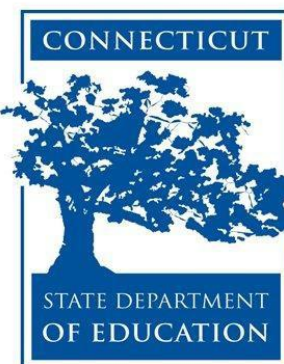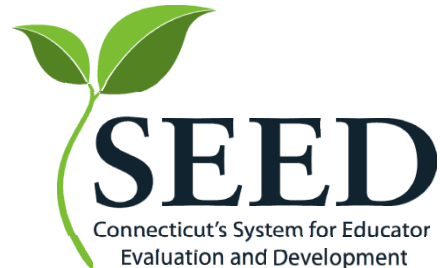# New Fairfield

Connecticut State Department of Education

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

Connecticut's State Model for Educator Evaluation

Adapted by New Fairfield

SEED
Connecticut's System for Educator Evaluation and Development

CONNECTICUT
STATE DEPARTMENT OF EDUCATION

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Introduction

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

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

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

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

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

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

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Introduction

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

DESIGN PRINCIPLES

Purpose and Rationale

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

Core Design Principles

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

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

Consider multiple, standards-based measures of performance

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

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

Emphasize growth over time

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

Promote both professional judgment and consistency

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

Foster dialogue about student learning

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

Encourage aligned professional learning, coaching and feedback to support growth

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

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

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Ensure feasibility of implementation

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

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

Administrator Final Summative Rating

Outcome Rating 50%

5% Teacher Effectiveness Outcomes

45% Multiple Student Learning Indicators

Practice Rating 50%

40% Observations of Performance & Practice

10% Stakeholder Feedback

These percentages are derived from the same set of data

These percentages may be derived from the same set of data

Survey data gathered from the same stakeholder groups should be gathered via a single survey, when possible

Teacher Final Summative Rating

Outcome Rating 50%

45% Student Growth and Development

5% Whole-School Student Learning Indicators or Student Feedback

Practice Rating 50%

40% Observations of Performance & Practice

10% Peer or Parent Feedback

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

Example:

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

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

Example:

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

Teacher Evaluation and Support

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

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

- Teacher Performance and Practice (40%)
- Parent Feedback (10%)

Teacher Practice Related Indicators

- Student Growth and Development (45%)
- Either Whole-School Student Learning or Student Feedback (5%)

Student Outcomes Related Indicators
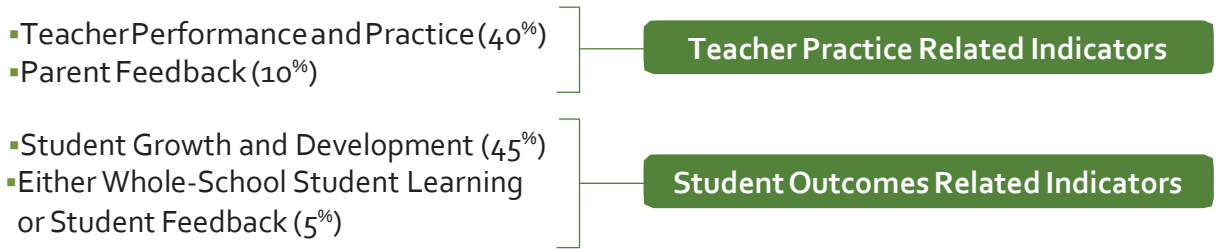
Additional Requirements for Educator Evaluation and Support Plans

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

- Evaluator Training and Monitoring

- Evaluation-Informed Professional Learning

- Improvement and Remediation Plans

- Career Development and Growth

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

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

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Teacher Evaluation Overview

Teacher Evaluation and Support Framework

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

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

    (a) **Observation of Teacher Performance and Practice (40%)** as defined within the *21st Century Instruction & Learning Standards*, which articulates three domains and ten indicators of teacher practice

    (b)) **Parent Feedback (10%)** on teacher practice through surveys

2. **Student Outcomes Related Indicators:** An evaluation of teachers' contributions to student academic progress at the school and classroom level. There is also an option in this category to include student feedback. This area is comprised of two components:

    (a) Student Growth and Development (45%) as determined by the teacher's Student Learning Objectives (SLOs) and associated Indicators of Academic Growth and Development (IAGDs)

    (b) Whole-School Measures of Student Learning as determined by aggregate student learning indicators or Student Feedback (5%)

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

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

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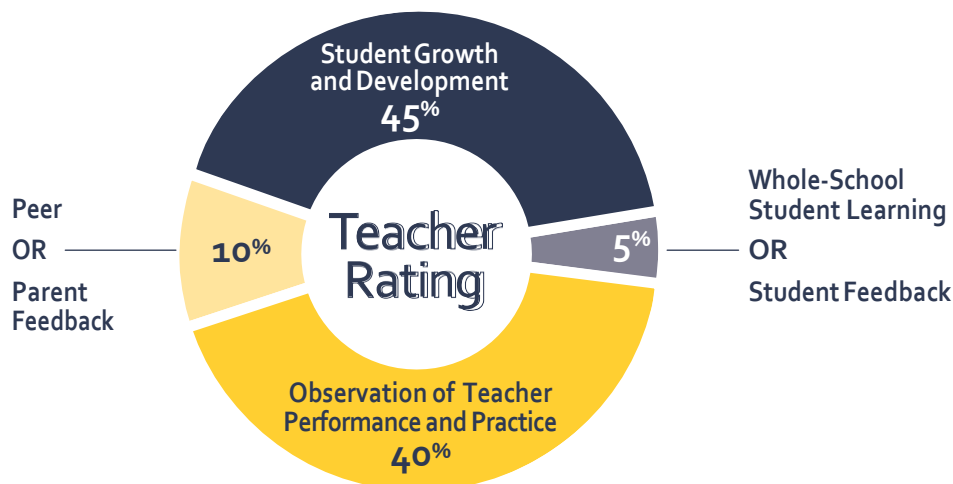
Process and Timeline

