support the achievement of educator goals and specific teacher needs based on pedagogy, content, and student data to ultimately impact improved student achievement.*

	Not Applicable	Ineffective	Developing	Effective	Highly Effective
<b>How effective is the instructional coach in <u>providing me with support</u> in the following areas:</b>	N/A	1	2	3	4
<b>1a)</b> Designing lessons or units					
<b>1b)</b> Developing instructional goals to guide our work together					
<b>1c)</b> Accessing and modeling how to use high-quality resources					
<b>1d)</b> Planning a coherent series of learning activities that address school and district initiatives such as the CCSS, Principles of Learning, and Smarter Balanced Assessments					
<b>1e)</b> Evaluating through reflection and adjusting my support; asking for my feedback on our work together					

What strategies and/or approaches have I integrated into my teaching practice as a result of working with the instructional coach?

## DOMAIN 2: Context of Learning

*The coach establishes and maintains relationships that earn teacher confidence and encourage risk-taking. Through active listening and collaboration, the coach can support teachers with focus and shared commitment on common goals that support the vision and mission of the district.*

	Not Applicable	Anxious/Nervous	Indifferent	Motivated with some Stress	Motivated & Stress Free
<b>What is my <u>comfort level</u> in working with the instructional coach in the following settings or situations:</b>	N/A	1	2	3	4
<b>2a)</b> Developing a partnership of trust and co-accountability					
<b>2b)</b> Engaging me in group tasks and inquiry based learning during professional development					
<b>2c)</b> Collaborating with my team toward mutual goals that will improve student learning					
<b>2d)</b> Initiating contact to gain access to further support					
<b>2e)</b> Giving honest feedback to the coach about outcomes related to student learning based on CCSS, district approved materials, and student work					

What has aided me in my ability to work with the instructional coach?

What obstacles have interfered with my ability to work with the instructional coach?

### **DOMAIN 3: Professional Development and Coaching Activities**

<i>The coach provides job-embedded, research-driven, team-based, differentiated, and result-oriented professional development aligned to the Common Core State Standards and the educator goal plan. Through demonstration of instruction, effective facilitation of collaborative learning teams, and focused dialogue and feedback within instructional conferences, all focused on the relationship between teaching and learning, the coach can develop teacher capacity to improve student achievement.</i>	Not Applicable	Ineffective	Developing	Skillful	Outstanding
<b>To what degree is the instructional coach <u>skillful</u> in each of the following areas:</b>	N/A	1	2	3	4
<b>3a)</b> Developing my content knowledge and related pedagogical practices through a variety of activities and interactions					
<b>3b)</b> Identifying and developing professional learning opportunities that address my needs					
<b>3c)</b> Using a variety of methods (coaching cycles, demonstration lessons, team meetings, common scoring sessions, text discussions, etc.) to support teacher development					
<b>3d)</b> Incorporating current research/literature/educational information into activities around teaching practices, lesson planning, and learning processes					

In what specific ways has the instructional coach provided me with support this year?

In what additional ways would I like to see the instructional coach provide me with support next year?

**GRADES 3 & 4 STUDENT SCHOOL CLIMATE SURVEY - 2015**

<b>We need your help to find out what you like about our school and how we can make it better.</b>	
I attend:	A.W. Cox School, Melissa Jones School, Guilford Lakes School, Calvin Leete School
I am a:	Boy, Girl
This is how I feel about my school.	I like it, It's OK, I don't like it.
I like to come to school.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I like the children in this school:	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
In this school, I feel:	
Happy	Most of the time, Sometimes, Never
Safe	Most of the time, Sometimes, Never
Sad	Most of the time, Sometimes, Never
Angry	Most of the time, Sometimes, Never
The children in this school:	
Like me	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Like each other	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
The adults in this school care about me.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
There is at least one adult at school that I can go to for help when something is bothering me.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Children in this school are nice to me.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I feel physically safe from harm in:	
My classroom	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
The playground	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

**GRADES 3 & 4 STUDENT SCHOOL CLIMATE SURVEY - 2015**

The cafeteria	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
The restroom	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
The bus	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I feel safe from mean behavior in:	
My classroom	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
The playground	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
The cafeteria	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
The restroom	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
The bus	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I know the school rules.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
The rules in this school are fair.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
My teachers give me work that challenges me.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
My teacher expects me to do well.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I am proud of my school work.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

## GRADES 5-12 STUDENT SCHOOL CLIMATE SURVEY - 2015

Thank you for taking the time to complete this School Climate Survey from Guilford Public Schools. Your feedback is important in helping us to identify ways to enhance the environment in your school.	
Please select your grade	5, 6, 7, 8, 9,10, 11,12
I look forward to coming to school each day.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Students at my school treat each other with respect.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I feel physically safe at this school.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I feel comfortable sharing my thoughts and ideas at school.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I feel I am treated respectfully by teachers	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
School rules and expectations are clearly communicated.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
The administrators are visible at my school.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I feel recognized at school for my accomplishments.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I am informed about activities, events and opportunities at school.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I feel there are adults in the school who will help me if I need help.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
The adults at my school think I can be successful.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I feel my trip to and from school is a positive/safe experience.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
My teachers give me challenging work.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I feel included at my school.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I feel my opinion is valued during classroom discussions.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

I have been the target of hurtful communications through social media.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I have participated in hurtful communications through social media.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
There are areas of the school that are physically unsafe.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I am involved in extra-curricular activities (e.g. athletics, clubs, committees).	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
My school is clean and well-maintained.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
My school helps me take responsibility for my own learning.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Students are treated fairly regardless of race, color, religious creed, national origin, sex, sexual orientation, gender identity or expression or disabilities.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

## School Climate Survey for Parents and Guardians

Dear Parents and Guardians of Guilford Public Schools:

For the next two weeks, Guilford Public Schools will be surveying the parents and guardians of students in grades 3-12 in our district, students in grades 3-12, and our faculty and staff. To ensure we promote and maintain a positive learning environment where all students are welcomed, supported, and feel socially, emotionally, intellectually, and physically safe in school, we need your feedback on what we're doing well and what we can continue improving. The survey information we collect will ultimately contribute towards our Safe School Climate Plan and a strong, cohesive school district.

### Survey Directions:

To submit the survey online, please visit the website listed below by Tuesday, May 19, 2015. You may use a computer, tablet, or smartphone to access the online survey.

### Survey Link

This survey link is unique to you. Once you have submitted your survey responses, the link will become inactive in order to ensure the integrity of the data collected.

A separate organization, Panorama Education, is managing this survey administration. Please contact them directly (EMAIL) with any questions about using the website or if you have trouble accessing the page.

This annual survey is an important opportunity to provide us with your valuable input based on your experiences in our district and allows us to assess our prevention efforts over time. Thank you in advance for taking the time to assist us in collecting this critical information, and for being a valued member of our school community.

Sincerely,

Paul Freeman, Ed.D.  
Superintendent of Schools



**PARENT SCHOOL CLIMATE SURVEY - 2015**

My child attends:	A.W. Cox School, Melissa Jones School, Guilford Lakes School, Calvin Leete School, Baldwin Middle School, Adams Middle School, Guilford High School
What grade is your child in?	Pre-K, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, Other
My child likes to come to school each day.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
The school is focused on academic achievement.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
The school is a caring and nurturing place.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
The school is a respectful place.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Students treat each other with respect at my child's school	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
There are trusted adults in the school who my child can go to talk to for help.	Always, Usually, Sometimes, Rarely, Never
At least one adult at school knows my child well.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
My child's trip on the school bus to and from school is a positive experience.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
There are opportunities for my child to participate in after school activities such as athletics, clubs, school committees, etc.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
My child is treated fairly by the adults at his/her school.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
My child's teachers have high expectations for my child.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
My child's teacher(s) challenge my child to do his/her best.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
My child's teacher keeps me informed about my child's schoolwork.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I feel comfortable sharing my thoughts and ideas at this school.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I have a voice in the school's decision-making process.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I am kept informed of school decisions.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
The school facilities are clean and well-maintained.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

**PARENT SCHOOL CLIMATE SURVEY - 2015**

I feel the school is physically safe.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I feel welcome at this school.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

## School Climate Survey for Faculty and Staff

Dear Faculty and Staff of Guilford Public Schools:

For the next two weeks, Guilford Public Schools will be surveying the parents and guardians of students in grades 3-12 in our district, students in grades 3-12, and our faculty and staff. To ensure we promote and maintain a positive learning environment where all students are welcomed, supported, and feel socially, emotionally, intellectually, and physically safe in school, we need your feedback on what we're doing well and what we can continue improving. The survey information we collect will ultimately contribute towards our Safe School Climate Plan and a strong, cohesive school district.

As a valued member of our school community, your feedback is essential to assessing our prevention efforts over time. Thank you in advance for taking the time to assist us in collecting this critical information.

To access your survey, please go to the following link between now and May 19, 2015: <<Survey Link>>

A separate organization, Panorama Education, is managing this survey administration and security to ensure confidentiality. Please contact them directly (EMAIL) with any questions about using the website or if you have trouble accessing the page.

Thank you again for your participation.

