Monroe Public Schools

*Educators' Evaluation
and
Support Plan*

Monroe's Model for Educator Evaluation

Introduction

This document outlines a new model for the evaluation and development of teachers in Monroe, developed partly from the SEED model (Connecticut's System for Educator Evaluation and Development) and partly developed by the Professional Development/Evaluation Committee. It is based on the Connecticut Guidelines for Educator Evaluation, developed by a diverse group of educators in June 2012 and on best practice research from around the country.

Purpose and Rationale of the Evaluation System

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

Core Design Principles

The following principles guided the design of this model.

- Consider multiple, standards-based measures of performance

  An evaluation and support system which 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 categories of teacher effectiveness: student growth and development (45%), teacher performance and practice (40%), parent feedback (10%) and whole school student learning indicators (5%).

- Emphasize growth over time

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

- Promote both professional judgment and consistency

  Assessing an educator's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers and leaders interact with one another and 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 classroom 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 Monroe 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.

- Encourage aligned professional development, coaching and feedback to support teacher growth
  Novice and veteran educators alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. This plan promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.

- Ensure feasibility of implementation
  All evaluation and support plans require hard work. Educators will need to develop new skills and to think differently about how they manage and prioritize their time and resources. This model aims to balance high expectations with flexibility for the time and capacity considerations within our district.

Improving student achievement sits at the center of the work for all educators. The Monroe model recognizes that student learning is a shared responsibility between teachers, administrators and district leaders.

Categories of Teacher and Administrator Effectiveness
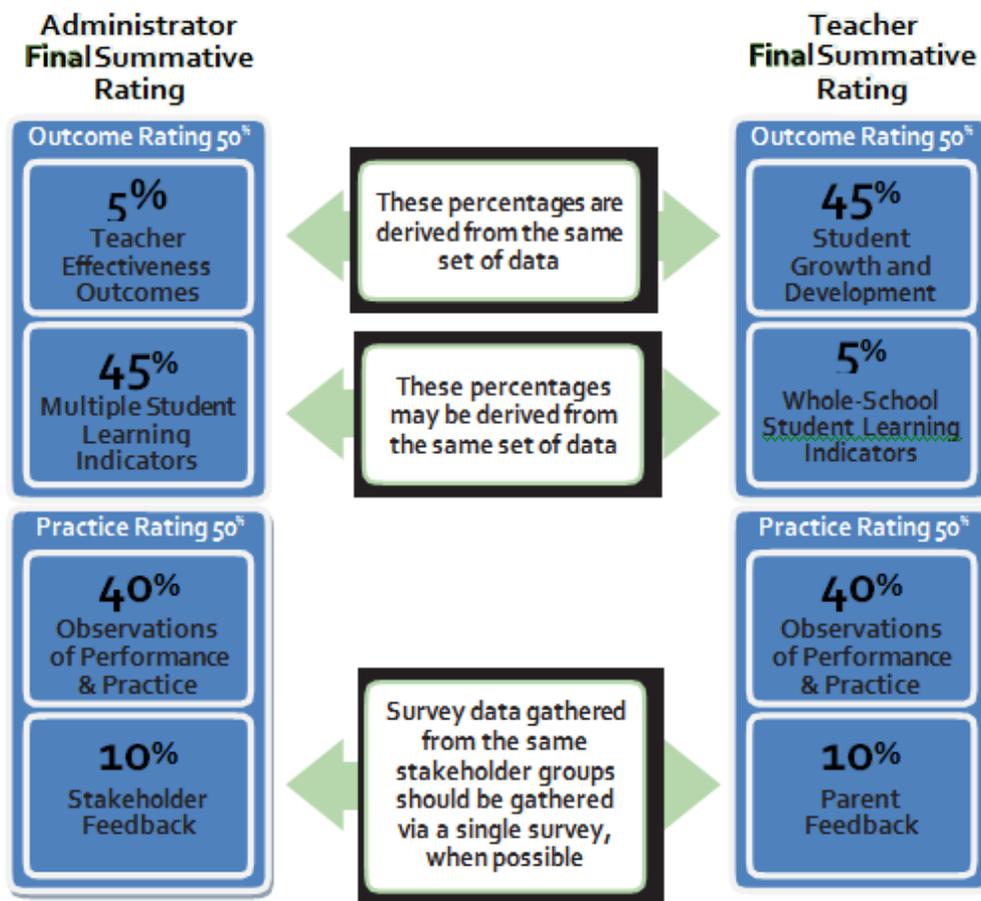
Teacher Evaluation and Support

Evaluation and Support System Overview

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 categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.

- **Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:

  - **Observation of teacher performance and practice (40%)** as defined in the Connecticut Framework for Teacher Evaluation and Support, which articulates four domains and twelve components of teacher practice
  - **Parent feedback (10%)** on teacher practice through surveys

- **Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress, at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:

  - **Student growth and development (45%)** as determined by the teacher's student learning objective (SLO)
  - **Whole-school measures of student learning** as determined by aggregate student learning indicators **(5%)**

Scores from each of the four categories will be combined to produce a summative performance rating. The performance levels are defined as:

Monroe performance Level Labels	Description
Highly Effective	Substantially exceeding indicators of performance
Effective	Meeting indicators of performance
Developing	Meeting some indicators of performance but not others
Below Standard	Not meeting indicators of performance
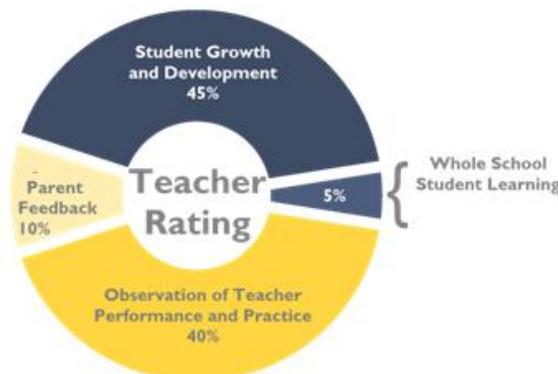
Teacher Evaluation Process and Timeline

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

Goal Setting & Planning	Mid-Year Check-in	End-of-Year Review
• Orientation on process • Teacher reflection and goal setting • Goal-setting conference	• Review goals and performance to date • Mid-year conferences	• Teacher self-assessment • Scoring • End-of-year conference
By November 15	**January/February**	**By June 30**

Goal-Setting and Planning:

Timeframe: Target is October 15; must be completed by **November 15**

- *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 goals and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.

- *Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and survey results and the Connecticut Framework for Teacher Evaluation and Support to draft a proposed performance and practice goal(s), a parent feedback goal, and a student learning objective (SLO) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

- G*oal-Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed 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 goals and objectives if they do not meet approval criteria.

Mid-Year Check-In:

Timeframe: January/February

- *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.

- *Mid-Year Conference* – The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice focus area, student learning objectives (SLOs) and performance on each to date. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of the SLO to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

End-of-Year Summative Review:

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

1. *Teacher Summative Self-Reflection/Educator Review of Practice*– The teacher reviews all information and data collected during the year and completes two self-assessments for review by the evaluator. These self-assessments may focus specifically on the areas for development established in the goal-setting conference.

2. *Teacher End-of-Year Summative Review*– The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category 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.

3. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings are combined to generate the final, summative rating.

Primary and Complementary Evaluators

Primary evaluators have been identified for each certified staff member.   They are fully trained as evaluators in order to be authorized to serve in this role.

Complementary evaluators are administrators in the certified staff members' buildings or area of certification and are also fully trained as evaluators. A complementary evaluator will share his/her feedback with the primary evaluator as it is collected and shared with certified staff members.

Primary evaluators will have sole responsibility for assigning final summative ratings and both types of evaluators must achieve proficiency in conducting standards-based observations.

Ensuring Fairness and Accuracy:
Evaluator Training, Monitoring and Auditing

All of Monroe's Evaluators have participated in the CES training for evaluators and were deemed proficient in conducting teacher evaluations. During administrative meetings throughout the year, Monroe's evaluators will work to calibrate themselves using videos provided by *Teachscape*.

At the request of a district or employee, the CSDE or a third-party designated by the CSDE will review evaluation ratings that include dissimilar ratings in different categories (e.g., include both *Highly Effective* and *below standard* ratings). In these cases, CSDE will determine a final summative rating.

In addition, CSDE will select districts at random annually to review evaluation evidence files for a minimum of two educators rated *Highly Effective* and two educators rated *below standard*.

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 Highly Effective practice.

Evaluation-Informed Professional Learning

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

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.

Improvement and Remediation Plans

If a teacher's performance is rated as *developing* or *below standard*, it signals the need for the administrator to create an individual teacher improvement and remediation plan (see Appendix A). Improvement and remediation will 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. Improvement and remediation plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;
- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and
- include indicators of success including a summative rating of *Effective* or better at the conclusion of the improvement and remediation plan.

Career Development and Growth

Rewarding Highly Effective performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity 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 development based on goals for continuous growth and development. The Monroe Teacher Evaluation and Support Committee will develop the career development and growth opportunities in the future.

Teacher Practice and 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%.

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

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

Teacher Practice Framework- CCT Rubric for Effective Teaching 2014

The CCT Rubric for Effective Teaching 2014, as revised in 2014, is available in Appendix A 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 CCT Rubric for Effective Teaching 2014 is aligned with the CCT and includes references to Connecticut Core Standards and other content standards. The CCT Rubric for Effective Teaching 2014 is organized into four domains, each with three indicators. Forty 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.