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

Goal Setting & Planning
- Orientation on process
- Teacher reflection and goal-setting
- Goal-setting and plan development

By November 15

Mid-Year Check-in
- Review goals and performance to date
- Mid-year conference

January/February

End-of-Year Review
- Teacher self-assessment
- Scoring
- End-of-year conference

By June 30*

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

GOAL-SETTING AND PLANNING:
Timeframe: Target is October 15, must be completed by November 15

1. *Orientation on Process –* To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice focus areas and Student Learning Objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation and support process.

2. *Teacher Reflection and Goal-Setting –* The teacher examines student data, prior year evaluation and survey results, and the *21st Century Instruction & Learning Standards* to draft a proposed performance and practice focus area, a parent feedback goal, two SLOs and a student feedback goal (if required) for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

3. *Goal-Setting Conference –* The evaluator and teacher meet to discuss the teacher's proposed focus area, goals and objectives in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed focus area(s), goals and objectives if they do not meet approval criteria.

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MID-YEAR CHECK-IN:

Timeframe: January and February

1. *Reflection and Preparation –* The teacher and evaluator collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the check-in.

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

END-OF-YEAR SUMMATIVE REVIEW:

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

1. *Teacher Self-Assessment –* The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the Goal-Setting Conference.

2. *End-of-Year Conference* –* The evaluator and the teacher meet to discuss all evidence collected to date and to discuss component ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 30.[2]

3. *Scoring* –* The evaluator reviews submitted evidence, self-assessments and observation data and uses them to generate component ratings once the end-of-year conference has taken place. The component ratings are combined to calculate scores for Teacher Practice Related Indicators and Student Outcomes Related Indicators. These scores generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if this data would significantly change the Student Outcomes Related Indicators final rating. Such revisions should take place as soon as state test data are available and before September 15.

*Order of steps #2 and #3 has changed

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

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Complementary Observers

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

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

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

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

School districts who have adopted the SEED model are expected to engage in the CSDE sponsored multi-day training. All New Fairfield evaluators have either previously completed and passed the SEED training, or will be receiving training and ongoing support through Revision Learning. This comprehensive training will give evaluators the opportunity to:

- Understand the nature of learning for students and educators and its relation to the priorities of the *21st Century Instruction & Learning Standards*;

- Establish a common language that promotes professionalism and a culture for learning through the lens of the *21st Century Instruction & Learning Standards*;

- Understand how coaching conversations support growth-producing feedback;

- Establish inter-rater reliability through calibrations of observer interpretations of evidence and judgments of teaching practice; and

- Collaborate with colleagues to deepen understanding of the content.

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

- Deepen understanding of the evaluation criteria;

- Define professional teaching;

- Collect, sort and analyze evidence across a continuum of performance;

- Engage in professional conversations and coaching scenarios; and

- Determine a final summative rating across multiple indicators.

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

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

Points for District Consideration:

- Development or selection of an evaluation framework/rubric to measure and provide feedback on teacher performance and practice

- Identification of criteria for demonstrating proficiency as an evaluator

- Provision of ongoing calibration activities

- Determination of training and frequency for proficiency status renewal

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

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

Support and Development

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

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Evaluation-Informed Professional Learning

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

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

Points for District Consideration

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

- Creating learning communities committed to continuous improvement, collective responsibility, accountability and goal alignment;

- Prioritizing, monitoring and coordinating resources tied to goals /objectives and evidence-based feedback provided as part of the evaluation process;

- Aligning job-embedded professional learning with school and district goals and priorities, curriculum and assessments.

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

This is accomplished by:

- Developing well-supported and effective coaches, teacher leaders, and principals who are strategically selected based on valid indicators of effectiveness; empowered to support and monitor teacher learning; and provide meaningful, evidence-based, actionable feedback that supports teachers' reflection and analysis of their practice.

- Creating structures and systems that enable teams of educators to engage in job-embedded professional learning on an ongoing basis.

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

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Improvement and Remediation Plans

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

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

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

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

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

Points for District Consideration:

Well-articulated Improvement and Remediation Plans:

- Clearly identify targeted supports, in consultation with the teacher, which may include specialized professional development, collegial and administrative assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.

- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the teacher must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered "professional."

- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.

- Include indicators of success, including a rating of professional or better at the conclusion of the improvement and remediation plan.

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Career Development and Growth

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

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

Points for District Consideration:

Creating Sustainable Teacher Career Pathways: A 21st Century Imperative

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

- Re-examine district human resource policies to see if they are effective in recruiting teachers who are high academic achievers; identify and manage talent; and provide diverse and flexible career options as part of retaining "high achievers."

- Re-think the one teacher/one classroom organization of schools to facilitate new staffing structures that differentiate roles of teachers and extend the reach of highly effective teachers.