Sincerely,

Paul Freeman, Ed.D.  
Superintendent of Schools

**FACULTY & STAFF SCHOOL CLIMATE SURVEY - 2015**

At which location do you primarily work?	A.W. Cox, melissa Jones, Guilford Lakes, Calvin Leete, Baldwin Middle School, Adams Middle School, Guilford High School
Please select your school assignment	Certified staff, Non-certified staff
The culture and climate of the school is positive and supportive.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
There are clear-cut policies and procedures in my school.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I feel like I am a part of a school community (shared mission, values, efforts and goals).	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Administrators at this school encourage collaboration among teachers to increase student learning.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I am provided regular and helpful feedback about my teaching.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I feel my contributions are valued and important.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Administrators deal with daily tasks and daily problems in an effective manner.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I feel comfortable going to at least one member of the administrative team if I have a problem.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
The administrative team in our school is committed to finding balanced solutions to problems.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Administrators place the learning needs of students ahead of other interests.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Administrators handle student discipline matters in a consistent manner.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
The administrative team in our school is committed to finding balanced solutions to problems.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I am given opportunities for professional development.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Professional development is aligned to school goals.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Students at this school are engaged in learning.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

**FACULTY & STAFF SCHOOL CLIMATE SURVEY - 2015**

I feel respected by students.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
This school's facilities are clean and well-maintained.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I feel safe at this school.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Parents are given opportunities to be involved at this school.	Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

## Student Learning Objectives

**Name of assessment:**

**Assessment type:** (options that appear in drop down box)

- State Assessment (CMT/CAPT/SBAC)
- Other Standardized Assessment (DRA/MAP/PASL)
- Other Non-Standardized Assessment
- School-wide Assessment
- Classroom Assessment (Tests/Essays/Compositions/Research)
- Portfolio Assessment
- District-wide Assessment
- Interview
- Exhibition/Demonstration
- Performance Tasks
- Lab Report

**Weight:**  (100% for one SLO; multiple SLOs can be weighted accordingly with 100% total)

**Attribute**  (SLO 1 or SLO 2)

SLO Statement:

*What is the expectation for student improvement related to school improvement goals?*

Baseline Trend Data:

*What data were reviewed for this SLO? How do the data support the SLO?*

Student Population:

*Who are you going to include in this objective? Why is this target group/class selected?*

Standards and Learning Content:

*What are the standards connected to the learning content?*

Interval of Instruction:

*What is the time period that instruction for the learning content will occur?*

Growth Targets: IAGDs:

*What are the quantitative targets that will demonstrate achievement of the SLO?*

Instructional Strategies and Supports:

*What methods will you use to accomplish this SLO? How will progress be monitored? What professional learning/supports do you need to achieve this SLO?*

## Parent / Peer Feedback Goal (from surveys)

Please describe your parent/peer feedback goal and growth targets:

*(user response)*

## Student Feedback Goal (or Whole School Measures)

Please describe your student feedback goal and growth targets: (or whole school measures)

*(user response)*

## Performance and Practice Focus Area

Please describe your performance and practice focus area:

*(user response)*



# Pre-Observation Planning Form

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

Common Core of Teaching (CCT) Rubric for Effective Teaching

## Pre-Observation Plan for Classroom Teachers



Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_ Date of lesson \_\_\_\_\_

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

**Content Standards:** Identify one or two **primary** content standards, including CCSS that this lesson is designed to help students attain.

**Literacy through the Content Area:** If you will be using any strategies for teaching literacy in the content area, describe your plan.

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

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

**Objective(s) for Lesson:** Identify specific and measurable learning objectives/purpose for this lesson.

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

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

### **Lesson Development/Instructional Strategies**

- Identify the instructional grouping/s (whole class, small groups, pairs, individuals) you will use in each lesson segment and approximate time frames for each.
- Describe what instructional strategies you will use and the learning activities in which students will be engaged in order to gain the key knowledge and skills identified in the learning objective(s). This may also include a description of how you will *initiate* (set expectations for learning and purpose) and *close* (understanding the purpose) the lesson.

### **Students Needing Differentiated Instruction:**

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

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

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

Student initials or group	Evidence that the student needs differentiated instruction	How will you differentiate instruction <b>in this lesson</b> to support student learning?

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

Student initials or group	Evidence that the student needs differentiated instruction	How will you differentiate instruction <b>in this lesson</b> to support student learning?

## Pre-Observation Conference Protocol

Teacher \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

**Directions: These questions can be used by the evaluator and should be asked of the teacher before the observation and based on the submitted plan (see Pre-Observation Plan for Classroom Teachers).**

1. Will you still be implementing the plan you submitted or has it changed?
2. Do you have any additional data, artifacts or information about the lesson or the students' learning or behavior you wish to share?
3. On what assessment data/evidence did you base your determination of prior or present level of student knowledge and skills for the class versus those needing differentiation?
4. Do you anticipate any student misconceptions, misunderstandings or challenges?
5. How do you know that the strategies/tasks/questions are appropriately challenging for students? How will students be engaged in problem-solving or critical thinking?
6. How did you decide upon the lesson-based assessment strategies you will use?

# Post-Observation Planning Form

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CONNECTICUT STATE DEPARTMENT OF EDUCATION

## Common Core of Teaching (CCT) Rubric for Effective Teaching

### Post-Observation Reflection

Teacher \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

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

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

# Mid-Year Teacher Reflection

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## Teacher Reflection

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

### Question 1

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

### Question 2

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

### Question 3

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

**Question 4**

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

**Other Comments:**

# Summative Reflection Form

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## Teacher Summative Self-Reflection

### Student Growth: Development (45%)

#### Results of SLO 1 with evidence

Provide your overall self-assessment of whether the SLO goal was met (based on the results of your identified IAGD).

*Select your answer:* Did Not Meet, Partially Met, Met, Exceeded

**Provide evidence for each indicator (IAGD) below by describing what you did that produced the results. Describe what you learned and how you will use the results of the IAGD going forward.**

#### Results of SLO 2 with evidence

Provide your overall self-assessment of whether the SLO goal was met (based on the results of your identified IAGD).

*Select your answer:* Did Not Meet, Partially Met, Met, Exceeded

**Provide evidence for each indicator (IAGD) below by describing what you did that produced the results. Describe what you learned and how you will use the results of the IAGD going forward.**

### Professional Performance and Practice Focus Area (40%)

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

### Parent or Peer Feedback (10%)

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

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

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

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

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

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



# Administrator Ratings and Comments (Sample)

Performance & Practice		Learning Outcomes	
Observations (40%)	Parent/Peer Feedback (10%)	SLO Goal(45%)	Whole School Goal (5%)
Proficient (3)	Exceeded (4)	Met +/- 5% (3)	Exceeded (4)
<b>Comments: (optional)</b>			
You are making progress in planning rigorous content instruction that meets the learning needs of students (1a) and instructing with flexibility and responsiveness to learning opportunities (3e). Continue to work on planning for instruction that challenges all students and on guiding student discussions to deeper levels of learning where a preponderance of classroom talk is by and among students.			
<b>Final Annual Rating</b>		Proficient (3)	Save

Level	Rating	Definition
4	Exemplary	Exceeded indicators of performance OR goal
3	Proficient	Met indicators of performance OR goal
2	Developing	Partially met indicators of performance OR goal
1	Below Standard	Did not meet indicators of performance OR goal

		Rating Matrix			
		Performance & Practice			
Learning Outcomes	Exemplary	Exemplary	Proficient	Developing	Below Standard
	Proficient	Proficient	Proficient	Developing	Below Standard
	Developing	Proficient	Developing	Developing	Below Standard
	Below Standard	Developing	Below Standard	Below Standard	Below Standard
	Below Standard	Developing	Below Standard	Below Standard	Below Standard

## Performance & Practice

### Observations (40%)

- Exemplary (4)
- Proficient (3)
- Developing (2)
- Below Standard (1)

### Parent/Peer Feedback (10%)

- Exceeded (4)
- Met (3)
- Partially Met (2)
- Did not meet (1)

## Learning Outcomes

### SLO Goal (45%)

- Exceeded +5% or more (4)
- Met +/-5% (3)
- Partially Met -5 to -10% (2)
- Did not meet -10% or more (1)

### Whole School Goal (5%)

- Exceeded (4)
- Met (3)
- Partially Met (2)
- Did not meet (1)

## Comments

Comments: (optional)

## Final Annual Rating:

- Exemplary (4)
- Proficient (3)
- Developing (2)
- Below Standard (1)



**GUILFORD PUBLIC SCHOOLS  
ASSISTANCE PHASE- PERFORMANCE REVIEW**

**Statement of Observed Problem/ Area of Concern:**

**Corrective Strategy:**

**Timeline for Correction of Problem:**

**Desired Results:**

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Summary of Review Conference:

Final Dispensation:       Problem Resolved       Placed on Intensive Supervision

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

**GUILFORD PUBLIC SCHOOLS  
ASSISTANCE PHASE- INTENSIVE SUPERVISION – ACTION PLAN**

**Statement of Observed Problem:**

<b>Action Steps to Achieve/ Desired Behaviors and Outcomes</b>	<b>Educator/Administrator Actions</b>	<b>Timeline</b>	<b>Resources/ Assistance Needed</b>

Summary of Review Conference:

Date: \_\_\_\_\_

Problem Resolved

Move to Dismissal Procedures

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Annual Evaluator Training Plan:  
 Guilford Framework for Teaching and Learning:  
 Guilford Public Schools Teacher Evaluation Plan:

- I. IFL Learning Walk Training 2006-present
  - a. See attached
  
- II. Overview of Guilford Framework: (4 hrs) May-June
  - a. Review Domains, Indicators and Rubric
  - b. Discuss relationship to Principles of Learning
  - c. Identify Examples for each Indicator and each rubric level
  
- III. Review Framework with teaching Staff (2 hrs) August 2013
  - a. Review Domains, Indicators and Rubric
  - b. Discuss relationship to Principles of Learning
  - c. View video taped lessons pre-scored to rubric with scores visible during viewing
  - d. Discuss and debrief scores Review and edit examples for each indicator and each rubric level
  - e. Review and edit examples for each indicator and each rubric level
  
- IV. Review lessons and Calibrate Scoring: (3 hrs) August
  - a. Collaboratively review video taped lessons pre-scored to rubric with scores visible during viewing
  - b. Discuss debrief scores
  - c. View video taped lessons (blind) pre-scored to rubric and individually score
  - d. Discuss and debrief scores
  - e. Review and edit examples for each indicator and each rubric level
  
- V. Monitor Observation Cycle: (3-4 hrs per eval) Sept-June
  - a. Collaboratively process through one complete observation cycle with evaluator / supervisor
  
- VI. New Admin Evaluator Training: (5 hrs) Sept – Oct
  - a. Review Domains, Indicators and Rubric
  - b. Discuss relationship to Principles of Learning
  - c. Collaboratively review video taped lessons pre-scored to rubric with scores visible during viewing
  - d. Discuss debrief scores
  - e. View video taped lessons (blind) pre-scored to rubric and individually score
  - f. Discuss and debrief scores

**Guilford Public Schools  
Institute for Learning  
Follow-up and Implementation**

Date	Audience	Topic of Study	Intended Learning	Text and/or Video	Activities	Implementation
August 10-15, 2006	Supt., Asst. Supt., Pupil Services Dir, 2 Principals, 1 Asst. Principal	Review Plans and develop next steps  POL Focus: Accountable Talk and Clear Expectations	Understanding and communicating concept of effort-based intelligence to District Leadership Team	“Making America Smarter” Resnick	Planning Session	Nancy and Ian will develop workshop materials for school based PD; Anne will develop table leader guidelines for convocation; Tom will prepare PP.
August 22, 2006	All Administrators	Maximizing Effort and Academic Rigor	Practice norms for facilitating and participating in discussions; introduce accountable talk; retreat review and IFL report	“Making America Smarter” Resnick; TIMSS Math grade 8 clip	Grading a lesson; Text discussion	Participants will see the need for a standard of practice; reinforce the importance of clear expectations
August 28, 2006	Opening District Convocation – All Certified Staff and BOE	Maximizing Effort and Academic Rigor - Theme	Teachers will understand the importance of persistence and effort to improve intelligence.	“Making America Smarter,” Resnick	Communication Activity; Mission; Strategic Plan; Children’s book <i>Manuelo the Playing Mantis</i> ; Persistence video; Text discussion (See Convocation PowerPoint)	Tables will respond to questions – What does it mean to be smart? Can all students get smarter and why? What is the relationship between effort and ability?

August 29, 2006	Building PD – all staff led by principals	Engaging Our Learning Community	Norms for Learning in a Learning Community and Productive Discussions	“Kevin Clark” article	Individual quick writes; small group discussions	Identify school policies and practices that support or are barriers to effort-based education.
September 5, 2006	Admin.	Convocation and PD Debriefing	Rigor Review Plans		Table responses; feedback from buildings	Rigor Review schedule
September 26, 2006	Rigor Review Planning #1 for District Leadership Team (DLT)	Clear Expectations	Figure out how the POL works; study how it supports learning; analyze how to use that POL more effectively to support learning in a particular content area	Video Clip “Great Writers” (elem) “Recognizing Bias” (middle/high)  POL Charts	Clapping Activity  Introduction to clear expectations	Identify features of clear expectations; read context, view video, record quotes, describe actions and artifacts of clear expectations
October 3, 2006	All teachers Rigor Review #1	Clear Expectations				Practice classroom observations to see evidence of clear expectations.
October 16, 2006	DLT and IFL Consultant	Facilitation Training for Text and Video Discussion; staff leadership in the context of POLs		Videos “Criteria Charts” and “Calling Plans”; “Socializing Intelligence”	Principles of Learning in Action	What instructional approaches help all students get smarter? What should districts do to support teachers and student learning?
October 31, 2006	Rigor Review #2 DLT --	Effort Based Learning	The right kinds of effort engaged in over time can make you smart	Video -- Effort and Ability Resnick Clip	CD Review	Principals will present to all staff

Nov /Dec 2006	All teachers Rigor Review #2	“	“	“	Characteristics charts – Identify what teachers value	
Nov. 28, 2006	Rigor Review #3 Planning for Jan 2 PD		Organizing for Effort		Jockey and Horse activity	3 hr. session on effort v. ability
January 2, 2007	Professional Development – all schools	Engaging our Learners Pt II	Commit to work as a learning community to define good practice			
January 11-12, 2007	IFL Pittsburgh- Principals and Asst. Supt.	Developing a Learning Theory of Action	Study of genre in writing instruction and identifying characteristics of effective professional development	Video case study – NYC District #2; “Teaching Genre and Content Literacy”; “The Heart of the Matter”	Text and video discussion	(The source of true expertise always lies more in the <i>why</i> than the <i>how-to</i> .) Why does a student flounder? Why a certain approach might solve the problem? Why a particular question might work?
January 23, 2007	Rigor Review #4	Sharing perspectives from Jan. Pittsburgh session	POLs are not consecutive or sequential	Roundtable conversation	Supt. will continue to meet with grade level teachers.	Write reflection of Jan session and send to Dr. Forcella
February 26, 2007	Board of Education	Institute for Learning	Overview of progress to date	POL Charts	Sharing artifacts; demonstrating CD	Long term support needed



July 16-20, 2007	Administrators	Learning Walks	Direct observation of classrooms defines next professional development steps and affords opportunity to see principles in action to support growth	Singing Man Criteria Charts Phone plans Discussing Maus (See complete duffle bags)	Simulation of Learning Walks, feedback letters, and organizing for successful walks	Provide simulation for all Guilford Staff
Aug –Dec 2007	Individual Schools	Identifying principles of learning already imbedded	What principles of learning look like in classrooms	POL e-book	Learning Walks Chart and share out practices	Faculty meetings
January 2008	All Staff	Learning Walk Simulation	What to look for in a learning walk	(Duffle bag materials to set up 8 simulations)	Simulated walk	Principles will lead groups
July 2008	Team from GHS Math & ELA	Disciplinary Literacy (Pittsburgh)	Habits of Thinking related to content areas	Notebooks, video, text discussion		Present to high school faculty
August 2008 – May 2009	Administrators	Expanding our understanding of Principles of Learning	Demonstrate different principles of learning	Manipulatives, classroom video lessons		Share activities with staff at faculty meetings or early release days
October 2009-May 2010	Administrators	Disciplinary Literacy		Content Matters	Book Study	Set stage for future professional development
August 2010	All staff – grades 5-12	Disciplinary Literacy	Habits of Thinking and demonstrations for social studies, math, ELA, and science	Packets	Breakout sessions with DL teams from IFL	Begin book study for all staff. Try out lessons
August 2010	All staff – grades K-4	Content Focused Coaching	Developing literacy coach – teacher relationship	Introduction of CFC by IFL fellow	Text discussion, video discussion William’s Doll	Begin implementation of literacy coaches

Oct 2010- Feb 2011	All schools	POLS in Action	Administrators will observe and collect feedback on implementation; principals will determine POL focus of the walk	Learning Walk training notebook	Learning Walks with Supt, Asst Supt, Principal and Principal from another schools	Feedback letter based on Learning Walk protocol
Nov 2010	Content area teachers 7-12 Math, science, social studies & ELA	Disciplinary Literacy	Ongoing formative assessment in secondary classrooms	Feedback from lesson implementation	Student work samples, lesson design, DL tools	Video feedback
Nov 2010	All staff K-4	Content Focused Coaching	Questioning to support higher level thinking	Questioning the Author; Child Labor video	Analyze teacher and student moves to support Accountability to rigorous thinking and to knowledge	Joint planning sessions for teacher/coach, classroom demonstrations
August 2011 – June 2012	All schools	POLS in Action	Administrators will observe and collect feedback on implementation; principals will determine POL focus of the walk	Learning Walk training notebook; video of classroom activities	Learning Walks with Supt, Asst Supt, Principal and Principal from another school	Feedback letter based on Learning Walk protocol
August 2012-June 2013	All schools	POLS in Action	Administrators will observe and collect feedback on implementation; principals will determine POL focus of the walk	Learning Walk training notebook	Learning Walks with Supt, Asst Supt, Principal and Principal from another school	Feedback letter based on Learning Walk protocol

Notes:

Specific work on Principles of Learning with literacy coaches, principals, and PLC members has become embedded in the day-to-day work of the district. Each school conducts their own Learning Walk with teachers and provides school wide feedback in addition to the annual district Learning Walk. In the district Learning Walk, principals and central office staff share observations, connect them to the Principles of Learning and provide building level feedback to staff in a non-evaluative manner.

The District Leadership Team has continued the practice of devoting one meeting per month to deeply explore the concept of Rigor in our classrooms. Each meeting is designed as a classroom lesson or faculty activity that can be replicated by principals for their staff.