The Common Core of Teaching Rubric for Effective Teaching, 2014

Smart Card

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

Evidence Generally Collected Through **In-Class Observations**

DOMAIN 1:
Classroom Environment, Student Engagement and Commitment to Learning[3]

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

1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students

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

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

Subject to any change to the SEED Rubric. Teachers will be notified of any changes.

Observation Process

The Monroe Evaluation Committee reviewed recent research including studies from the Gates Foundation's MET Study (see figure at right) as well as Kim Marshall's work on mini-observations. Through this process, it was determined that multiple snapshots of practice conducted by trained observers provide a more accurate picture of teacher performance. These observations don't have to cover an entire lesson to be valid. These studies have shown that frequent brief observations of 15 minutes or more are just as valid and reliable as the traditional 45 minute observations.

Observations in and of themselves aren't useful to teachers – it's the feedback based on observations that helps teachers to 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. A recent study in CT showed that teachers prefer frequent unannounced observations with feedback that gather authentic information about what actually occurs in classrooms (Zamary, 2011) over the traditional formal observation model (see abstract below). Additionally, these short observations with feedback had a greater impact on the quality of instruction than traditional formal observations.

Figure 5

There Are Many Roads to Reliability

Reliability

.51   .58   .67   .67   .66   .69   .72

● Lesson observed by own administrator = 45 min
● Lesson observed by peer observer = 45 min
⊛ Three 15-minute lessons observed by three additional peer observers = 45 min

A and B denote different observers of the same type

These bars show how the number of observations and observers affects reliability. Reliability represents the extent to which the variation in results reflects consistent aspects of a teacher's practice, as opposed to other factors such as differing observer judgments. Different colors represent different categories of observers. The "A" and "B" in column three show that ratings were averaged from two different own-school observers. Each circle represents approximately 45 minutes of observation time (a solid circle indicates one observation of that duration, while a circle split into three indicates three 15-minute observations by three observers). As shown, reliabilities of .66–.72 can be achieved in multiple ways, with different combinations of number of observers and observations. (For example, one observation by a teacher's administrator when combined with three short, 15-minute observations each by a different observer would produce a reliability of .67.)

ABSTRACT

Author: Jack Zamary

Title: MINI-OBSERVATIONS CASE STUDY: ASSESSING AND PROVIDING FEEDBACK THAT CAN LEAD TO CHANGES IN INSTRUCTIONAL PRACTICE

Dissertation Sponsor: Dr. Peter Madonia

Institution: Southern Connecticut State University

Year: 2012

Numerous past and recent studies have identified teacher quality as a primary determinant of student learning and has the greatest potential effect of any of the factors that school leaders can control. While recent policy has shifted toward measuring teacher quality through student performance, or "Value Added Measures", states and districts continue to require teacher observation systems and most utilize the observation system as a primary means for evaluating teacher performance. Findings suggest that mini-observation models contribute to a more accurate assessment of actual daily instruction and lead to more changes in instructional practice as compared to the traditional formal observation models. While this study explores the topic solely through teachers' perceptions, future studies might also explore administrator perceptions. In addition, future quantitative research could build upon the qualitative research within this study.

- Each Educator will be evaluated using the following methods:

  - 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.

  - 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.

Teacher Categories	Monroe Evaluation Model
First and Second Year Novice Teachers	- 3 **in-class** formal observations; 2 of which include a pre-conference and all of which include a post-conference.
Below Standard and *Developing* ***	- 3 **in-class** formal observations; 2 of which include a pre-conference and all of which must include a post- conference.
Effective and *Highly Effective*	- 1 formal in-class observation every 3 years + 1 review of practice - Other years, 3 informal in-class observation + 1 review of practice

All of the district's evaluators have established proficiency and maintained calibration standards through evaluation training provided by Cooperative Educational Services in the Summer 2013. Internally-developed calibration training will continue using TeachScape video yearly.

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for establishing context for the lesson, providing information about the students to be observed and setting expectations for the observation process and provide the evidence for Domain 2: Planning for Active Learning. A pre-conference can be held with a group of teachers, where appropriate. A pre-conference does not serve as a separate observation or Review of Practice.

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. An effective 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
- scheduled within 2 days and occurs within a timely manner.

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).

Non-Classroom Reviews of Practice

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the four domains of the 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 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. The focus area will guide observations and feedback conversations throughout the year.

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

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

Teacher Performance and Practice Scoring

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

Summative Observation of Teacher Performance and Practice Rating

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. 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 a three-step process:

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

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 interactions. 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 *Highly Effective* = 4. See example below for Domain 2:

Domain 1	Indicator Level Rating	Evaluator's Score
1a	*Developing*	2
1b	*Developing*	2
1c	*Exemplary*	4
Average Score		2.7

2.   The indicators are averaged 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.   Domain scores are averaged to calculate an overall observation of Teacher Performance and Practice rating of 1.0-4.0.

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

In Monroe, steps 2 and 3 are performed by tools/technology that calculates the averages for the evaluator.

The summative Teacher Performance and Practice component rating and the indicator 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.

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 school-level parent goals based on the survey feedback;
(3)   the teacher and evaluator identify **one** related parent engagement goal that is the teacher's responsibility and set improvement targets (i.e., 10 monthly parent newsletters);
(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.

The District's Climate Survey Committee will work closely with the Schools' Climate committee to develop the parent survey. Monroe uses Panorama Education to assist in developing and deploying our district survey, ensuring that it is valid and reliable.

Determining School-Level Parent Goals
Evaluators and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement can be reached on 2-3 improvement goals for the entire school.

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

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

Measuring Progress on Growth Targets
Teachers and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback component. There are two ways teachers can measure and demonstrate progress on their growth targets. Teachers will measure how successfully they implement a strategy to address an area of need (like the examples in the previous section)

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:

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

Student Outcomes Related Indicators

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

Two components comprise this category:
- Student Growth and Development, which counts for 45%; and
- Whole-School Student Learning counts for 5% of the total evaluation rating.

These components will be described in detail below.

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

Overview of Student Learning Objectives (SLOs)

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

SLOs are carefully planned, long-term academic objectives. SLOs should reflect high expectations for learning or improvement and aim for mastery of content or skill development. SLOs are measured by **Indicators of Academic Growth and Development (IAGDs)** which include specific assessments/measurements 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 will support teachers in using a planning cycle that will be familiar to most educators:

SLO Phase 1:	SLO Phase 2:	SLO Phase 3:	SLO Phase 4:
•Review data	•Set goals for student learning	•Monitor student progress	•Assess student outcomes relative to goals
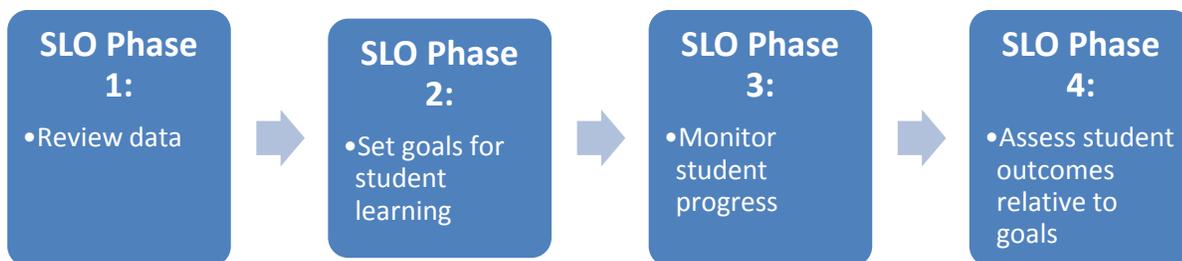
Developing SLOs is a process rather than a single event. The purpose is to craft Student Learning Objectives that serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. Teachers may develop them through consultation with colleagues 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. Results from other standardized and non-standardized assessments
    c. Report cards from previous years
    d. Results from diagnostic assessments
    e. Artifacts from previous learning
    f. Discussions with other teachers (across grade levels and content areas) who have previously taught the same students
    g. Conferences with students' families
    h. Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs
    i. Data related to ELL students and gifted students
    j. Attendance records
    k. Information about families, community, and other local contexts

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

PHASE 2: Set 1 SLO (State Flexibility Plan)

Based on a review of district and building data, teachers will develop one SLO that addresses identified needs. A form for the development of SLOs can be found on the Bloomboard website. To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objective

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., Common Core State Standards), or district standards for the grade level or course. Depending on the teacher's assignment, an SLO statement might aim for content mastery or else it might aim for skill development.

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

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

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

Step 2: Select Multiple Indicators of Academic Growth and Development (IAGDs)
An **Indicator of Academic Growth and Development (IAGD)** is an assessment/measurement of progress to include a quantitative target that will demonstrate whether the SLO was met. SLOs must include multiple, differentiated IAGDs. SLOs and their IAGD(s) shall be based on standardized and non-standardized measures (45%) if available. If no standardized measure is available, non-standardized indicators will be 45%.

IAGDs should be written in
SMART goal language:

S = Specific and Strategic

M = Measurable

A = Aligned and Attainable

R = Results-Oriented

T = Time-Bound

The Monroe Plan uses a specific definition of "standardized assessment." As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

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

IAGDs should be rigorous, attainable and meet or exceed district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success). Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. IAGDs can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase 1 examination of student data that teachers will determine what level of performance to target for which population of students.