- Implement flexible job structures that recognize the life and career cycles of teachers, such as sabbaticals, job-sharing, and part time work.

- Take advantage of technology in extending the reach of highly effective teachers through blended learning structures and promoting teacher collaboration and professional development through social media and other technological tools.

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

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

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

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Teacher Practice Related Indicators

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

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

These two components will be described in detail below:

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

The Teacher Performance and Practice component is a comprehensive review of teaching practice conducted through multiple observations, which are evaluated against a standards-based rubric (See Appendix 5.) 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- 21st Century Instruction & Learning Standards

The purpose of this framework is threefold: 1. To explicitly guide the integration of Common Core State Standards and 21st century skills into instructional practice, 2. To build a rigorous set of standards for professional and exemplary digitally supported instruction in Connecticut schools, and 3. To create model language and examples that can support an ongoing dialogue among educators regarding the key elements of truly challenging 21st century learning environments designed to prepare students for life, learning and work beyond school.

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

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

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21st Century Instruction & Learning Standards
Instructional Practice Rubric
- AT A GLANCE –

Domain 1: Planning and Creating an Environment to Support Active Learning 20%	Domain 2: Instruction and Assessment for Active Learning 60%	Domain 3 Professional Responsibilities and Teacher Leadership 20%
1.1 - Appropriately challenging, relevant and differentiated experiences. 1.2 - Responsive and respectful, behavioral interventions. (P) 1.3 - Arrangement of the physical/virtual learning environment and the logistics of learning.	2.1 - Clear purpose, thoughtful structures, discourse and inquiry for the construction of new learning. 2.2 - Higher order thinking and meaningful student engagement that leads to ownership of learning. (P) 2.3 - Differentiated instruction, positive personal interactions, questioning, and adjustment to learning experiences to meet the needs of all students. 2.4 - A variety of assessments that provide timely and descriptive feedback and support the progress all learners. (P)	3.1 - Professional growth that is continuous and purposeful and contributes to a positive school/community climate. (P) 3.2 - Communication and collaboration with families about their students, their student's performance, and instructional program. 3.3 - Professional behavior in accordance with the Connecticut Code of Professional Responsibility for Educators.

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Observation Process

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

Therefore, in the SEED teacher evaluation and support model:

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

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

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

- All observations must be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within a timely manner. It is recommended that feedback be provided within five business days, but districts are encouraged to consult with evaluators and teachers to establish a mutually agreed upon timeframe.

- Providing both verbal and written feedback after an informal observation or a review of practice is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.

- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations.

- Districts and evaluators can use their discretion to establish a mutually agreed upon number of observations based on school and staff needs and in accordance with the Guidelines for Educator Evaluation. The table on the next page summarizes the recommendations within the SEED model as compared with requirements established in the Guidelines.

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

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Teacher Categories	Requirements*
First and Second Year Novice Teachers	At least 3 in-class formal observations, all of which include a pre- and post-conference
Below Standard and *Developing*	At least 3 in-class formal observations, 2 of which include a pre-conference and all of which must include a post-conference
Professional and *Exemplary*	Minimum of 1 formal in-class observation no less frequently than once every three years, and 3 informal in-class observations all other years, plus a review of practice every year

PLEASE NOTE: See Appendices 1 and 3 for additional information.

*By mutual agreement between the teacher and administrator, (additional) informal in-class observations may be conducted.

Pre-Conferences and Post-Conferences

Pre-conferences are valuable for establishing the context for the lesson, providing information about the students to be observed and setting expectations for the observation process and provide the evidence for Domain 1: Planning and Creating an Environment to Support Active Learning. Pre-conferences are optional for observations except where noted in the requirements described in the table above. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against the *21st Century Instruction & Learning Standards* and for generating action steps that will lead to the teacher's improvement. A good post-conference:

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

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Classroom observations generally provide the most evidence for Domain 2 of the *21st Century Instruction & Learning Standards*. Non-classroom observations/reviews of practice generally provide the most evidence for Domains 1 and 3. Both pre-and post-conferences provide the opportunity for discussion of all three domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching). **Pre- and Post-Conference Forms** are available on the SEED website.

Because the evaluation and support model aims to provide teachers with comprehensive feedback on their practice as defined by the three domains of the *21st Century Instruction & Learning Standards*, 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 1 and 3 of the *21st Century Instruction & Learning Standards*. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, Professional Learning Community meetings, call logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers and/or attendance records from professional learning or school-based activities/events.

Feedback

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

- Specific evidence and formative ratings, where appropriate, on observed indicators of the *21st Century Instruction & Learning Standards*;
- 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 *21st Century Instruction & Learning Standards*. The focus area will guide observations and feedback conversations throughout the year.

Each teacher will work with his/ her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement and should move the teacher towards *professional* or *exemplary* on the *21st Century Instruction & Learning Standards*. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator (e.g., 2.3 - Differentiated instruction, positive personal interactions, questioning, and adjustment to learning experiences to meet the needs of all students.)

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

Teacher Performance and Practice Scoring

During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the teacher and students said and did in the classroom. Once the evidence has been recorded, the evaluator can align the evidence with the appropriate indicator(s) on the *21st Century Instruction & Learning Standards* and then make a determination about which performance level the evidence supports. Evaluators are **not required** to pro- vide an overall rating for each observation, but they should be prepared to discuss evidence for the rubric indicators at the performance level that was observed.