All new hires receive a crash course in the Principles of Learning at New Teacher Orientation. The purpose is to develop a common language for instruction, understand the philosophical belief system of the district, and explore implementation – what they look like, feel like, sound like – in classrooms.

The Guilford Board of Education regularly reviews the Principles of Learning to further their understanding. During the 2010-2011 school year, POLs were a standing agenda item.

Guilford participates in the annual leadership meeting at the University of Pittsburgh (fall session), and the annual IFL Conference (spring session).

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**ADMINISTRATOR  
EVALUATION PROGRAM**

**MAY 2015**

**Guilford, Connecticut**

# Connecticut State Department of Education

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

### Connecticut's State Model for Educator Evaluation and Support



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DEPARTMENT OF EDUCATION

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# Introduction

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

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

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

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

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

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

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

# Design Principles

## Purpose and Rationale

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

## Core Design Principles

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

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

### *Consider multiple, standards-based measures of performance*

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

The four components of the SEED model are grounded in research-based standards for educator effectiveness, CT Core Standards, as well as Connecticut’s professional standards: The Connecticut Common Core of Teaching (CCT); the Common Core of Leading (CCL); Connecticut School Leadership Standards; the Connecticut Framework K-12 Curricular Goals and Standards; the Smarter Balanced Assessments<sup>1</sup>; and locally- developed curriculum standards.

### ***Emphasize growth over time***

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

### ***Promote both professional judgment and consistency***

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

### ***Foster dialogue about student learning***

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

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

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

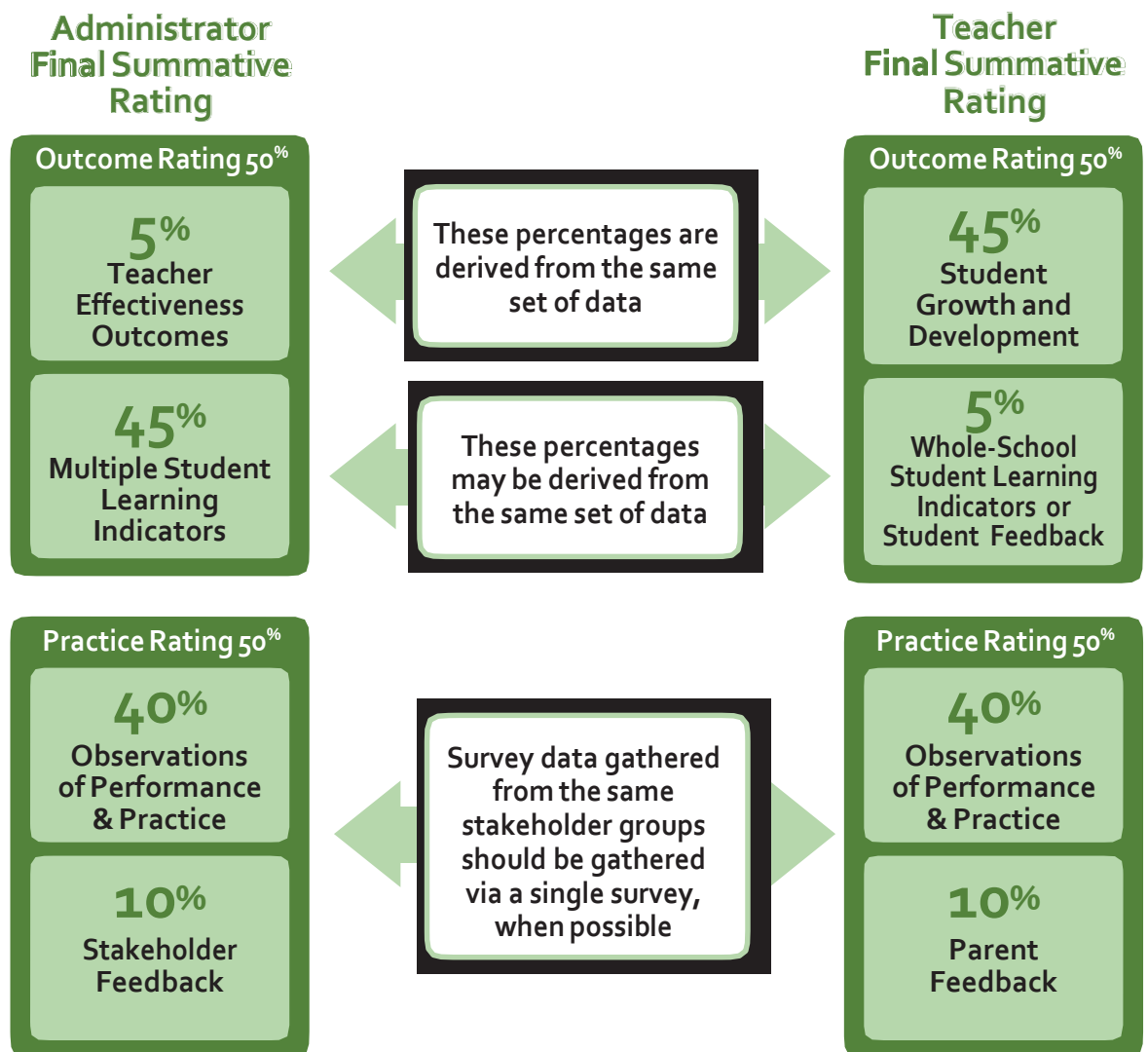
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<sup>1</sup> Smarter Balanced Assessments will be administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. Pending approval of the waiver submitted to the United States Department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

### Ensure feasibility of implementation

Launching the SEED model will require hard work. Throughout each 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.

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



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

**Example:**

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

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

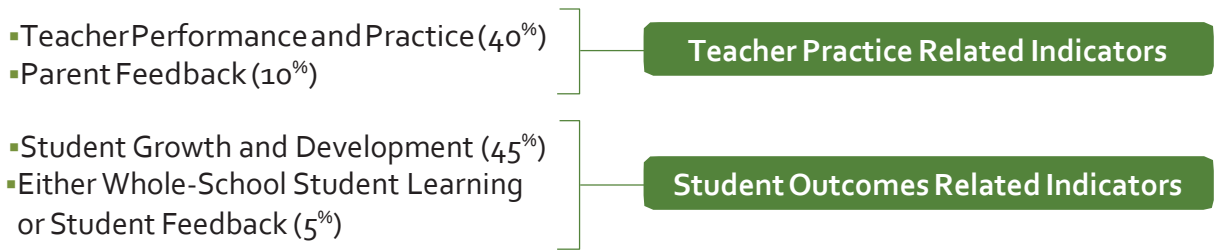
**Example:**

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

## Teacher Evaluation and Support

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

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



## Additional Requirements for Educator Evaluation and Support Plans

In addition, this document includes “Points for District Consideration” to assist district Professional Development and Evaluation Committees (PDECs) in developing processes or enhancing existing processes necessary for ongoing development and support of teachers in the following areas:

- Evaluator Training and Ongoing Proficiency/Calibration
- Evaluation-Informed Professional Learning
- Improvement and Remediation Plans
- Career Development and Growth

**PLEASE NOTE:** In electing to implement the SEED model, your district is expected to implement the four components of evaluation and support, as well as the additional requirements outlined above, with fidelity as outlined in this handbook. In response to requests from districts for further clarification on these requirements, we have provided “Points for Consideration” to assist districts and their PDEC in plan development. In addition, evaluators of teachers are expected to participate in the multi-day CSDE-sponsored training as described within this document.

Any variation from the components of teacher evaluation and support as written within this document is no longer the SEED model and would be considered a “district-developed” evaluation and support plan. Districts are required to submit an educator evaluation and support plan annually to the CSDE.



# Teacher Evaluation Overview

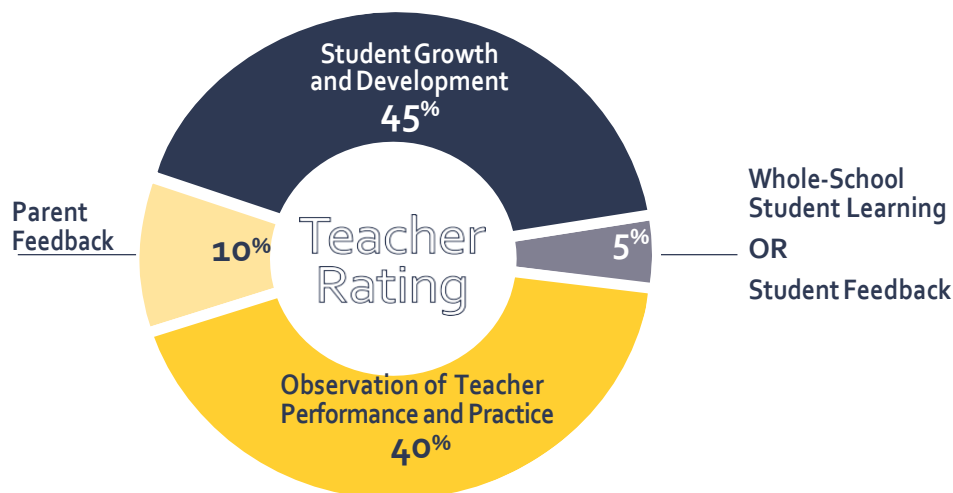
## Teacher Evaluation and Support Framework

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

- 1. Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This category is comprised of two components:
  - (a) Observation of Teacher Performance and Practice (40%)** as defined within the *CCT Rubric for Effective Teaching 2014*, which articulates four domains and twelve indicators of teacher practice
  - (b) Parent Feedback (10%)** on teacher practice through 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 Objectives (SLOs) and associated Indicators of Academic Growth and Development (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*, *Proficient*, *Developing* or *Below Standard*. The performance levels are defined as:

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



## 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 developmental goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.