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

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

Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	By May 15: 1. Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better 2. Students who scored a 2-4 will score 8 or better. 3. Students who scored 5-6 will score 9 or better. 4. Students who scored 7 will score 10 or better
9th Grade ELA	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	By June 1: 1. 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. 2. 40 students who score 30-49 will increase by 15 points. 3. 10 students who scored 0-29 will increase by 10 points.

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.	By June: IAGD #1: Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitudes Survey, as recommended by authors McKenna and Kear. IAGD #2: Students will read instructional level text with 95% or better accuracy on the DRA. • Grade 1 -- Expected outcome -- Level 14-16 • Grade 2 -- Expected outcome -- Level 22-24

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 Approval

SLOs are proposals until the teacher and the evaluator mutually agree upon them. Prior to the Goal-Setting Conference, the evaluator will review the SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:
- Baseline – Trend Data
- Student Population
- Standards and Learning Content
- Interval of Instruction
- Assessments/Measures of Progress
- Indicators of Academic Growth and Development (IAGDs)/Growth Targets
- Instructional Strategies and Supports

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

PHASE 3: Monitor Students Progress

Once 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 SLO can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

PHASE 4: Assess Student Outcomes Relative to SLOs

At the end of the school year, the teacher should collect the evidence required by their IAGDs, upload artifacts to Bloomboard and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcomes by responding to the following four statements:
1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher's self-assessment and assign one of four ratings to the SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points) or Did Not Meet (1 point). Working together, teachers and their evaluators must be more specific in the rating criteria for each level. The ratings are loosely defined as follows; however, teachers and their evaluators can write more specific rating criteria in the Bloomboard SLO section:

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s). or 90% of the students improved 1 year's growth as measured by the F & P assessment
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s). or 80% of the students improved 1 year's growth as measured by the F & P assessment
Partially Met (2)	Many students met the target(s), but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made. or 70% of the students improved 1 year's growth as measured by the F & P assessment
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made. or less than 70% of the students improved 1 year's growth as measured by the F & P assessment

The evaluator will score each IAGD indicator 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.

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

Whole-School Student Learning Indicator

The whole-school student learning indicator will be based on the aggregate of administrator's progress on SLO targets which correlate to the Student Learning Rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

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%):

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).

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 0 (see Summative Teacher Evaluation Scoring). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15.

Summative Teacher Evaluation Scoring

Summative Scoring

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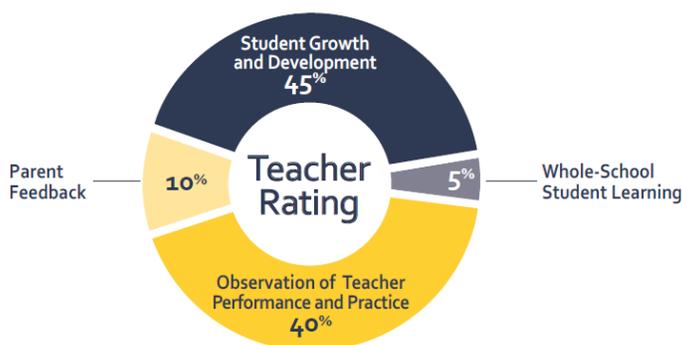
Every educator will receive one of four performance ratings:

Highly Effective – Substantially exceeding indicators of performance
Effective – Meeting indicators of performance
Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

The rating will be determined using the following steps:

1. Calculate a <u>Teacher Practice Related Indicators score</u> by combining the observation of teacher performance and practice score (40%) and the parent feedback score (10%)
2. Calculate a <u>Student Outcomes Related Indicators score</u> 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 <u>determine the Summative Rating</u>

Each step is illustrated below:

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

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

Component	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			**142**

Rating Table

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

2. Calculate a <u>Student Outcomes Related Indicators rating</u> 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
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			172.5 = 173

Rating Table

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

3.   Use the Summative Matrix to determine the Summative Rating

Using the ratings determined for each major category: Student Outcomes Related Indicators and Teacher Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *Effective* and the Student Outcomes Related Indicators rating is *Effective*. The summative rating is therefore *Effective*. If the two major categories are highly discrepant (e.g., a rating of *Highly Effective* 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.

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

Definition of Effective and Ineffectiveness

Definition of Teacher Effectiveness and Ineffectiveness

Novice teachers (Years 1 & 2) shall be deemed as an effective if said educators receive at least two sequential *effective* end of year summative ratings. A *below standard* end of year summative rating shall only be permitted in the first year of a novice teacher's career.

Novice teachers (Years 3 & 4) should be on a trajectory of growth and developing as evidence by sequential proficient ratings in years three and four.

A post-tenure educator shall be deemed ineffective if said educator receives at least two sequential *developing* end of year summative ratings or one *below standard* end of year summative rating at any time.

Dispute-Resolution Process
A panel composed of the superintendent or designee, teacher union president or designee, and a neutral third person, as mutually agreed upon between the superintendent and the collective bargaining unit, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice or final summative rating.   Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. 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.

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.

Student and Educator Support Specialists (SESS) include:
- School Psychologists
- School Counselors
- Speech and Language Pathologists
- Social Worker
- Other related services personnel as determined by the Monroe School District

Flexibility from Core Requirements of the Teacher Evaluation Plan:

- Student and Educator Support Specialists IAGDs, feedback, and observations will be based on their job description and their role and responsibilities in the school..
- Due to 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:
    o The district shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGD shall include the following steps:
        o The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.
        o 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.
        o 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).
        o 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.
    o Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.
    o When student, parent and/or peer feedback mechanisms are not applicable to SESS, districts may permit local development of short feedback mechanisms for students, parents and peers specific to particular roles or projects for which the SESS Support are responsible.
    o When student, parent, and/or peer feedback mechanisms are not applicable to SESS, districts may create alternate forms gathering feedback.

Appendices

Appendix 1 - *REMEDIATION PLAN*

Who & When
- Tenured/Non Tenured Staff
- Initiated by Administrator

Purpose
- Respond to unresolved or serious concerns about certified staff performance
- Correct performance areas of concerns or deficiencies through assistance and focused teacher effort
- Provide data for decision regarding continued employment

Documents
- Common Core of Teaching (CCT)
- CCT *Framework & Rubric for Teaching*
- Common Core State Standards
- CT Code of Professional Responsibility for School Teachers
- District Goals
- Feedback from observations and goal setting (SLO/IAGD & Focus Areas)

Comprehensive Evaluation Plan
- Teacher Support Phase is a formal plan of intervention which is used to respond to unresolved or serious concerns about teacher performance.

The Primary Evaluator will:
- Schedule a conference with the teacher for the purpose of discussing performance concerns and notify the teacher in advance of the purpose of the conference.
- Notify MEA and inform teacher of the notification to the MEA.
- Clearly identify the areas of concern or deficiency referencing the specific data collected and review the performance expected.
- Offer specific suggestions and resources to assist the teacher in meeting these expectations.
- Establish a time frame and a plan for monitoring the teacher performance during corrective assistance. The plan will include specific meeting times with the evaluator to discuss progress.
- Plan improvement strategies cooperatively with the teacher.
- Provide the teacher with a copy of the minutes of the meetings and plan, maintaining a copy in the teacher's personal file in Central Office.
- Monitor the teacher's performance as indicated in the plan.
- Schedule a follow-up meeting(s) to review the teacher's progress in meeting the expectation as described in the minutes and assess the effectiveness of the support plan.
- At the end of the designated time frame, prepare a formal written assessment which includes:
- A record of the assistance provided
- A record of observations and conferences and other data which documents monitoring of performance.
- An assessment of performance of the area(s) of identified concerns or deficiencies
- A clear statement of the status of the area(s) of concern, whether resolved or requiring further action.
- Identification of next step(s) such as extension of the terms and timeframes of the existing plan, revision of the plan to include other strategies, and other administrative actions up to and including recommendation of termination of employment.

The teacher will:
- Respond promptly to the request to the meeting to discuss performance concerns.
- Invite MEA representation to the meeting if s/he desires.
- Plan improvement strategies and timeframe cooperatively with the evaluator.
- Schedule classroom observations or other opportunities for the evaluator to observe the teacher's progress in meeting expectations.

REMEDIATION PLAN

Teacher's Name: _____ MEA Representative: _____

Evaluator's Name: _____

Date of Meeting: _____

Areas of Concern or Deficiency:

Suggestions or Resources to assist teacher in meeting expectations:

Time Frame for Plan:

Improvement Strategies:

The process to measure progress:

Scheduled Follow-up Meeting Date(s):

Failure to meet the established goal(s) within a reasonable period may result in the recommendation of non-renewal of the teacher's contract for the following year.

_____   _____
        Signature of teacher   Signature of evaluator

Appendix 2 - *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 3 - *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.

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

> a. For the 2014-15 academic year, the required use of state test data is suspended, pending federal approval, pursuant to PEAC's flexibility recommendation on January 29, 2014 and the State Board of Education's action on February 6, 2014.

> b. Prior to the 2015-16 academic year, the SDE will work with PEAC to examine and evolve the system of standardized and non-standardized student learning indicators, including the use of interim assessments that lead to the state test to measure growth over time.

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

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

> b. A minimum of one non-standardized indicator.