Summative Observation of Teacher Performance and Practice Rating

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Within the SEED model, each domain of the *21st Century Instruction & Learning Standards* is weighted in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

4. Evaluator holistically reviews evidence collected through observations, interactions and reviews of practice (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 10 indicators.

5. Evaluator averages indicators within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.

6. Evaluator averages domain scores to calculate an overall Observation of Teacher Performance and Practice rating of 1.0-4.0.

Each step is illustrated below:

1. Evaluator holistically reviews evidence collected through observations and reviews of practice and uses professional judgment to determine indicator level ratings for each of the 10 indicators.

   By the end of the year, evaluators should have collected a variety of evidence on teacher practice from the year's observations and reviews of practice. Evaluators then analyze the consistency, trends and significance of the evidence to determine a rating for each of the 10 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?

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- **Trends:** Have I seen improvement over time that overshadows earlier observation outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

- **Significance:** Are some data more valid than others? (Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?)

Once a rating has been determined, it is then translated to a 1-4 score.
Below Standard = 1 and Exemplary = 4. See example below for Domain 1:

Domain 1	Indicator Level Rating	Evaluator's Score
1.1	*Developing*	2
1.2	*Developing*	2
1.3	*Exemplary*	4
Average Score		2.7

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

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

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

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

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

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

Component #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators category of SEED[4].

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

1. The school conducts a whole-school parent survey (meaning data is aggregated at the school level);

2. Administrators and teachers determine several school-level parent goals based on the survey feedback;

3. The teacher and evaluator identify **one** related parent engagement goal and set improvement targets;

4. Evaluator and teacher measure progress on growth targets; and

5. Evaluator determines a teacher's summative rating, based on four performance levels.

Administration of a Whole-School Parent Survey

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

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

To ensure that districts use effective survey instruments in the evaluation process and to allow educators to share results across district boundaries, the CSDE has adopted recommended survey instruments as part of the SEED state model for teacher evaluation and support. Panorama Education developed sample surveys for use in the State of Connecticut, and districts are strongly encouraged to use these available surveys though they may also use existing survey instruments or develop their own.

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

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

Determining School-Level Parent Goals

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

Selecting a Parent Engagement Goal and Improvement Targets

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

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

Measuring Progress on Growth Targets

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

a. Measure how successfully they implement a strategy to address an area of need (like the examples in the previous section); and/or

b. They can collect evidence directly from parents to measure parent-level indicators they generate.

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

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Arriving at a Parent Feedback Rating

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

Exemplary (4)	Professional	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

- *Either* Whole-School Student Learning *or* Student Feedback *or* a combination of the two, which counts for 5% of the total evaluation rating.

These components will be described in detail below.

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

Overview of Student Learning Objectives (SLOs)

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

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

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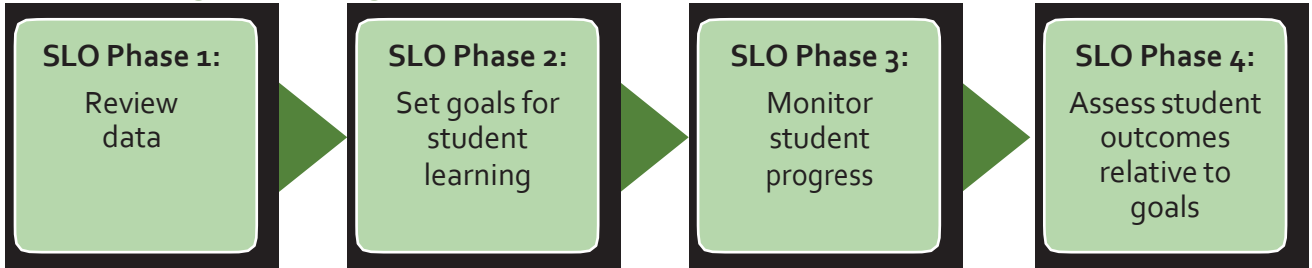
Developing SLOs is a process rather than a single event. The purpose is to craft SLOs that serve as a reference point throughout the year as teachers document their students' progress toward achieving the IAGD targets. While this process should feel generally familiar, the SEED model asks teachers to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

PHASE 1: Review the Data

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

Examples of Data Review

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

a) Initial performance for current interval of instruction (writing samples, student interest surveys, pre-assessments etc.)

b) Student scores on previous state standardized assessments

c) Results from other standardized and non-standardized assessments

d) Report cards from previous years

e) Results from diagnostic assessments

f) Artifacts from previous learning

g) Discussions with other teachers (across grade levels and content areas) who have previously taught the same students

h) Conferences with students' families

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i) Individual Educational Plans (IEPs) and 504 plans for students with identified special education needs

j) Data related to English Language Learner (EL) students and gifted students

k) Attendance records

l) Information about families, community and other local contexts

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

PHASE 2: Set One or Two SLOs

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

Step 1: Decide on the Student Learning Objectives

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.

If only one SLO is set, a minimum of two IAGDS must be written. NWEA data must be included in an IAGD, where applicable.

Student Learning Objectives (SLOs)

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

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

5 Connecticut's Guidelines for Educator Evaluation *state that each teacher, through mutual agreement with his/her evaluator, will select 1 but no more than 4 goals/objectives for student growth.* If only one SLO is used, multiple IAGDs must be written. One of the IAGDs must be NWEA, where applicable.