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

## Goal-Setting and Planning:

**Timeframe: 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 Objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation and support process.
- 2. Teacher Reflection and Goal-Setting** – The teacher examines student data, prior year evaluation and survey results, and the *CCT Rubric for Effective Teaching 2014* to draft a proposed performance and practice focus area, a parent feedback goal, two 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.\*

**\*If the 2015-16 Educator Evaluation and Support Plan that you submitted indicated that during the Goal-setting Process the evaluator will approve the goals and/or indicators of academic growth and development, please note that the CT Guidelines for Educator Evaluation require that each teacher and his or her evaluator must mutually agree on the goals and indicators of academic growth and development (IAGDs). Therefore, approval serves as a confirmation that mutual agreement has been reached.**

# 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 SLOs and other goals. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators may deliver mid-year formative information on indicators of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of 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 on the [SEED website](#).

# End-of-Year Summative Review:

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

1. **Teacher Self-Assessment** – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the Goal-Setting Conference.
2. **End-of-Year Conference\*** – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.<sup>2</sup>
3. **Scoring\*** – The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings once the end-of-year conference has taken place. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if this data would significantly change the Student Outcomes Related Indicators final rating. Such revisions should take place as soon as state test data are available and before September 15.

\*Order of steps #2 and #3 has changed.

<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 1, each year. Not later than **June 30**, of each year, each superintendent shall report to the Commissioner of Education the status of the implementation of teacher evaluations, including the frequency of evaluations, aggregate evaluation ratings, the number of teachers who have not been evaluated and other requirements as determined by the CSDE.

## Complementary Observers

The primary evaluator for most teachers will be the school principal or assistant principal who will be responsible for the overall evaluation process, including assigning summative ratings. Some districts may also decide to use complementary observers to assist the primary evaluator. Complementary observers are certified educators. They may have specific content knowledge, such as department heads or curriculum coordinators. Complementary observers must be fully trained as evaluators in order to be authorized to serve in this role.

Complementary observers may assist primary evaluators by conducting observations, including pre- and post-conferences, collecting additional evidence, reviewing SLOs and providing additional feedback. A complementary observer should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

Primary evaluators will have sole responsibility for assigning final summative ratings. Both primary evaluators and complementary observers must demonstrate proficiency in conducting standards-based observations.

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

All evaluators, including complementary observers, are required to complete extensive training on the SEED evaluation and support model. The purpose of training is to provide educators who evaluate instruction with the tools that will result in evidence-based classroom observations, professional learning opportunities tied to evaluation feedback and improved educator and student performance.

The CSDE will provide districts with training opportunities to support district administrators, evaluators and teachers in implementing the model across their schools. Districts can 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.

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

- Understand the nature of learning for students and educators and its relation to the priorities of the *CCT Rubric for Effective Teaching 2014*;
- Establish a common language that promotes professionalism and a culture for learning through the lens of the *CCT Rubric for Effective Teaching 2014*;
- Understand how coaching conversations support growth-producing feedback;
- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of teaching 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 proficiency exercises to:

- Deepen understanding of the evaluation criteria;
- Define proficient teaching;
- Collect, sort and analyze evidence across a continuum of performance;
- Engage in professional conversations and coaching scenarios; and
- Determine a final summative rating across multiple indicators.

Completion of the multi-day training and demonstration of proficiency using established criteria enables evaluators to begin to engage in the evaluation and support process.

**PLEASE NOTE:** School districts who have a locally-developed evaluation and support plan can also choose to participate in the CSDE-sponsored training opportunities for evaluators, however, if training opportunities are internally-developed or contracted with a reputable vendor, the following are points for consideration:

### Points for District Consideration

- Development or selection of an evaluation framework/rubric to measure and provide feedback on teacher performance and practice
- Identification of criteria for demonstrating proficiency as an evaluator
- Provision of ongoing calibration activities
- Determination of training and frequency for proficiency status renewal

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

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

## Support and Development

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

## Evaluation-Informed Professional Learning

Student success depends on effective teaching, learning and leadership. The 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.

### Points for District Consideration

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

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

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

**This is accomplished by:**

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

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

## Improvement and Remediation Plans

If a teacher'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 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.

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

1. **Structured Support:** An educator 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 educator 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 educator 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.

### Points for District Consideration

#### Well-articulated Improvement and Remediation Plans:

- 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 indicators and domains within the observation of practice framework/rubric that specify exactly what the teacher must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered *proficient*.
- Indicate a timeline for implementing such resources, supports 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 *proficient* 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 and support 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.

### Points for District Consideration

#### Creating Sustainable Teacher Career Pathways: A 21st Century Imperative

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

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

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

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

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



## Teacher Practice Related Indicators

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

- Teacher Performance and Practice, which counts for 40%; and
- 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- *CCT Rubric for Effective Teaching 2014***

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

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

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

# CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

Evidence Generally Collected Through In-Class Observations

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

## DOMAIN 1: Classroom Environment, Student Engagement and Commitment to Learning<sup>3</sup>

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

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

## DOMAIN 2: Planning for Active Learning

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

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

## DOMAIN 3: Instruction for Active Learning

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

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

## DOMAIN 4: Professional Responsibilities and Teacher Leadership

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

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

<sup>3</sup> Domain 5: Assessment is embedded throughout the four domains.

# Observation Process

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

## Therefore, in the SEED teacher evaluation and support model:

Each teacher should be observed between three and eight times per year through both formal and informal observations as defined below.

- **Formal:** Observations that last at least 30 minutes and are followed by a post-observation conference, which includes timely written and verbal feedback.
- **Informal:** Observations that last at least ten minutes and are followed by written and/ or verbal feedback.
- **Non-classroom observations/reviews of practice include but are not limited to:** Observations of data team meetings, observations of coaching/mentoring other teachers, student work or other teaching artifacts.

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

- All observations must be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within a timely manner. It is recommended that feedback be provided within five business days, but districts are encouraged to consult with evaluators and teachers to establish a mutually agreed upon timeframe.
- Providing both verbal and written feedback after an informal observation or a review of practice 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.
- Districts and evaluators can use their discretion to establish a mutually agreed upon number of observations based on school and staff needs and in accordance with the Guidelines for Educator Evaluation. The table on the next page summarizes the recommendations within the SEED model as compared with requirements established in the Guidelines.

**PLEASE NOTE:** *Flexibility options, adopted in February 2014, are described in subsections 2.9 and 2.10 of the Guidelines for Educator Evaluation (see Appendix 1).*

Teacher Categories	SEED State Model	Guideline Requirements
<b><i>First and Second Year/ Novice Teachers</i></b>	3 <b>in-class</b> formal observations; 2 of which include a pre-conference and all of which include a post-conference; and 3 informal observations	At least 3 <b>in-class</b> formal observations; 2 of which include a pre-conference and all of which include a post-conference
<b><i>Below Standard and Developing</i></b>	3 <b>in-class</b> formal observations; 2 of which include a pre-conference and all of which must include a post-conference; and 5 informal observations	At least 3 <b>in-class</b> formal observations; 2 of which include a pre-conference and all of which must include a post-conference
<b><i>Proficient and Exemplary</i></b>	A combination of at least 3 formal observations/reviews of practice; 1 of which must be a formal <b>in-class</b> observation	A combination of at least 3 formal observations/reviews of practice; 1 of which must be a formal <b>in-class</b> observation

**PLEASE NOTE:** To establish baseline data during the first year of evaluation under SEED, districts should set expectations for a required number of observations, which meets the minimum requirements as outlined. After the first year of implementation, observations should be structured according to the table above.

## Pre-Conferences and Post-Conferences

Pre-conferences are valuable for establishing the context for the lesson, providing information about the students to be observed and setting expectations for the observation process and provide the evidence for Domain 2: Planning for Active Learning. 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 *CCT Rubric for Effective Teaching 2014* and for generating action steps that will lead to the teacher's improvement. A good post-conference:

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

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

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the *CCT Rubric for Effective Teaching 2014*, all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluation. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 2 and 4 of the *CCT Rubric for Effective Teaching 2014*. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, Professional Learning Community meetings, call logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers and/or attendance records from professional learning or school-based activities/events.

## Feedback

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

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

## Teacher Performance and Practice Focus Area

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

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

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

## Teacher Performance and Practice Scoring

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

### 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 SEED model, each domain of the *CCT Rubric for Effective Teaching 2014* carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

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

### Each step is illustrated below:

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

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

- **Consistency:** What levels of performance have I seen relatively uniform, homogenous evidence for throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area?

- **Trends:** Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?
- **Significance:** Are some data more valid than others? Do I have notes or ratings from “meatier” lessons or interactions where I was able to better assess this aspect of performance?

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

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

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

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

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

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

Domain	Score
1	2.7
2	2.6
3	3.0
4	2.8
<b>Average Score</b>	<b>2.8</b>

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

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

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

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

**PLEASE NOTE:** The CSDE recognizes that in the first year of implementation, baseline parent feedback may not be available. Teachers can set a goal based on previously-collected parent feedback, or if none is available, teachers can set a parent engagement goal that is not based on formal parent feedback.