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

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

Table of Contents

Connecticut State Department Of Education

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Introduction to The CCT Rubric for Effective Teaching 2014

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

Training and Proficiency

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

Calibration

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

Observation Process

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CT Common Core of Teaching Standards		CCT Rubric for Effective Teaching 2014		Generally Observed
Domain 1	Content and Essential Skills which includes *The Common Core State Standards*[1] and Connecticut Content Standards		Demonstrated at the pre-service level as a pre-requisite to certification and embedded within the rubric.	
Domain 2	Classroom Environment, Student Engagement and Commitment to Learning	Domain 1	Classroom Environment, Student Engagement and Commitment to Learning	**In-Class** *Observations*
Domain 3	Planning for Active Learning	Domain 2	Planning for Active Learning	*Non-classroom observations/ reviews of practice*
Domain 4	Instruction for Active Learning	Domain 3	Instruction for Active Learning	**In-Class** *Observations*
Domain 5	Assessment for Learning		Now integrated throughout the other domains	
Domain 6	Professional Responsibilities and Teacher Leadership	Domain 4	Professional Responsibilities and Teacher Leadership	*Non-classroom observations/ reviews of practice*

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

Evidence Generally Collected Through
In-Class Observations

Domain
1
Classroom Environment, Student Engagement and Commitment to Learning[2]
Teachers promote student engagement, independence and interdependence in learning and facilitate a positive learning community by:

1a. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

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

1c. Maximizing instructional time by effectively managing routines and transitions.

Domain
3
Instruction for Active Learning
Teachers implement instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

3a. Implementing instructional content for learning.

3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

3c. Assessing student learning, providing feedback to students and adjusting instruction.

Evidence Generally Collected Through
Non-Classroom/Reviews of Practice

Domain
2
Planning for Active Learning
Teachers plan instruction to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

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

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

2c. Selecting appropriate assessment strategies to monitor student progress.

Domain
4
Professional Responsibilities and Teacher Leadership
Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration and leadership by:

4a. Engaging in continuous professional learning to impact instruction and student learning.

4b. Collaborating to develop and sustain a professional learning environment to support student learning.

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

1: Classroom Environment, Student Engagement and Commitment to Learning

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

Indicator 1a | Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.[2]

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient,** including one or more of the following:*
Rapport and positive social interactions	Interactions between teacher and students are negative or disrespectful and/or the teacher does not promote positive social interactions among students.	Interactions between teacher and students are generally positive and respectful and/or the teacher inconsistently makes attempts to promote positive social interactions among students.	Interactions between teacher and students are consistently positive and respectful and the teacher regularly promotes positive social interactions among students.	There is no disrespectful behavior between students and/or when necessary, students appropriately correct one another.
Respect for student diversity[3]	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the teacher does not address disrespectful behavior.	Establishes a learning environment that is inconsistently respectful of students' cultural, social and/or developmental differences.	Maintains a learning environment that is consistently respectful of all students' cultural, social and/or developmental differences.	Acknowledges and incorporates students' cultural, social and developmental diversity to enrich learning opportunities.
Environment supportive of intellectual risk-taking	Creates a learning environment that discourages students from taking intellectual risks.	Creates a learning environment in which some students are willing to take intellectual risks.	Creates a learning environment in which most students are willing to take intellectual risks.	Students are willing to take intellectual risks and are encouraged to respectfully question or challenge ideas presented by the teacher or other students.
High expectations for student learning	Establishes low expectations for student learning.	Establishes expectations for learning for some, but not all students; **OR** is inconsistent in communicating high expectations for student learning.	Establishes and consistently reinforces high expectations for learning for all students.	Creates opportunities for students to set high goals and take responsibility for their own learning.

[2] **Learning needs of all students:** Includes understanding typical and atypical growth and development of PK-12 students, including characteristics and performance of students with disabilities, gifted/talented students, and English language learners. Teachers take into account the impact of race, ethnicity, culture, language, socioeconomics and environment on the learning needs of students.

[4] **Student diversity:** Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

1: Classroom Environment, Student Engagement and Commitment to Learning

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

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

Attributes	Below Standard	Developing	Proficient	Exemplary *In addition to the characteristics of **Proficient,** including one or more of the following:*
Communicating, reinforcing and maintaining appropriate standards of behavior	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning.	Student behavior is completely appropriate. **OR** Teacher seamlessly responds to misbehavior without any loss of instructional time.
Promoting social competence[4] and responsible behavior	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. **OR** Students are encouraged to independently use proactive strategies[5] and social skills and take responsibility for their actions.

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

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

1: Classroom Environment, Student Engagement and Commitment to Learning

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

Indicator 1c | Maximizing instructional time by effectively managing routines and transitions.[6]

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

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

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2: Planning for Active Learning

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

Indicator 2a | Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge[7] for all students.

Attributes	Below Standard	Developing	Proficient	Exemplary *In addition to the characteristics of Proficient, including one or more of the following:*
Content of lesson plan[8] is aligned with standards	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards.[9]	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
Content of lesson appropriate to sequence of lessons and appropriate level of challenge	Does not appropriately sequence content of the lesson plan.	Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge.	Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge.	Plans to challenges students to extend their learning to make interdisciplinary connections.
Use of data to determine students' prior knowledge and differentiation based on students' learning needs	Uses general curriculum goals to plan common instruction and learning tasks without consideration of data, students' prior knowledge or different learning needs.	Uses appropriate, whole class data to plan instruction with limited attention to prior knowledge and/or skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful instruction that advances the learning of students.	Plans for students to identify their own learning needs based on their own individual data.
Literacy strategies[10]	Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary.	Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation.	Plans instruction that integrates literacy strategies and academic vocabulary.	Designs opportunities to allow students to independently select literacy strategies that support their learning for the task.

Text in RED reflects Common Core State Standards connections.

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

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

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

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

9

2: Planning for Active Learning

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

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

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Strategies, tasks and questions cognitively engage students	Plans instructional tasks that limit opportunities for students' cognitive engagement.	Plans primarily teacher-directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement.	Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse[11] or inquiry-based learning[12] and / or application to other situations.	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
Instructional resources[13] and flexible groupings[14] support cognitive engagement and new learning	Selects or designs resources and/or groupings that do not cognitively engage students or support new learning.	Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning.	Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning.	Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning.

Text in RED reflects Common Core State Standards connections.

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

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

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

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

2: Planning for Active Learning

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

Indicator 2c | Selecting appropriate assessment strategies[15] to monitor student progress.

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

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

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

3: Instruction for Active Learning

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

Indicator 3a | Implementing instructional content[16] for learning.

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Instructional purpose	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for instruction, which may require further clarification.	Clearly communicates learning expectations to students and sets a specific purpose for instruction and helps students to see how the learning is aligned with Common Core State Standards and/or other appropriate Connecticut content standards.	Students are encouraged to explain how the learning is situated within the broader learning context/curriculum.
Content accuracy	Makes multiple content errors.	Makes minor content errors.	Makes no content errors.	Invites students to explain the content to their classmates.
Content progression and level of challenge	Presents instructional content that lacks a logical progression; and/or level of challenge is at an inappropriate level to advance student learning.	Presents instructional content in a generally logical progression and/or at a somewhat appropriate level of challenge to advance student learning.	Clearly presents instructional content in a logical and purposeful progression and at an appropriate level of challenge to advance learning of all students.	Challenges students to extend their learning beyond the lesson expectations and make cross-curricular connections.
Literacy strategies[17]	Presents instruction with few opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction with some opportunities for students to develop literacy skills and/or academic vocabulary.	Presents instruction that consistently integrates multiple literacy strategies and explicit instruction in academic vocabulary.	Provides opportunities for students to independently select literacy strategies that support their learning.

Text in RED reflects Common Core State Standards connections.

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

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

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

Indicator 3b | Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

Attributes	Below Standard	Developing	Proficient	Exemplary *In addition to the characteristics of Proficient, including one or more of the following:*
Strategies, tasks and questions	Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information.	Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry.	Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problem-solving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies.	Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information.
Instructional resources[18] and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that minimally engage students cognitively and support new learning.	Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections.	Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning.
Student responsibility and independence	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Text in RED reflects Common Core State Standards connections.

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

3: Instruction for Active Learning

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

Indicator 3c | Assessing student learning, providing feedback to students and adjusting instruction.

Attributes	Below Standard	Developing	Proficient	Exemplary *In addition to the characteristics of **Proficient,** including one or more of the following:*
Criteria for student success	Does not communicate criteria for success and/or opportunities for students to self-assess are rare.	Communicates general criteria for success and provides limited opportunities for students to self-assess.	Communicates specific criteria for success and provides multiple opportunities for students to self-assess.	Integrates student input in generating specific criteria for assignments.
Ongoing assessment of student learning	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/objective.	Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes.	Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward achievement of the intended instructional outcomes.	Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning.
Feedback[19] to students	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended instructional outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages peer feedback that is specific and focuses on advancing student learning.
Instructional Adjustments[20]	Makes no attempts to adjust instruction.	Makes some attempts to adjust instruction that is primarily in response to whole-group performance.	Adjusts instruction as necessary in response to individual and group performance.	Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work.

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

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

4: Professional Responsibilities and Teacher Leadership

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

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

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

4: Professional Responsibilities and Teacher Leadership

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

Indicator 4b | Collaborating to develop and sustain a professional learning environment to support student learning.

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

4: Professional Responsibilities and Teacher Leadership

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

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

Attributes	Below Standard	Developing	Proficient	Exemplary
				*In addition to the characteristics of **Proficient**, including one or more of the following:*
Positive school climate	Does not contribute to a positive school climate.	Participates in schoolwide efforts to develop a positive school climate but makes minimal contributions.	Engages with colleagues, students and families in developing and sustaining a positive school climate.	Leads efforts within and outside the school to improve and strengthen the school climate.
Family and community engagement	Limits communication with families about student academic or behavioral performance to required reports and conferences.	Communicates with families about student academic or behavioral performance through required reports and conferences; and makes some attempts to build relationships through additional communications.	Communicates frequently and proactively with families about learning expectations and student academic or behavioral performance; and develops positive relationships with families to promote student success.	Supports colleagues in developing effective ways to communicate with families and engage them in opportunities to support their child's learning; and seeks input from families and communities to support student growth and development.
Culturally responsive communications[21]	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families OR demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally-responsive manner.	Consistently communicates with families and the community in a culturally-responsive manner.	Leads efforts to enhance culturally-responsive communications with families and the community.