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The following are examples of SLOs based on student data:

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

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

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

Will the students take a State Standardized Assessment?

→ YES → Set one SLO and corresponding IAGD(s) based on this assessment and one SLO and IAGD(s) based on a minimum of one non-standardized assessment(s) and a maximum of one standardized assessment(s).*

↓ NO

Will the students take another standardized assessment?

→ YES → Set one SLO and corresponding IAGD(s) based on this assessment and one SLO and IAGD(s) based on a minimum of one non-standardized assessment(s) and a maximum of one standardized assessment(s).*

→ NO → Set two SLOs and corresponding IAGDs based on non-standardized assessments.

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*One half (22.5%) of the indicators of academic growth and development used as evidence of whether goals/objectives are met shall not be determined by a single isolated standardized test score, but shall be determined through the comparison of data across assessments administered over time, including the state test for those teaching tested grades and subjects or another standardized indicator for other grades and subjects where available. A state test can be used only if there are interim assessments that lead to that test, and such interim assessments shall be included in the overall score for those teaching tested grades and subjects. Those without an available standardized indicator will select, through mutual agreement subject to the local dispute-resolution process of the Guidelines for Educator Evaluation, an additional non-standardized indicator *(see Appendix 2).*

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

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

- a minimum of one non-standardized indicator

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

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

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

IAGDs should be written in SMART goal language:		
S	=	Specific and Strategic
M	=	Measurable
A	=	Aligned and Attainable
R	=	Results-Oriented
T	=	Time-Bound

- 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:

a. **What evidence/measure of progress will be examined;**

b. **What level of performance is targeted; and**

c. **What proportion of students is projected to achieve the targeted performance level.**

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

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

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

Grade/Subject	SLO	IAGD(s)
6th Grade Social Studies	Students will produce effective and well-grounded writing for a range of purposes and audiences.	**By May 15:** ▪Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better ▪Students who scored a 2-4 will score 8 or better. ▪Students who scored 5-6 will score 9 or better. ▪Students who scored 7 will score 10 or better *This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.*
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.	**By May 30:** ▪90%-100% of all students will be proficient (scoring a 3 or 4) or higher on 5 of the 6 standards (as measured by 8 items) on the digital literacy assessment rubric. *This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.*
11th Grade Algebra 2	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	**By May 15:** ▪80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark. *This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.*
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:** ▪27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. ▪40 students who score 30-49 will increase by 15 points. ▪10 students who scored 0-29 will increase by 10 points. *This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.*
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 Attitude 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 *These are two IAGDs using two assessments/measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance groups.*

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Step 3: Provide Additional Information

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

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

Step 4: Submit SLOs to Evaluator for Review

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

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

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

PHASE 3: Monitor Students Progress

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

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

PHASE 4: Assess Student Outcomes Relative to SLOs

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

1. Describe the results and provide evidence for each IAGD.

2. Provide your overall assessment of whether this objective was met.

3. Describe what you did that produced these results.

4. Describe what you learned and how you will use that learning going forward.

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

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

For SLOs with more than one IAGD, the evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically.

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

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

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

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

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

Option 1: Whole-School Student Learning Indicator

For districts that include the whole-school student learning indicator in teacher evaluations, a teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator's evaluation rating. For most schools, this will be based on the school performance index (SPI) and the administrator's progress on SLO targets, which correlates to the Student Learning rating on an administrator's evaluation (equal to the 45% component of the administrator's final rating).

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

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Option 2: Student Feedback

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

Eligible Teachers and Alternative Measures

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

- Students in grades K-3 should not be surveyed unless an age-appropriate instrument is available.

- Special education students who would not be able to respond to the survey, even with accommodations, should not be surveyed.

- Surveys should not be used to evaluate a teacher if fewer than 15 students would be surveyed or if fewer than 13 students ultimately complete the survey.

- School governance councils shall assist in development of whole-school surveys, if applicable, in order to encourage alignment with school improvement goals.

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

Survey Instruments

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

The recommended surveys that can be used to collect student feedback are available on the SEED website. Districts may use these surveys or use other existing survey instruments. Student survey instruments should be aligned to the Connecticut Common Core of Teaching (CCT) and the *21st Century Instruction & Learning Standards* whenever possible.

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

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

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

Survey Administration

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

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

Fall Baseline and Feedback Survey

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

Establishing Goals

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

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

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

The following are examples of effective SMART goals:

- The percentage of students who "Agree" or "Strongly Agree" with "My teacher believes I can do well" will increase from 50% to 60% by May 15;
- The percentage of students who "Agree" or "Strongly Agree" with "My teacher makes what we're learning interesting" will remain at 75% by May 15; and

- The percentage of 9th graders who "Agree" or "Strongly Agree" with "I feel comfortable asking my teacher for extra help" will increase from 60% to 70% by May 15.

Student feedback goals should be written in SMART language:

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

See the example surveys on the SEED website for additional questions that can be used to develop goals.