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 the SEED state model for teacher evaluation and support. Panorama Education developed sample [surveys](#) for use in the State of Connecticut, and districts are strongly encouraged to use these available surveys though they may also use existing survey instruments or develop their own.

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<sup>4</sup> Peer feedback is permitted by Connecticut's Guidelines for Educator Evaluation as an alternative for this 10% component. However, it is not included in the state model, SEED. If districts wish to utilize peer feedback instead of parent feedback, they must submit a plan to do so to the CSDE when they submit their Educator Evaluation and Support plan annually.



School districts are encouraged to work closely with teachers to select the survey and interpret 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 evaluator and teachers (possibly during faculty meetings) in August or September so agreement can be reached on two to three improvement goals for the entire school.

## Selecting a Parent Engagement Goal and Improvement Targets

After the school-level goals have been set, teachers will determine through consultation and mutual agreement with their evaluators one related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc. See the sample state model [survey](#) for additional questions that can be used to inspire goals.

The goal should be written in SMART language format and must include specific improvement targets. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned, ambitious and attainable.

## Measuring Progress on Growth Targets

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

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

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

## Arriving at a Parent Feedback Rating

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

Exemplary (4)	Proficient (3)	Developing (2)	Below Standard
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 growth & development 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.**

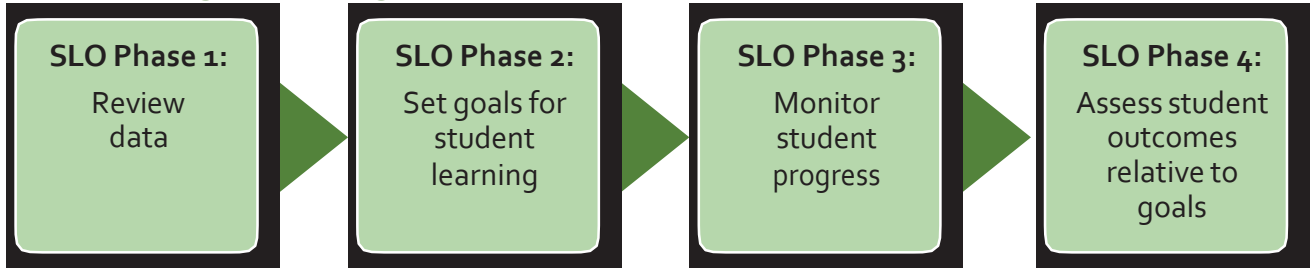
## Component #3: Student Growth and Development (45%)

### 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 for the SEED model a goal-setting process grounded in Student Learning Objectives (SLOs) as the approach for measuring student growth during the school year.

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

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



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

## PHASE 1: Review the Data

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

### Examples of Data Review

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

- a) Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)
- b) Student scores on previous state standardized assessments
- c) Results from other standardized and non-standardized assessments
- d) Report cards from previous years
- e) Results from diagnostic assessments
- f) Artifacts from previous learning
- g) Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
- h) Conferences with students' families

- i) Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
- j) Data related to English Language Learner (EL) students and gifted students
- k) Attendance records
- l) Information about families, community and other local contexts

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

## PHASE 2: Set Two SLOs

Based on a review of district and building data, teachers will develop two SLOs that address identified needs<sup>5</sup>. A form for the development of SLOs can be found on the [SEED website](#). To create their SLOs, teachers will follow these four steps:

### Step 1: Decide on the SLOs

The SLOs are broad goal statements 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 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., CT Core Standards) or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might aim for content mastery or else it might aim for skill development.

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

### Student Learning Objectives (SLOs)

*Research shows that as administrators and teachers gain more experience in the student learning process, the quality of student learning goals increases over the years of implementation. Districts that make a choice to view student learning goals as a continuous process throughout the school year will benefit most from this rich process.*

Ambrose, S. A., Bridges, M.W., DiPietro, M., Lovett, M.C., & Norman, M. K. (2010). *How Learning Works: Seven Research Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass.

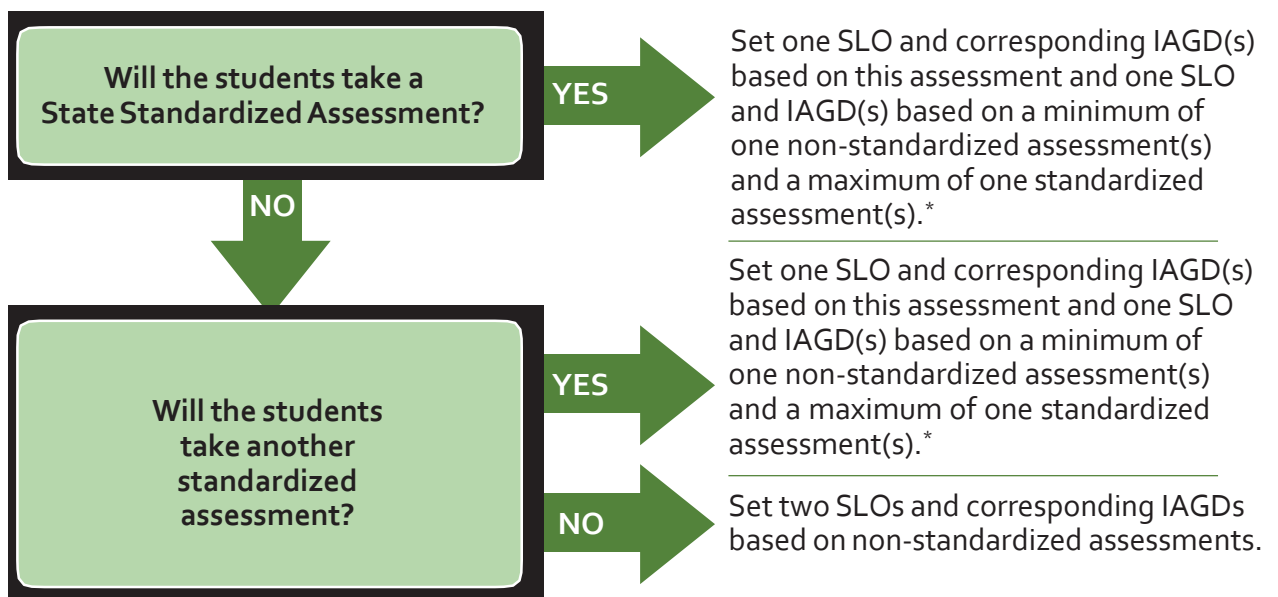
<sup>5</sup> Connecticut's Guidelines for Educator Evaluation state that each teacher, through **mutual agreement** with his/her evaluator, will select 1 but no more than 4 goals/objectives for student growth. The SEED model requires two SLOs for every teacher in each academic year.

The following are examples of SLOs based on student data:

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

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

An Indicator of Academic Growth and Development (IAGD) is an assessment/measure of progress to include a quantitative target that will demonstrate whether the SLO was met. Each SLO must include at least one IAGD but may include multiple, differentiated IAGDs where appropriate. Teachers whose students take a standardized assessment will create one SLO with an IAGD(s) using that assessment and one SLO with an IAGD(s) based on a minimum of one non-standardized measure and a maximum of one additional standardized measure. All other teachers will develop their two SLOs with IAGDs based on non-standardized measures. Use the following flow chart to determine appropriate 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 process of the Guidelines for Educator Evaluation, an additional non-standardized indicator (see Appendix 2).

### For the other half (22.5%) of the IAGDs, there may be:

- a maximum of one additional standardized indicator, if there is mutual agreement; and
- a minimum of one non-standardized indicator.

**PLEASE NOTE:** Connecticut is awaiting USED approval for a request for flexibility regarding the use of state test data in teacher evaluation for the 2015-2016 academic year.

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

The SEED model uses a specific definition of “standardized assessment.” As stated in the Connecticut Guidelines for Educator Evaluation, a standardized assessment is characterized by the following attributes:

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

### IAGDs should be written in SMART goal language:

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

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

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

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

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

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

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

### Step 3: Provide Additional Information

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

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

### Step 4: Submit SLOs to Evaluator for Review

SLOs are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review 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/Measures of Progress
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

An [SLO Development Guide](#) is provided for districts to use in this process. The evaluator may provide written comments and discuss the feedback with the teacher during the Goal-Setting Conference.

## PHASE 3: Monitor Students Progress

Once SLOs are finalized, teachers should monitor students' progress towards the objectives. Teachers can, for example, examine student work; administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards 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 SLOs can be adjusted during the Mid-Year Conference as mutually agreed upon by 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 data management software system, where available and appropriate, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

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

Evaluators will review the evidence and the teacher’s self-assessment and assign one of four ratings to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points) or Did Not Meet (1 point). These ratings are defined as follows:

<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.

For SLOs with more than one IAGD, the evaluator may score each indicator 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 SLO scores. For example, if one SLO was “Partially Met” for a rating of 2, and the other SLO was “Met” for a rating of 3, the Student Growth and Development rating would be 2.5  $[(2+3)/2]$ . The individual SLO ratings and the Student Growth and Development rating will be shared and discussed with teachers during the End-of-Year Conference.