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

Administrator Evaluation and Support Plan

Administrator Evaluation and Support

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

- Observation of Leadership Performance and Practice (40%)
- Stakeholder Feedback (10%)
- Student Learning (45%)
- Teacher Effectiveness Outcomes (5%)

This document includes following requirements:

- Evaluator Training
- Evaluation-Informed Professional Learning
- Improvement and Remediation Plans
- Career Development and Growth

Purpose and Rationale

A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. Monroe's 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 achievement); 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 Effective administrators. These administrators can be characterized as:

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

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

System Overview

Administrator Evaluation and Support Framework

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

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

    a) **Observation of Leadership Performance and Practice (40%)** as defined in the Common Core of Leading (CCL): Connecticut School Leadership Standards.

    b) **Stakeholder Feedback (10%)** on leadership practice through surveys.

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

    a) **Student Learning (45%)** assessed in equal weight by: (a) progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures.

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

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

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

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.

This is a typical timeframe:

Goal Setting & Planning	Mid-Year Review	End-of-Year Review
- Orientation on process - Goal setting and plan development	-Review goals and performance - Mid-year formative review	- Self-assessment - Preliminary summative assessment
Prior to School Year	Mid-Year	Spring/End-of-Year

Step 1: Orientation and Context-Setting

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

- Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating7.
- Stakeholder survey data are available for review by the administrator.
- The superintendent has communicated his/her student learning priorities for the year.
- The administrator has developed a school improvement plan that includes student learning goals.
- 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, at least two Student Learning Objectives (SLOs) from the school's/district's available student data,

- Identify one survey target, drawing on available data, the superintendent's priorities, their school improvement plan and prior evaluation results (where applicable).

- Determine at least one area of focus for their practice.

School and district administrators should complete the Administrator Evaluation Forms (in Bloomboard) and share the information with the teachers in August so that they can use that information for their goals. The following forms will be shared:

- Administrator's Whole School/District Learning Goals

Teacher Plan = 5%
Admin Plan = 45%

Administrator's Whole School/District Learning Goal

Administrator's Name: _____ School: _____

1. Using the current year's School/District Performance Index (SPI, DPI), list the three areas that will be targeted for improvement with supporting data.

2. Based on the data above, develop Whole School/District Learning Goals.

3. List of the indicators of success for each goal.

- Stakeholders Feedback Goal Setting Form

Teacher Plan = 10%
Admin Plan = 10%

Stakeholders Feedback Goal Setting Form

Administrator's Name: _____ School: _____

1. Using the climate survey/stakeholder survey results, list the three areas that will be targeted for improvement with supporting data.

2. Based on the data above, develop Stakeholders Feedback Goal.

3. List of the indicators of success for the goal.

Administrators should start with the outcomes they want to achieve when determining the SLO's. 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 at least one specific focus area of growth to facilitate professional conversation about their leadership practice with their evaluator.

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

plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used. **The following form represents the evaluation and support plan.**

ADMINISTRATOR EVALUATION PLAN CHART

ADMINISTRATOR: _____   EVALUATOR(S): _____

Stakeholder Feedback Goal based on survey		Whole School/District Learning Goal		Leadership Practice Focus Area	
Below					
Developing					
Effective					
Highly Effective		Below		Suggested observation activities/times/dates	
Additional Information to gain from the next survey		Developing			
		Effective			
		Highly Effective			

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 school site visits (four for year 1 & 2 Administrator). Periodic, purposeful school visits offer critical opportunities for evaluators to observe, collect evidence, and analyze the work of school leaders. Evaluators should provide timely feedback after each visit.

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.

State guidelines call for an administrator's evaluation to include:
- 2 observations for each administrator.
- 4 observations for any administrator new to their district, school, the profession or who has received ratings of *developing* or *below standard*.

Step 4: Mid-Year Formative Review

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

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

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

Step 5: Self-Assessment (Administrator Review of Practice)

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.

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.

To ensure **fairness and accuracy**, all evaluators are required to complete training on the Monroe evaluation and support plan and participate in training opportunities offered within and out of the district which will deepen understanding of the evaluation criteria. Periodically throughout the year, the evaluators will work to calibrate themselves using videos and discussion sessions.

The evaluator completes the summative evaluation report, shares it with the administrator and adds it to the administrator's personnel file with any written comments attached that the administrator requests to be added within two weeks of receipt of the report. Summative ratings must be completed for all administrators by June 30 of a given school year. Should state standardized test data not yet be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for an administrator may be significantly impacted by state standardized test data or teacher effectiveness ratings, the evaluator should recalculate the administrator's summative rating when the data is available and submit the adjusted rating no later than September 15.

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.

Rewarding highly effective 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. The Professional Development Committee will provide a list of career opportunities for Highly Effective Administrators.

Evaluation-Informed Professional Learning
Student success depends on effective teaching, learning and leadership. Throughout this process, in mutual agreement with their evaluators all educators will identify professional learning needs that support their goal and objectives. The process may reveal areas of common need among educators,

which can then be targeted with school-wide or district wide professional development needs. The Monroe Professional Development/Evaluation Committee will use "non-identifying" goals and objectives to plan some professional development activities.

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. See the Remediation Plan in the Appendices for the procedures for structured support. Improvement and remediation plans will be developed in consultation with the administrator and his/her exclusive bargaining representative and be differentiated by the level of identified need and/or stage of development.

Career Development and Growth

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

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

Leadership Practice Related Indicators

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

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

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

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

- Highly Effective: The Highly Effective 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 Highly Effective performance from Effective performance.
- Effective: 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 Effective 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.

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 Effective practice.

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 six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

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

- 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.
- 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.
- 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.
- 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:

Highly Effective	Effective	Developing	Below Standard
Highly Effective on Teaching and Learning	At least Effective on Teaching and Learning	At least Developing on Teaching and Learning	Below Standard on Teaching and Learning or
Highly Effective on at least 2 other performance expectations	At least Effective on at least 3 other performance expectations	At least Developing on at least 3 other performance expectations	Below Standard on at least 3 other performance expectations
No rating below Effective on any performance expectation	No rating below Developing on any performance expectation		

Assistant Principals and Other School Based Administrators:

Highly Effective	Effective	Developing	Below Standard
Highly Effective on at least half of measured performance expectations	At least Effective on at least a majority of performance expectations	At least Developing on at least a majority of performance expectations	Below Standard on at least half of performance expectations
No rating below Effective on any performance expectation	No rating below Developing on any performance expectation		

Given potential changes to the Leadership Rubric, this rating scale may be subject to change.

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. The Monroe Schools' School Climate Committees are working with Panorama Education to develop and administer surveys to parents. Through the goal setting conference, the administrator and their evaluator will mutually agree on surveys to other stakeholders for feedback.

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.

For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS	CENTRAL OFFICE ADMINISTRATORS
Principals: All family members All teachers and staff members All students	Line managers of instructional staff (e.g., Assistant Superintendent): Principals Other direct reports Relevant family members
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	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

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:

- Select appropriate survey measures aligned to the CCL: Connecticut School Leadership Standards.
- Review baseline data on selected measures, which may require a fall administration of the survey in year one.
- 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).
- Later in the school year, administer surveys to relevant stakeholders.
- Aggregate data and determine whether the administrator achieved the established target.
- Assign a rating, using this scale:

Highly Effective	Effective	Developing	Below Standard
Substantially exceeded target as determined in goal setting meeting	met target as determined in the goal setting meeting	Made substantial progress, but did not meet target as determined in the goal setting meeting	Made little or no progress toward target

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:

- performance and progress on the academic learning measures in the state's accountability system for schools and
- 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 includes two measures of student academic learning:
- School Performance Index (SPI) progress – changes from baseline in student achievement on Connecticut's standardized assessments.

PLEASE NOTE: SPI calculations will not be available for the 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.

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

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. The SPI reports will identify the performance goal for each school and district.

Evaluation ratings for administrators on these state test measures are generated as follows in the Bloomboard Software:

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

Using the chart above the following chart indicates the ratings for Component 3:

Highly Effective	Effective	Developing	Below Standard
At or above 3.5	2.5 to 3.4	1.5 to 2.4	Less than 1.5

Locally-Determined Measures (Student Learning Objectives)

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

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

	SLO 1	SLO 2	SLO 3
Elementary or Middle School Principal	Non-tested subjects or grades	Broad discretion	
High School Principal	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion	
Elementary or Middle School AP	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.	
High School AP	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.	
Central Office Administrator	(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.
  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
- 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:

Highly Effective	Effective	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 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 Highly Effective	Rate Highly Effective	Rate Effective	Gather Further Information
	3	Rate Highly Effective	Rate Effective	Rate Effective	Rate Developing
	2	Rate Effective	Rate Effective	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.

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.