Arriving at a Student Feedback Summative Rating:

In most cases, summative ratings should reflect the degree to which a teacher makes growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For teachers with high ratings already, summative ratings should reflect the degree to which ratings remain high. This is accomplished in the following steps, undertaken by the teacher being evaluated through mutual agreement with the evaluator:

1. Review survey results from prior period (previous school year or fall survey).

2. Set one measurable goal for growth or performance (see above).

3. Discuss parameters for exceeding or partially meeting goals.

4. Later in the school year, administer surveys to students.

5. Aggregate data and determine whether the goal was achieved.

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

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

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

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

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

Summative Teacher Evaluation Scoring

Summative Scoring

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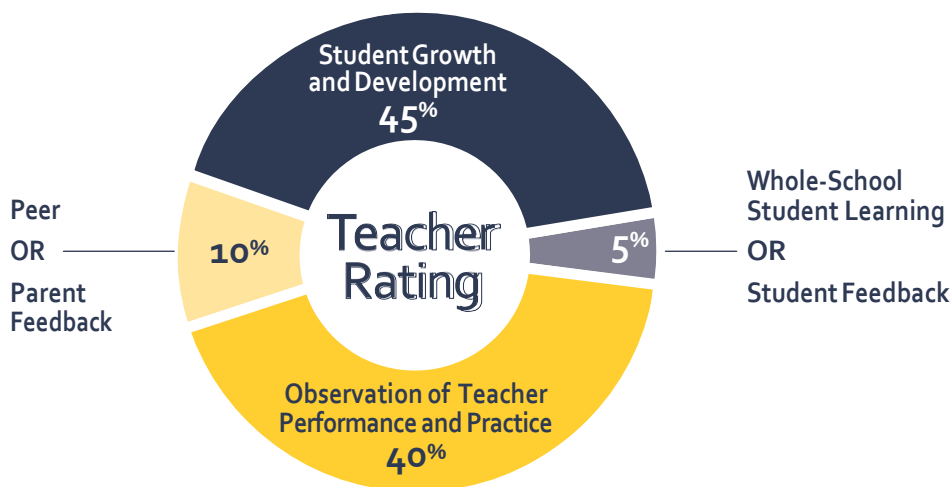
Every educator will receive one of four performance* ratings:

Exemplary – **Substantially exceeding indicators of performance**

Professional – **Meeting indicators of performance**

Developing – **Meeting some indicators of performance but not others**

Below Standard – **Not meeting indicators of performance**

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

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The rating will be determined using the following steps:

1. Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score (40%) and the parent feedback score (10%)

2. Calculate a Student Outcomes Related Indicators score by combining the student growth and development score (45%) and whole-school student learning indicator or student feedback (5%).

3. Use the Summative Matrix to determine the Summative Rating

Each step is illustrated below:

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

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

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

Rating Table

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

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

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

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

Rating Table

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

2. Use the Summative Matrix to determine the Summative Rating

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

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

Adjustment of Summative Rating

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

Definition of Effectiveness and Ineffectiveness

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

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *professional* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *below standard* rating shall only be permitted in the first year of a novice teacher's career. There should be a trajectory of growth and development as evidenced by a subsequent rating of developing or higher in year two and sequential *professional* ratings in years three and four.

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

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Dispute-Resolution Process

The 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 follows: Resolutions must be topic-specific. Every effort will be made to resolve the dispute within two weeks. If the teacher and evaluator cannot resolve the dispute, the teacher will put his/her request for dispute resolution in writing within five school days and submit it to his/her evaluator. The evaluator can then either resume discussions with the teacher or move the process to dispute resolution, a subcommittee of the professional development and evaluation committee (PDEC). The superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC (or one union member and one administrator) to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding *(see Appendix 2).* The timeline will be extended for the duration of the dispute resolution process.

CORE REQUIREMENTS for the Evaluation of Student and Educator Support Specialists

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

Flexibility from Core Requirements for the Evaluation of Teachers

1. Student and Educator Support Specialists (SESS) shall have a clear job descriptions and delineation of their role and responsibilities in the school to guide the setting of IAGDs, feedback and observation.

2. Because of the unique nature of the roles fulfilled by Student and Educator Support Specialists, districts shall be granted flexibility in applying the Core Requirements of teacher evaluation in the following ways:

   a. Districts shall be granted flexibility in using IAGDs to measure attainment of goals and/or objectives for student growth. The Goal-Setting Conference for identifying the IAGDs shall include the following steps:

      i. The educator and evaluator will agree on the students or caseloads that the educator is responsible for and his/her role.

      ii. The educator and evaluator will determine if the indicator will apply to the individual teacher, a team of teachers, a grade level or the whole school.

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iii. The educator and evaluator should identify the unique characteristics of the population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).

iv. The educator and evaluator will identify the learning standard to measure: the assessment/measure of progress, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.

b. Because some Student and Educator Support Specialists do not have a classroom and may not be involved in direct instruction of students, the educator and evaluator shall agree to appropriate venues for observations and an appropriate rubric for rating practice and performance at the beginning of the school year. The observations will be based on standards when available. Examples of appropriate venues include but are not limited to: observing Student and Educator Support Specialist staff working with small groups of children, working with adults, providing professional development, working with families, participation in team meetings or Planning and Placement Team meetings.

c. When student, parent and/or peer feedback mechanisms are not applicable to Student and Educator Support Specialists, districts may permit local development of short feedback mechanisms for students, parents and peers specific to particular roles or projects for which the Student and Educator Support Specialists are responsible.