	Averaged Domain-Level Score
SLO 1	2
SLO 2	3
<b>Student Growth and Development Rating</b>	<b>2.5</b>

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

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

Districts can 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 SEED.

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

For districts that include the whole-school student learning indicator in teacher evaluations, 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 school performance index (SPI)\* and the administrator’s progress on SLO targets, which correlates to the Student Learning rating on an administrator’s evaluation (equal to the 45% component of the administrator’s final rating).

See example of the interrelationship between Whole-School Student Learning Indicator (5%) for teachers and Multiple Student Learning Indicators (45%) for administrators on page 6.

\*In absence of a School Performance Index (SPI), the whole school student learning indicator will be determined by the rating of the Administrators’ Student Learning Indicators alone (45%).

## Option 2: Student Feedback

Districts 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, the CSDE has adopted recommended survey instruments as part of the SEED state 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 [SEED website](#). Districts 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 the *CCT Rubric for Effective Teaching 2014* whenever possible.

Districts 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. Districts 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.

### 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;
- 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; and
- 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.

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

See the example surveys on the [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.

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

## Option 3: Whole-School Student Learning Indicators and/or Student Feedback

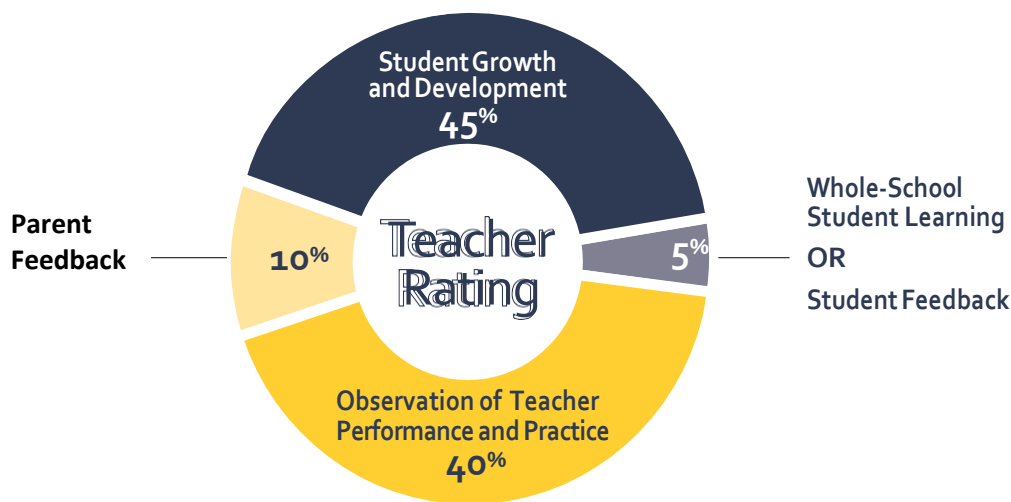
As previously mentioned, districts can use whole-school student learning indicators for certain teachers and feedback from students for others depending on their grade level, content area or other considerations.

**PLEASE 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 zero (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

**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 (see Appendix 2).

## The rating will be determined using the following steps:

1. Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score (40%) and the parent feedback score (10%).
2. Calculate a Student Outcomes Related Indicators score by combining the student growth and development score (45%) and whole-school student learning indicator 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	<b>Below Standard</b>
81-126	<b>Developing</b>
127-174	<b>Proficient</b>
175-200	<b>Exemplary</b>

1. 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	<b>Below Standard</b>
81-126	<b>Developing</b>
127-174	<b>Proficient</b>
175-200	<b>Exemplary</b>

## 2. Use the Summative Matrix to Determine the Summative Rating

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



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

## Adjustment of Summative Rating

Summative ratings must be provided for all teachers by **June 30**, of a given school year and reported to the CSDE per state statute. 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

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

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *proficient* 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. There should be a trajectory of growth and development as evidenced by a subsequent rating of *developing* or higher in year two and sequential *proficient* ratings in years three and four.

A post-tenure educator shall generally be deemed ineffective if said educator 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 teacher 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 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*).

# Core Requirements for the Evaluation of Student and Educator Support Specialists

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

## Flexibility from Core Requirements for the Evaluation of Teachers

1. Student and Educator Support Specialists (SESS) shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of IAGDs, feedback and observation.
2. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:
  - a. Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGDs shall include the following steps:
    - i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
    - ii. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.

- iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).
  - iv. The educator and evaluator will identify the learning standard to measure: the assessment/measure of progress, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.
- b. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, facilitating professional learning, working with families, participating 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.

Currently available on the [SEED website](#) are white papers developed by various discipline-specific workgroups and the *CCT Rubric for Effective Service Delivery 2014*. Specifically, this rubric was identified for use with:

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

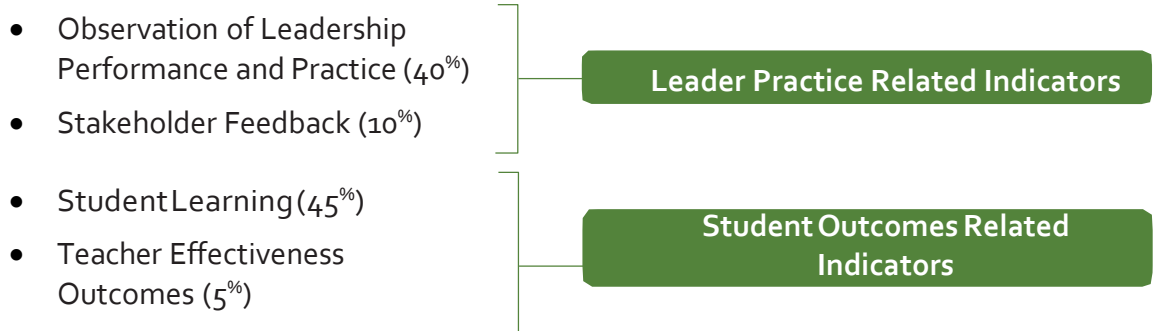
**PLEASE NOTE:** The rubric is available for use with any educators whose roles and responsibilities fall within the realm of service delivery or are considered caseload specialists.

As of Spring 2015, a validation study of the *CCT Rubric for Effective Service Delivery* is underway. The alignment of *CCT Rubric for Effective Service Delivery* to the *CCT Rubric for Effective Teaching 2014* is intentional and will benefit evaluators as they conduct observations of performance and practice across all content areas.

# Administrator Evaluation and Support

The Connecticut State Department of Education (CSDE)-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 CSDE, in consultation with PEAC and the SBE, may continue to refine the tools provided in this document for clarity and ease of use.

## The SEED model for administrator evaluation and support includes specific guidance for the four components of administrator evaluation:



## Additional Requirements for Administrator Evaluation and Support Plans

In addition, this document includes “Points for District Consideration” to assist district Professional Development and Evaluation Committees (PDECs) in developing processes or enhancing existing processes necessary for ongoing development and support of teachers in the following areas:

- Evaluator Training and Ongoing Proficiency/Calibration
- Evaluation-Informed Professional Learning
- Improvement and Remediation Plans
- Career Development and Growth

**PLEASE NOTE:** In electing to implement the SEED model, your district is expected to implement the four components of evaluation and support, as well as the additional requirements outlined above, with fidelity as outlined in this handbook. In response to requests from districts for further clarification on these requirements, we have provided “Points for Consideration” to assist districts and their PDEC in plan development. In addition, evaluators of teachers are expected to participate in the multi-day CSDE-sponsored training as described within this document.

Any variation from the components of teacher evaluation and support as written within this document is no longer the SEED model and would be considered a “district-developed” evaluation and support plan. Districts are required to submit an educator evaluation and support plan annually to the CSDE.

# Administrator Evaluation and Development

## Purpose and Rationale

This section of the 2015 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 and support 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 growth & development); and (3) the perceptions of the administrator's leadership among key stakeholders in his/her community.

**The model describes four levels of performance for administrators and focuses on the practices and outcomes of *Proficient* 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<sup>6</sup>;
- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient 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 *proficient* 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.

<sup>6</sup>Smarter Balanced Assessments will be administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. Pending approval of the waiver submitted to the United States Department of Education (USED) the CSDE has requested continued flexibility, through at least the 2015-16 school year, regarding the requirement to incorporate the state test as a measure of student growth in educator evaluation.

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 Teacher 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 administrator's contributions to student academic progress, at the school and classroom level. This area 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 designation of *Exemplary*, *Proficient*, *Developing* or *Below Standard*. The performance levels are defined as:

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

\*As of Spring 2015, the CCL Leader Evaluation Rubric is undergoing a validation study. Substantive revisions are expected to be made to the rubric prior to its expected release in June 2015.

## 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** below) 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<sup>7</sup>.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process.

## Step 2: Goal-Setting and Plan Development

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."

Figure 2:



<sup>7</sup> Smarter Balanced Assessments will be administered for the first time in the 2014-15 academic year. These assessments are administered in Grades 3-8 and Grade 11. Pending approval of the waiver submitted to the United States Department of Education (USED) the CSDE has requested continued flexibility, through at least the 2015-16 school year, regarding the requirement to incorporate the state test as a measure of student growth in educator evaluation.



Administrators should start with the outcomes they want to achieve. This includes setting three SLOs (see page 69 for details) and one target related to stakeholder feedback (see page 62 for details).

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 completed form on page 49 represents a sample evaluation and support plan.