Highly Effective	Effective	Developing	Below Standard
> 80% of teachers are rated proficient or exemplary on the student learning objectives portion of their evaluation	> 60% of teachers are rated proficient or exemplary on the student learning objectives portion of their evaluation	> 40% of teachers are rated proficient or exemplary on the student learning objectives portion of their evaluation	< 40% of teachers are rated proficient or exemplary on the student learning objectives portion of their evaluation

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

Summative Administrator Evaluation Rating

Every educator will receive one of four performance* ratings:
1. Highly Effective: Substantially exceeding indicators of performance
2. Effective: Meeting indicators of performance
3. Developing: Meeting some indicators of performance but not others
4. Below standard: Not meeting indicators of performance

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

Highly Effective 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 highly effective 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.

PRACTICE:

Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%

The practice rating derives from an administrator's performance on the six performance expectations of the Common Core of Leading Evaluation Rubric (CCL) and the one stakeholder feedback target. The observation of administrator performance and practice counts for 40% of the total rating and stakeholder feedback counts for 10% of the total rating. Simply multiply these weights by the component scores to get the category points. The points are calculated in Bloomboard using the rating table below.

Component	Score(1-4)	Weight	Summary Score
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30
TOTAL LEADER PRACTICE-RELATED POINTS			110

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

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.

Component	Score(1-4)	Weight	Summary Score
Student Learning (SPI Progress and SLOs)	3	45	135
Teacher Effectiveness Outcomes	2	5	10
TOTAL LEADER PRACTICE-RELATED POINTS			145

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

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 Rating Outcome	4	Rate Highly Effective	Rate Highly Effective	Rate Effective	Gather Further Information
	3	Rate Highly Effective	Rate Effective	Rate Effective	Rate Developing
	2	Rate Effective	Rate Effective	Rate Developing	Rate Developing
	1	Gather Further Information	Rate Developing	Rate Developing	Rate Below Standard

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
A panel composed of the superintendent or designee, teacher union president or designee, and a neutral third person, as mutually agreed upon between the superintendent and the collective bargaining unit,

shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice or final summative rating.   Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue shall be made by the superintendent. 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.

Appendices

Appendix 1 - *REMEDIATION PLAN*

Administrator

Who & When
- Tenured/Non Tenured Staff
- Initiated by Evaluator

Purpose
- Respond to unresolved or serious concerns about certified staff performance
- Correct performance areas of concerns or deficiencies through assistance and focused administrators effort
- Provide data for decision regarding continued employment

Documents
- Common Core of Teaching (CCT)
- CCT *Framework & Rubric for Teaching*
- *Common Core of Leading (CCL) Connecticut School Leadership Standards*
- Common Core State Standards
- CT Code of Professional Responsibility for School Teachers
- District Goals
- Feedback from observations and goal setting (SLO/IAGD & Focus Areas)

Comprehensive Evaluation Plan
- Administrator Support Phase is a formal plan of intervention which is used to respond to unresolved or serious concerns about teacher performance.

The Primary Evaluator will:
- Schedule a conference with the teacher for the purpose of discussing performance concerns and notify the teacher in advance of the purpose of the conference.
- Notify MASA and inform administrator of the notification to the MASA.
- Clearly identify the areas of concern or deficiency referencing the specific data collected and review the performance expected.
- Offer specific suggestions and resources to assist the administrator in meeting these expectations.
- Establish a time frame and a plan for monitoring the administrator performance during corrective assistance. The plan will include specific meeting times with the evaluator to discuss progress.
- Plan improvement strategies cooperatively with the administrator.
- Provide the administrator with a copy of the minutes of the meetings and plan, maintaining a copy in the administrator's personal file in Central Office.
- Monitor the administrator's performance as indicated in the plan.
- Schedule a follow-up meeting(s) to review the administrator's progress in meeting the expectation as described in the minutes and assess the effectiveness of the support plan.
- At the end of the designated time frame, prepare a formal written assessment which includes:
- A record of the assistance provided
- A record of observations and conferences and other data which documents monitoring of performance.
- An assessment of performance of the area(s) of identified concerns or deficiencies
- A clear statement of the status of the area(s) of concern, whether resolved or requiring further action.
- Identification of next step(s) such as extension of the terms and timeframes of the existing plan, revision of the plan to include other strategies, and other administrative actions up to and including recommendation of termination of employment.

The administrator will:
- Respond promptly to the request to the meeting to discuss performance concerns.
- Invite MASA representation to the meeting if s/he desires.
- Plan improvement strategies and timeframe cooperatively with the evaluator.
- Schedule classroom observations or other opportunities for the evaluator to observe the administrator's progress in meeting expectations.

REMEDIATION PLAN

Administrator

Administrator's Name: _____ MASA Representative: _____

Evaluator's Name: _____

Date of Meeting: _____

Areas of Concern or Deficiency:

Suggestions or Resources to assist teacher in meeting expectations:

Time Frame for Plan:

Improvement Strategies:

The process to measure progress:

Scheduled Follow-up Meeting Date(s):

Failure to meet the established goal(s) within a reasonable period may result in the recommendation of non-renewal of the teacher's contract for the following year.

_____   _____

        Signature of administrator   Signature of evaluator

LEADER EVALUATION RUBRIC

Performance Expectation 1: Vision, Mission and Goals:
Education leader[1] 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 staff[2] 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.
3. Diverse perspectives, collaboration, and effective learning	provides limited opportunities for stakeholder involvement in developing and implementing, the school's vision, mission and goals. creates a vision, mission and goals that set low expectations for students.	offers staff and other stakeholders some opportunities to participate in the development of the vision, mission and goals. develops a vision, mission and goals that set high expectations for most students.	incorporates diverse perspectives and collaborates with all stakeholders[3] to develop a shared vision, mission and goals so that all students have equitable and effective learning opportunities.	collaboratively creates a shared vision of high expectations with all stakeholders[3] and builds staff capacity to implement a shared vision for high student achievement.

[1]**Leader:** Connecticut School leaders who are employed under their intermediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other educational supervisory positions)
[2]**Staff:** all educators and non-certified staff
[3]**Stakeholders:** a person, group or organization with an interest in education

Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals
Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Shared understandings guide decisions & evaluation of outcomes.*	tells selected staff and stakeholders about decision-making processes related to implementing and sustaining the vision, mission and goals.	develops understanding of the vision, mission and goals with staff and stakeholders. provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.	develops shared understandings, commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.	engages and empowers staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals.
2 and 3 combined— Communicates vision; Advocates for effective learning for all	Is unaware of the need to communicate or advocate for the school's vision, mission and goals or for effective learning for all.	builds stakeholders' understanding and support for the vision, mission and goals. generates some support for equitable and effective learning opportunities for all students.	publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.	effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission. persuasively communicates the importance of equitable learning opportunities for all students and the impact on students and the community if these opportunities are not available.

Element C: Continuous Improvement toward the Vision, Mission and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Analyzes data to identify needs and gaps between outcomes and goals	is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.	uses data to identify gaps between current outcomes and goals for some areas of school improvement.	uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.	collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals. works with faculty to collectively identify specific areas for improvement at the school, classroom and student level.
2 and 3 combined—Uses data and collaborates to design, assess and change programs	is unaware of the need to use data, research or best practice to inform and shape programs and activities.	uses some systems and processes for planning, prioritizing and managing change and inquires about the use of research and best practices to design programs to achieve the school's vision, mission and goals.	uses data, research and best practice to shape programs and activities and regularly assesses their effects. analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.	collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices. engages all stakeholders in building and leading a school-wide continuous improvement cycle.
3. Identifies and addresses barriers to achieving goals	does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.	manages barriers to the achievement of the school's vision, mission and goals on a situational level.	identifies and addresses barriers to achieving the vision, mission and goals	focuses conversations, initiatives and plans on minimizing barriers to improving student achievement and is unwavering in urging staff to maintain and improve their focus on student outcomes. uses challenges or barriers as opportunities to learn and to develop staff.
4. Seeks and aligns resources	is unaware of the need to seek or align resources necessary to sustain the school's vision, mission and goals.	aligns resources to some initiatives related to the school's vision, mission and goals.	seeks and aligns resources to achieve the vision, mission and goals.	builds capacity of the school and its staff to provide services that sustain the school's vision, mission and goals. prioritizes the allocation of resources to be consistent with the school's vision, mission and goals.

LEADER EVALUATION RUBRIC

Performance Expectation 2: Teaching and Learning
Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

Element A: Strong Professional Culture
Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Closes achievement gaps*	is unaware of the achievement gap[1]. is working toward improvement for only some students.	uses student outcome data to build their own awareness of achievement gaps. is developing a personal commitment to improvement for all students.	**develops shared understanding and commitment to close achievement gaps[1] so that all students achieve at their highest levels.**	regularly shares ongoing data on achievement gaps and works with faculty to identify and implement solutions. establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels.
2. *Supports and Evaluates Professional Development*	provides professional development that is misaligned with faculty and student needs. does not monitor classroom instruction for the implementation of professional development content.	provides professional development for staff that addresses some but not all needs for improvement.	**supports and evaluates professional development to broaden faculty[2] teaching skills to meet the needs of all students**	works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs. collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes.