Currently available on the http://www.connecticutseed.org website are white papers developed by various discipline-specific workgroups and an adapted version of the *CCT Rubric for Effective Teaching* for use with some SESS educators. Specifically, this adapted rubric was identified for use with:
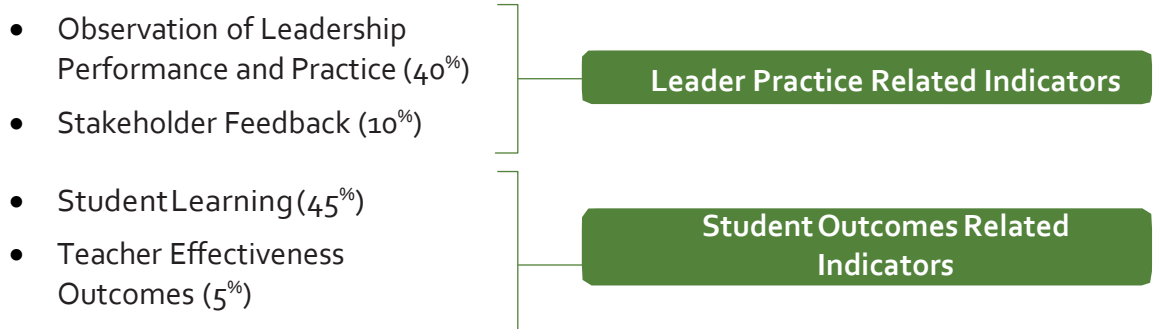
- **School Psychologists;**
- **Speech and Language Pathologists;**
- **Comprehensive School Counselors ; and**
- **School Social Workers.**

While these disciplines have agreed that the SESS/CCT adapted rubric would more appropriately assist an evaluator in examining their practice, a validation study of the SESS/CCT adapted rubric will begin in the summer of 2014 to explore its use moving forward. The SESS/ CCT adapted rubric has been made available as a resource for use by Connecticut school districts.

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Administrator Evaluation and Support

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

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%)

> **Leader Practice Related Indicators**

- Student Learning (45%)
- Teacher Effectiveness Outcomes (5%)

> **Student Outcomes Related Indicators**

This document includes "Points for Consideration" to assist district PDEC in developing processes or enhancing existing processes necessary for ongoing development and support of administrators for the following requirements:

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

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

Any variation from the components of administrator evaluation and support as outlined within this handbook is no longer the SEED model and would be considered a "district-developed" evaluation and support plan. Districts are required to submit an Educator Evaluation and Support plan annually to the CSDE.

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ADMINISTRATOR EVALUATION and development

Purpose and Rationale

This section of the 2014 SEED Handbook outlines the state model for the evaluation of school and school district administrators in Connecticut. A robust administrator evaluation system is a powerful means to develop a shared understanding of leader effectiveness for the state of Connecticut. The Connecticut administrator evaluation 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 *Professional* 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[6];
- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of teachers professional on the student growth portion of their evaluation.

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

This model for administrator evaluation has several benefits for participants and for the broader community. It provides a structure for the ongoing development of principals and other administrators to establish a basis for assessing their strengths and growth areas so they have the feedback they need to get better. It also serves as a means for districts to hold themselves accountable for ensuring that every child in their district attends a school with effective leaders.

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

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

System Overview

Administrator Evaluation and Support Framework

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

d. **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.

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

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

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

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

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

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Process and Timeline

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

1. That evaluators prioritize the evaluation process, spending more and better time in schools observing practice and giving feedback; and

2. That both administrators and evaluators focus on the depth and quality of the interactions that occur in the process, not just on completing the steps.

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

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

Figure 1: This is a typical timeframe:

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

[*] Summative assessment to be finalized in August.

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Step 1: Orientation and Context-Setting

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

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating[7].

2. Stakeholder survey data are available for review by the administrator.

3. The superintendent has communicated his/her student learning priorities for the year.

4. The administrator has developed a school improvement plan that includes student learning goals.

5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process. Only #5 is required by the approved Guidelines for Educator Evaluation, but the data from #1-4 are essential to a robust goal-setting process.

Step 2: Goal-Setting and Plan Development

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

Available Data

Superintendent's Priorities

School Improvement Plan

Prior Evaluation Results

SLO 1
SLO 2
SLO 3
Survey Target

Focus Area 1
Focus Area 2

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

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

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

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

- Are there any assumptions about specific goals that need to be shared because of the local school context?

- Are there any elements for which professional performance will depend on factors beyond the control of the principals? If so, how will those dependencies be accounted for in the evaluation process?

- What are the sources of evidence to be used in assessing an administrator's performance?

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

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

DOES THE DISTRICT HAVE A GOOD EVALUATION PLAN?
Here are some questions to consider in assessing whether an administrator's evaluation and support plan is likely to drive continuous improvement:
a. Are the goals clear and measurable so that an evaluator will know whether the administrator has achieved them?
b. Can the evaluator see a through line from district priorities to the school improvement plan to the evaluation and support plan?
c. Do the practice focus areas address growth needs for the administrator? Is at least one of the focus areas addressing instructional leadership?

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Sample Evaluation AND SUPPORT Plan

Adminstrator's Name _____

Evaluator's Name _____

School _____

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

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Step 3: Plan Implementation and Evidence Collection

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

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

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

Building on the sample evaluation and support plan on page 49, this administrator's evaluator may want to consult the following sources of evidence to collect information about the administrator in relation to his or her focus areas and goals:

- Data systems and reports for student information
- Artifacts of data analysis and plans for response
- Observations of teacher team meetings
- Observations of administrative/leadership team meetings
- Observations of classrooms where the administrator is present
- Communications to parents and community
- Conversations with staff
- Conversations with students
- Conversations with families
- Presentations at Board of Education meetings, community resource centers, parent groups etc.