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

**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 an evaluator will know whether the administrator has achieved them?
2. Can the evaluator see a through line from district priorities to the school improvement plan to the evaluation and support plan?
3. Do the practice focus areas address growth needs for the administrator?  
Does at least one of the focus areas address instructional leadership?

# Sample Evaluation and Support Plan

Administrator's Name \_\_\_\_\_

Evaluator's Name \_\_\_\_\_

School \_\_\_\_\_

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
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 Core standards 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 STAR assessment 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 site visits to observe administrator practice can vary significantly in length and setting. 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 site 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 49, 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
- Presentations at Board of Education meetings, community resource centers, parent groups etc.

Further, the evaluator may want to establish a schedule of school site 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 two-to three-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 a summative rating of *developing* or *below standard* in the previous year.

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 review, 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 Review 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 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:**

- 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.

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\*As of Spring 2015, the CCL Leader Evaluation Rubric is undergoing a validation study. Substantive revisions are expected to be made to the rubric prior to its expected release in June 20

**PLEASE NOTE:** School districts who have a locally-developed evaluation and support plan can also choose to participate in the CSDE-sponsored training opportunities for evaluators, however if training opportunities are internally-developed or contracted with a reputable vendor, the following are points for consideration:

### Points for District Consideration

- Development or selection of an evaluation framework/rubric to measure and provide feedback on leader performance and practice
- Identification of criteria to demonstrate proficiency (optional)
- Provision of ongoing calibration activities
- Determination of frequency for proficiency status renewal, if applicable

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 outcomes 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.

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 administrators will identify professional learning needs that support their goals and objectives. The professional learning opportunities identified for each administrator 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 administrators, which can then be targeted with school-wide or district-wide professional learning opportunities.

### Points for District Consideration

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

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

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

**This is accomplished by:**

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

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

## Improvement and Remediation Plans

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.

### Points for District Consideration

#### Well-articulated Improvement and Remediation Plans:

- Clearly identify targeted supports, in consultation with the administrator, which may include specialized professional development, collegial assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the administrator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered *proficient*.
- 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 *proficient* 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 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.

## Points for District Consideration

- Align job descriptions to school leadership standards.
- Identify replicable practices and inform professional learning.
- Support high-quality evaluation that aligns school accountability with teacher and administrator evaluation and support.
- Provide focused targeted professional learning opportunities identified through the evaluation process and school/district needs.
- Ensure that the new principal role is sustainable. Explore ways to alleviate administrative and operational duties to allow for greater focus on the role of instructional leader.
- Recognize and reward effective principals/administrators.

# 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 Common Core of Leading (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.

\*In 2014, the Council of Chief State School Officers (CCSSO) released revised ISLLC Standards to better incorporate an expanding body of research and best practices from the field for public comment. The CCSSO anticipates publication of revised standards in the coming year.

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



These weightings should be consistent for all principals. For assistant principals and other school or district-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 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 Proficient performance.
- **Proficient:** The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in bold at the Proficient level.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

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

**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 Proficient practice.

## Strategies for Using the CCL Leader 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>8</sup>.

\*In Spring 2015, the CCL Leader Evaluation Rubric will undergo a validation study. In response to stakeholder feedback, revisions are expected to be made to the rubric and it's expected to be released in June 2015.

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<sup>8</sup> Central Office Administrators were given an additional year before being required to participate in Connecticut's new evaluation and support system while further guidance was being developed. All Central Office Administrators will be required to participate in the new system in the 2015-2016 school year. Special considerations for the evaluation of Central Office Administrators are available [here](#).

## Performance Expectation 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.

### 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	Proficient	Exemplary
1. Information & analysis shape vision, mission and goals	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. Alignment to policies	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

\*Given potential changes to the rubric, these indicators and performance descriptors may be subject to change.

## Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the CCL Leader Evaluation Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the 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*, *proficient*, *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	Proficient	Developing	Below Standard
<i>Exemplary</i> on Teaching and Learning +	At least <i>Proficient</i> on Teaching and Learning +	At least <i>Developing</i> on Teaching and Learning +	<i>Below Standard</i> on Teaching and Learning  or
<i>Exemplary</i> on at least 2 other performance expectations +	At least <i>Proficient</i> on at least 3 other performance expectations +	At least <i>Developing</i> on at least 3 other performance expectations	<i>Below Standard</i> on at least 3 other performance expectations
No rating below <i>Proficient</i> on any performance expectation	No rating below <i>Developing</i> on any performance expectation		

\*Given potential changes to the rubric, this rating scale may be subject to change.

## Assistant Principals and Other School-Based Administrators:

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

Step 1 - Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.

Step 2 - Review baseline data on selected measures, which may require a fall administration of the survey in year one.

Step 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).

Step 4 - Later in the school year, administer surveys to relevant stakeholders.

Step 5 - Aggregate data and determine whether the administrator achieved the established target.

Step 6 - Assign a rating, using this scale:

Exemplary	Proficient	Developing	Below Standard
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 out-comes 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 CCL: Connecticut School 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. 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: "Proficient"</b>	

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

## Student Outcomes 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 of 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>9</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 may not be available for the 2015-16 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.

<sup>9</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)**

SPI ≥ 88	Did not Maintain	Maintain		
	1	4		
SPI < 88	< 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:

SPI Progress	100% minus subgroup %
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:

Exemplary	Proficient	Developing	Below Standard
At or above 3.5	2.5 to 3.4	1.5 to 2.4	Less than 1.5

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

For any school that does not have tested grades (such as a K-2 school), the entire 45% of an administrator’s rating on student learning indicators is based on the locally-determined indicators described below.

## 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 Connecticut Core Standards and other 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 SLOs for administrators:

Grade Level/Role	SLO
<b>2nd Grade</b>	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.
<b>Middle School Science</b>	78% of students will attain <i>proficient</i> or higher on the science inquiry strand of the CMT in May.
<b>High School</b>	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
<b>Central Office Administrator</b>	By June 1, 2016, 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 Administrator's SLO Handbook, 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**

Exemplary	Proficient	Developing	Below Standard
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 a 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:

		State Measures of Academic Learning			
		4	3	2	1
Locally Determined Measures of Academic Learning	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	Gather further information	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 an administrator’s role in driving improved student learning. That is why, in addition to measuring the actions that administrators take to increase teacher effectiveness –from hiring and placement to ongoing professional learning to feedback on performance – the administrator evaluation and support model also assesses the outcomes of all of that work.

As part of Connecticut’s teacher evaluation state model, teachers are assessed in part on their accomplishment of 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.

Exemplary	Proficient	Developing	Below Standard
> 80% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student learning objectives portion of their evaluation	> 60% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student learning objectives portion of their evaluation	> 40% of teachers are rated <i>proficient</i> or <i>exemplary</i> on the student learning objectives portion of their evaluation	< 40% of teachers are rated <i>proficient</i> or <i>exemplary</i> 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.

# Summative Administrator Evaluation Rating

## Summative Scoring

Every educator will receive one of four performance\* ratings:

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

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

A rating of *proficient* represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. Specifically, proficient 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; and
- Having more than 60% of teachers proficient 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 rating of *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 proficient 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 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	Summary Score
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30
<b>TOTAL LEADER PRACTICE-RELATED POINTS</b>			<b>110</b>

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

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

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state’s accountability system (SPI) and 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 76.

Component	Score (1-4)	Weight	Points (score x weight)
Student Learning (SPI Progress and SLOs)	3	45	135
Teacher Effectiveness Outcomes	2	5	10
<b>TOTAL STUDENT OUTCOMES-RELATED POINTS</b>			<b>145</b>

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
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 *proficient*. The summative rating is therefore *proficient*.

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.

		Overall Leader Practice Rating			
		4	3	2	1
Overall Student Outcomes Rating	4	Rate Exemplary	Rate Exemplary	Rate Proficient	<i>Gather further information</i>
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	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 proficient ratings, one of which must be earned in the fourth year of a novice administrator’s career. A *below standard* rating shall only be permitted in the first year of a novice administrator’s career, assuming a pattern of growth of developing in year two and two sequential proficient ratings in years three and four.

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

## Dispute-Resolution Process

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.

- a. Each teacher, through mutual agreement with his/her evaluator, will select 1 goal/objective for student growth. For each goal/objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD) and evidence of those IAGDs based on the range of criteria used by the district. For any teacher whose primary responsibility is not the direct instruction of students, the mutually agreed upon goal/objective and indicators shall be based on the assigned role of the teacher.
- b. One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goal/objective is met shall be based on standardized indicators other than the state test (CMT, CAPT, or SBAC) for the 2014-15 academic year, pending federal approval. Other standardized indicators for other grades and subjects, where available, may be used. For the other half (22.5%) of the indicators of academic growth and development, there may be:
  1. A maximum of one additional standardized indicator other than the state test (CMT, CAPT or SBAC) for the 2014-15 academic year, pending federal approval, if there is mutual agreement, subject to the local dispute resolution procedure as described in 1.3.
  2. A minimum of one non-standardized indicator.
- c. Teachers who receive and maintain an annual summative performance evaluation designation of 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

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

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

# Appendix 2

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

May 7, 2014

### Dispute-Resolution Process

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

### Rating System

#### 2.1: 4-Level Matrix Rating System

- (1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Proficient, Developing and Below Standard.
  - (a) 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 2015-16 academic year, the required use of state test data is suspended, pending USED 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.
- c. standardized indicator.