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[1]**Achievement gap** (attainment gap) refers to the disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race/ethnicity and socioeconomic status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college enrollment and completion rates.
[2]**Faculty:** certified school faculty

3 and 4 combined – Fosters Inquiry and Collaboration for Improvement	establishes most strategies and directions without staff collaboration and is rarely open to new ideas and strategies. is uninvolved in faculty conversations to resolve student learning challenges.	models learning and seeks opportunities for personal growth. encourages staff collaboration and growth to improve teaching and learning.	seeks opportunities for personal and professional growth through continuous inquiry. fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.	develops processes for continuous inquiry with all staff and inspires others to seek opportunities for personal and professional growth. builds a culture of candor, openness to new ideas, and collaboration to improve instruction with all staff.
5. Supports Teacher Reflection and Leadership	provides insufficient time and resources for teachers to work together on instructional improvement. provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.	recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.	provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.	provides time and resources for teacher collaboration and builds the capacity. of teachers to lead meetings focused on improving instruction. builds a strong instructional leadership team, builds the leadership capacity of promising staff, and distributes leadership opportunities among staff.
6. Provides Feedback to Improve Instruction	ineffectively uses data, assessments or evaluation methods to support feedback. does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.	provides sporadic feedback based on data, assessments or evaluations. monitors some teachers' practice for improvements based on feedback.	provides timely, accurate, specific and ongoing feedback using data, assessments and evaluation methods that improve teaching and learning.	provides regular, timely and constructive feedback to all staff and monitors for implementation and improved practice. creates a culture of candid feedback and opportunities for staff to review each other's data and instructional practice and provide feedback to each other.

Element B: Curriculum and Instruction
Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1 and 2 combined – Aligns Curriculum, Instruction and Assessment to Standards	is unaware of how to align curriculum with standards, instruction and assessments.	builds their own understanding of state and national standards. develops curriculum, instruction and assessment methods that are loosely aligned to standards.	**develops a shared understanding of curriculum, instruction and alignment of standards-based instructional programs.** **ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.**	builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meet or exceed state and national standards. monitors and evaluates the alignment of all instructional processes.
3. Improves Instruction for the Diverse Needs of All Students	supports the use of instructional strategies that do not meet the diverse learning needs of students.	uses evidence-based instructional strategies and instructional practices that address the learning needs of some but not all student populations.	**uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations[1].**	builds the capacity of staff to collaboratively identify differentiated learning needs for student groups. works with staff to continuously adjust instructional practices and strategies to meet the needs of every student.

[1]Diverse student needs: students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness, or other factors affecting learning.

Indicator	Below Standard	Developing	Proficient	Exemplary
4. Collaboratively Monitors and Adjusts Curriculum and Instruction	is unaware of how to analyze student progress using student work. supports the use of curriculum and instruction that fail to consistently meet the needs of all students.	analyzes student work and monitors student progress with occasional collaboration from staff. facilitates adjustments to curriculum and instruction that meet the needs of some but not all students.	develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.	empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student.
5. Provides Resources and Training for Extended Learning	identifies only limited resources and supports for extending learning beyond the classroom.	promotes learning beyond the classroom provides inconsistent support and resources to faculty around extending learning opportunities.	provides faculty and students with access to instructional resources, training and technical support to extend learning beyond the classroom walls.	builds strong faculty commitment to extending learning beyond the classroom. collaborates with faculty to attain necessary resources and provide ongoing training and support for extended learning.
6. Supports the Success of Faculty and Students as Global Citizens[1]	focuses only on established academic standards as goals for student and staff skills. provides limited support or development for staff or students associated with the dispositions for a global citizen.	supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.	assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.	establishes structures for staff to continuously discuss the skill, knowledge and dispositions necessary for success as global citizens. faculty and students have multiple opportunities to develop global knowledge, skills and dispositions.

[1] A Global Citizen uses 21st century knowledge, skills and dispositions to communicate effectively, think creatively, respect diversity, gain an awareness and understandings of the wider world, appreciate different cultures and points of view and work to make the world a better place.

Element C: Assessment and Accountability

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

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1 and 2 combined– Uses Multiple Sources of Information[1] to Improve Instruction	monitors limited sources of student information and staff evaluation data. does not connect information to school goals and/or instruction.	develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction. is learning to use multiple sources of information to identify areas for improvement.	uses district, state, national, and international assessments and multiple sources of information to analyze student performance, advance instructional accountability, and improve teaching and learning.	builds the capacity and accountability of staff to monitor multiple sources of information and a range of assessments for each student. empowers staff members to continuously use multiple sources of information to adjust instructional strategies and improve teaching and learning.
3. Staff Evaluation	conducts occasional classroom observations for some staff. does not connect evaluation results to professional development or school improvement goals.	completes evaluations for all staff according to stated requirements. uses some evaluation results to inform professional development.	implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.	sets and monitors meaningful goals with each staff member, accurately differentiates ratings and provides additional evaluation activity and feedback for Developing or Below Standard teachers. develops and supports individual staff learning plans and school improvement goals based on evaluations.
4. Communicates Progress	provides limited information about student progress to faculty and families.	provides updates on student progress to faculty and families.	interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders.	builds the capacity of all staff to share ongoing progress updates with families and other staff members. consistently connects results to the vision, mission and goals of the school and frequently updates staff and families around progress and needs for improvement.

[1]Multiple sources of information: Including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations. Multiple assessments would include local, state, national, and international assessments.

LEADER EVALUATION RUBRIC

Performance Expectation 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.

Element A: Welfare and Safety of Students, Faculty and Staff
Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Safety and security plan	insufficiently plans for school safety.	develops a safety and security plan and monitors its implementation. creates minimal engagement with the community around safety plan.	develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.	continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan.
2. Positive school climate for learning	is unaware of the link between school climate and student learning. acts alone in addressing school climate issues.	seeks input and discussion from school community members to build his/her own understanding of school climate. plans to develop a school climate focused on learning and social/ emotional safety.	advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.	supports ongoing collaboration from staff and community to review and strengthen a positive school climate. develops a school climate that supports and sustains learning, social/emotional safety and success for every member of the school community.
3. Community norms for learning	uses his/her own judgment to develop norms for behavior. does not consistently implement or monitor norms for accountable behavior.	develops and informs staff about community norms for accountable behavior. monitors for implementation of established norms.	involves families and the community in developing, implementing and monitoring guidelines and community norms for accountable behavior to ensure student learning.	builds ownership for all staff, community and students to develop and review community norms for accountable behavior. students, staff and parents all hold themselves and each other accountable for following the established norms.

Element B: Operational Systems
Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1 and 4 combined – Evaluate and Improve operational systems	ineffectively monitors operational processes. makes minimal improvements to the operational system.	reviews existing processes and plans improvements to operational systems.	uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise. processes to improve the operational system.	continuously evaluates and revises school processes. plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.
2. Safe physical plant	maintains a physical plant that does not consistently meet guidelines and legal requirements for safety.		ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.	develops systems to maintain and improve the physical plant and rapidly resolve any identified safety.
1. Data systems to inform practice	uses existing data systems that provide inadequate information to inform practice.	monitors communication and data systems to provide support to practice.	facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice.	gathers regular input from faculty on new communications or data systems that could improve practice. seeks new capabilities and resources based on school community input.
2. Equipment and technology for learning	uses existing equipment and technology or technology that ineffectively supports teaching and learning.	identifies new equipment and technologies and/or maintains existing technology. is learning about how technology can support the learning environment.	oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.	develops capacity among the school community to acquire, maintain and ensure security of equipment and technology and to use technology to improve instructional practices and enhance communication.

Element C: Fiscal and Human Resources

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1 and 2 combined – Aligns resources to goals	operates a budget that does not align with district or state guidelines. allocates resources that are not aligned to school goals.	develops and operates a budget within fiscal guidelines. aligns resources to school goals and to strengthening professional practice.	develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations. seeks, secures and aligns resources to achieve vision, mission and goals to strengthen professional practice and improve student learning.	works with community to secure necessary funds to support school goals. aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning.
3. *Recruits and retains staff*	uses hiring processes that involve few recruiting sources. provides limited support for early career teachers and has few strategies to retain teachers.	reviews and improves processes for recruiting and selecting staff. provides support to early career teachers but has limited strategies to develop and retain effective teachers.	implements practices to recruit, support and retain highly qualified staff.	involves all stakeholders in processes to recruit, select and support effective new staff. implements strategies and practices that successfully retain and develop effective staff in the school and district.
4. *Conducts staff evaluations*	does not consistently implement district/state evaluation processes. evaluation results are not used to improve teaching and learning.	prioritizes and completes staff evaluation processes. is beginning to connect evaluation process and results to professional learning.	conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.	coordinates staff to conduct staff evaluation processes and differentiate evaluation process based on individual teacher performance. works with staff to connect evaluation processes to professional learning and instructional improvement.

LEADER EVALUATION RUBRIC

Performance Expectation 4: Families and Stakeholders
Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

Element A: Collaboration with Families and Community Members
Leaders ensure the success of all students by collaborating with families and stakeholders.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Accesses family and community resources*	is unaware of how to access resources or support from families and the community.	reaches out to the broader community to access resources and support. secures community resources that are not consistently aligned to student learning.	coordinates the resources of schools, family members and the community to improve student achievement.	consistently seeks and mobilizes family and community resources and support aligned to improving achievement for all students.
2. *Engages families in decisions*	provides limited opportunities for families to engage in educational decisions. does not ensure that families feel welcome in the school environment.	welcomes family involvement in some school decisions and events that support their children's education.	welcomes and engages all families in decision-making to support their children's education.	engages families consistently in understanding and contributing to decisions about school-wide and student-specific learning needs.
3. *Communicates with families and community*	uses limited strategies to communicate with families and community members. limits opportunities for families and community members to share input or concerns with the school.	shares information and progress with families. provides opportunities for families and community members to share input and concerns with the school.	uses a variety of strategies to engage in open communication with staff and families and community members.	uses a variety of strategies and builds the capacity of all staff to facilitate open and regular communication between the school and families and community members.

Element B: Community Interests and Needs
Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Communicates effectively	ineffectively communicates with members of the school community.	communicates clearly with most people. seeks more opportunities to interact with stakeholders.	demonstrates the ability to understand, communicate with, and interact effectively with people.	communicates and interacts effectively with a wide range of stakeholders. builds the skills of staff to ensure clear two-way communication and understanding with all stakeholders.
2. Understands and accommodates diverse[1] student and community conditions	uses limited resources to understand diverse student needs. demonstrates limited knowledge of community conditions and dynamics.	collects information to understand diverse student and community conditions. provides some accommodations for diverse student and community conditions.	uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.	uses assessment strategies and research with all staff to build understanding of diverse student and community conditions. collaborates with staff to meet the diverse needs of students and the community.
3. Capitalizes on diversity	demonstrates limited awareness of community diversity as an educational asset.	values community diversity. develops some connections between community diversity and educational programs.	capitalizes on the diversity of the community as an asset to strengthen education.	integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.
4. Collaborates with community programs	establishes limited collaboration with community programs. community programs address few student learning needs.	collaborates with community programs to meet some student learning needs.	collaborates with community programs serving students with diverse needs.	builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.
5. Involves all stakeholders	provides limited opportunities for stakeholder input. occasionally excludes or ignores competing perspectives.	elicits some stakeholder involvement and input. seeks occasional input from competing educational perspectives.	involves all stakeholders, including those with competing or conflicting educational perspectives.	builds a culture of ongoing open discussion for all stakeholders. actively seeks and values alternate viewpoints.

[1]Diversity: including, but not limited to cultural, ethnic, racial, economic, linguistic, generational

Element C: Community Resources

Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that pro-vide critical resources for children and families.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Collaborates with community agencies*	works with community agencies when needed. provides limited access to community resources and services to children and families.	collaborates with some community agencies for health, social or other services. provides some access to resources and services to children and families.	collaborates with community agencies for health, social and other services that provide essential resources and services to children and families.	proactively identifies and prioritizes essential resources and services for children and families. collaborates with community agencies to provide prioritized services and consistently evaluates service quality.
2. *Develops relationships with community agencies*	develops limited relationships with community agencies. community partnerships inconsistently meet the needs of the school community.	develops relationships with community organizations and agencies. evaluates some partnerships to ensure benefit to agencies and school community.	develops mutually – beneficial relationships with community organizations and agencies to share school and community resources.	develops ongoing relationships with community agencies aligned to school needs. assesses partnerships on a regular basis to ensure mutual benefit and shared resources for school and agency.
3. *Applies resources to meet the needs of children and families*	does not consistently align resources to the educational needs of the school.	aligns resources to the educational needs of students. supports the educational needs of most families.	applies resources and funds to support the educational needs of all children and families.	identifies educational needs of students and families and aligns all resources to specific needs.

LEADER EVALUATION RUBRIC

Performance Expectation 5: Ethics and Integrity
Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.

Element A: Ethical and Legal Standards of the Profession
Leaders demonstrate ethical and legal behavior.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Professional Responsibility*	does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.		exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.	continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.
2. *Ethics*	does not consistently demonstrate personal and professional ethical practices.		models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.	holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.
3. *Equity and Social Justice[1]*	does not consistently promote educational equity and social justice for students.	earns respect and is building professional influence to foster educational equity and social justice for all stakeholders.	uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.	• removes barriers to high-quality education that derive from all sources of educational disadvantage or discrimination. • promotes social justice by ensuring all students have access to educational opportunities.
4. *Rights and Confidentiality*	does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.		protects the rights of students, families and staff and maintains confidentiality.	• builds a shared commitment to protecting the rights of all students and stakeholders. • maintains confidentiality, as appropriate.

[1]Social Justice: recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure fairness and equity for all students.

Element B: Personal Values and Beliefs

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.

The Leader...

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Respects the Dignity and Worth of Each Individual*	does not consistently treat everyone with respect.		demonstrates respect for the inherent dignity and worth of each individual.	promotes the recognition of the dignity and worth of everyone.
1. *Models Respect for Diversity and Equitable Practices*	does not consistently demonstrate respect for diversity and equitable practices for all stakeholders.		models respect for diversity and equitable practices for all stakeholders.	builds a shared commitment to diversity and equitable practices for all stakeholders.
5. *Advocates for Mission, Vision and Goals*	does not consistently advocate for or act on commitments stated in the mission, vision and goals.	advocates for the vision, mission and goals.	advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.	advocates and actively engages the participation and support of all stakeholders towards the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.
6. *Ensures a Positive Learning Environment*	does not consistently address challenges or contribute to a positive learning environment.	addresses some challenges or engages others to ensure values and beliefs promote the school vision, mission and goals.	overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.	skillfully anticipates and overcomes challenges and collaborates with others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.

Element C: High Standards for Self and Others

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Lifelong Learning	does not consistently engage in or seek personal professional learning opportunities.	recognizes the importance of personal learning needs. uses some research and best practices for professional growth.	models, reflects on and builds capacity for lifelong learning through an increased understanding of research and best practices.	models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.
2. Support of Professional Learning	does not consistently support and use professional development to strengthen curriculum, instruction and assessment.	supports professional development that is primarily related to curriculum and instructional needs.	supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.	supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment.
3. Allocates Resources Equitably	does not equitably use resources to sustain and strengthen organizational performance.	allocates resources which address some organizational needs.	allocates resources equitably to sustain a high level of organizational performance.	actively seeks and provides resources to equitably build, sustain and strengthen organizational performance.
4. Promotes Appropriate Use of Technology	demonstrates a limited understanding of technology and ethical implications for its use.	promotes the use of technology and has addressed some legal, social and ethical issues.	promotes understanding of the legal, social and ethical use of technology among all members of the school community.	is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.
5. Inspires Student Success	ineffectively builds trust, respect and communication to achieve expected levels of performance and student success.	promotes communication and is building trust and respect to strengthen school performance and student learning.	inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.	creates a collaborative learning community which inspires and instills trust, mutual respect and honest communication to sustain optimal levels of performance and student success.

LEADER EVALUATION RUBRIC

Performance Expectation 6: The Education System
Education leaders ensure the success and achievement of all students and advocate for their student, faculty and staff needs by influencing social, cultural, economic, legal and political contexts affecting education.

Element A: Professional Influence
Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. Promotes public discussion about educational laws, policies and regulations	does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education.	follows current education legislation, seeks opportunities to engage in professional learning activities to understand issues and implications, and shares information with the school community.	promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.	engages the entire school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school and district as appropriate.
2. Builds relationships with stakeholders and policymakers	takes few opportunities to engage stakeholders in educational issues.	identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers.	develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to, and influence issues that affect education.	actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.

3. Advocates for equity, access and adequacy of student and family resources	has limited understanding and/or ineffectively uses resources for family services and support through community agencies.	is learning how to help students and families locate, acquire and access programs, services or resources to create equity.	advocates for equity, access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.	empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.

Element B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

The Leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Accurately communicates educational performance*	ineffectively communicates with members of the school community. does not fully understand growth, trends and implications for improvement.	reviews school growth measures and student data. conducts basic data analyses and communicates data about educational performance.	collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way.	engages the school community and stakeholders in analysis of school and student data that leads to identifying important indicators of school progress, greater understandings and implications for growth and refinements to the school or district's mission, vision and goals.
2. *Improves public understanding of legislation, policy and laws*	provides incomplete information to the public to understand school or student results, legal issues, practices and implications.	shares information about federal, state and local laws, policies and regulations. provides information to decision-makers and the community.	communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.	actively communicates and clarifies federal, state and local laws, policies and regulations with stakeholders and decision makers to improve public understanding and input.
3. *Upholds laws and influences educational policies and regulations*	does not consistently uphold laws, regulations.	upholds federal, state and local laws and seeks to engage in public discourse about policies and regulations to support education.	upholds federal, state and local laws and influences policies and regulations in support of education.	works with district, state and/or national leaders to advocate for/or provide feedback about the implementation effectiveness of policies or regulations.

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The leader…

Indicator	Below Standard	Developing	Proficient	Exemplary
1. *Advocates for public policies to support the present and future needs of children and families*	does not advocate for policies and procedures to meet the needs of all students and their families.	identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies.	advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.	works with students, families and caregivers to successfully advocate for equitable and appropriate policies and procedures to close the achievement gap by ensuring all children have an equal opportunity to learn.
2. *Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources*	is unaware of policies that result in equitable resources to meets the needs of all students. does not allocate resources appropriately, adequately or equitably.	supports fiscal guidelines to use resources that are aligned to meet school goals and student needs. allocates and distributes school resources among faculty, staff and students.	promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.	aligns with state and national professional organizations that promote public policy and advocate for appropriate, adequate and equitable resources to ensure quality educational opportunities that are equal and fair for all students.
3. *Collaborates with leaders to inform planning, policies and programs*	demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.	is learning to collect analyze and share data with others to raise awareness of its impact on decisions affecting student learning on local, district, state and national levels.	collaborates with community leaders to collect and analyze data on economic, social and other emerging issues to inform district and school planning, policies and programs.	actively engages all stakeholders through conversations and collaboration to proactively change local, district, state and national decisions affecting the improvement of teaching and learning. is involved with local, state and national professional organizations in order to influence and advocate for legislation, policies and programs that improve education.