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

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A note on the frequency of school site observations:

State guidelines call for an administrator's evaluation to include:

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

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

Step 4: Mid-Year Formative Review

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

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

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

Step 5: Self-Assessment

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

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

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

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

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Step 6: Summative Review and Rating

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

Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing

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

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

School districts who have adopted the SEED model will be expected to engage in the CSDE sponsored multi-day training. All New Fairfield evaluators have either previously completed and passed the SEED training, or will be receiving training and ongoing support through Revision Learning. **This comprehensive training will give evaluators the opportunity to:**

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

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

- Deepen understanding of the evaluation criteria;
- Define professional leadership;
- Collect, sort and analyze evidence across a continuum of performance; and
- Determine a final summative rating across multiple indicators.

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

Points for District Consideration:

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

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

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

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

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

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Support and Development

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

Evaluation-Informed Professional Learning

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

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

Points for District Consideration

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

- Creating learning communities committed to continuous improvement, collective responsibility, accountability and goal alignment;

- Prioritizing, monitoring, and coordinating resources tied to goals /objectives and evidence-based feedback provided as part of the evaluation process; and

- Aligning job-embedded professional learning with school and district goals and priorities, curriculum and assessments.

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

This is accomplished by:

- Developing well-supported and effective coaches, teacher leaders and principals who are strategically selected based on valid indicators of effectiveness; empowered to support and monitor teacher learning; and provide meaningful, evidence-based, actionable feedback that supports teachers' reflection and analysis of their practice.

- Creating structures and systems that enable teams of educators to engage in job-embedded professional learning on an ongoing basis.

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

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Improvement and Remediation Plans

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

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

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

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

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

Points for District Consideration:

Well-articulated Improvement and Remediation Plans:

- Clearly identify targeted supports, in consultation with the administrator, which may include specialized professional development, collegial assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.

- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the administrator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered "professional."

- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.

- Include indicators of success, including a rating of professional or better at the conclusion of the improvement and remediation plan.

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Career Development and Growth

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

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

Points for District Consideration:

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

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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.

THE RUBRIC IS ATTACHED in Appendix 4.

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 areas.

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.

These six areas are combined into three performance expectations:

- Mission/Vision/Goals and Systems Leadership (30%)
- Teaching, Learning and Assessment (50%)
- External Engagement (20%).

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

In order to arrive at these ratings, administrators are measured against the 21st Century Educational Leadership Standards Rubric that describes leadership actions across four performance levels for each of the performance expectations and associated elements. The four performance levels are:

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

▪ **Professional**: The rubric is anchored at the Professional Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in bold at the Professional level.

▪ **Developing**: The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.

▪ **Below Standard**: The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

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

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

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Strategies for Using the 21st Century Educational Leadership Standards:

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

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

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

Assessing the practice of administrators other than principals: All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the 21st Century Educational Leadership Standards. ~~CCL: Connecticut School Leadership Standards[8]~~.

Performance Expectation 1: Vision, Mission and Goals
and Systems Leadership

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.

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

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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…

PERFORMANCE EXPECTATION 1: MISSION/VISION/GOALS AND SYSTEMS LEADERSHIP 30%	PERFORMANCE EXPECTATION 2: TEACHING, LEARNING AND ASSESSMENT 50%	PERFORMANCE EXPECTATION 3: EXTERNAL ENGAGEMENT 20%
1.1 - Guides decisions that lead to effective learning for all by communicating and advocating for the shared, collaborative, collective vision. **1.2 - Ensures a positive learning environment and climate, models expected behaviors, takes on challenges.** **1.3 - Maintains a safe and secure physical plant and efficient operational system using data to evaluate and improve.** **1.4 - Retains and selects a quality staff and evaluates staff with integrity using the state/district approved model.** **1.5 - Advocates, acquires and equitably aligns financial and other 21st century resources with goals.**	**2.1 - Ensures coherence and alignment of goals/curriculum, student and adult measures of success, instruction and professional learning.** **2.2 - Supports, monitors and promotes high quality instruction to ensure the success of all students.** **2.3 - Supports teacher reflection and leadership with constructive feedback through effective use of teacher evaluation and other opportunities.** **2.4 - Uses information and data to support progress for all learners and addresses barriers to goal achievement.** **2.5 - Communicates student and school progress.**	**3.1 - Communicates effectively and involves families and stakeholders in decision making.** **3.2 - Demonstrates responsibility, respect, and ethical behavior.** **3.3 - Demonstrates lifelong learning and models 21st century skills and tools.**

[*]Leader: Connecticut School Leaders who are employed under their immediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other supervisory positions.)
[**]Staff: All educators and non-certified staff

Arriving at a Leadership Practice Summative Rating

Summative ratings are based on the evidence for each performance expectation in the CCL Leader Evaluation Rubric. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the

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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.

a. 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.*

b. 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.

c. 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.

d. 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*, *professional*, *developing* or *below standard* for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart below and generates a summary report of the evaluation before the end of the school year.

Principals and Central Office Administrators:

Exemplary	Professional	Developing	Below Standard
Exemplary on Teaching and Learning +	At least *Professional* on Teaching and Learning +	At least *Developing* on Teaching and Learning +	*Below Standard* on Teaching and Learning or
Exemplary on at least 2 other performance expectations +	At least *Professional* 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 *Professional* on any performance expectation	No rating below *Developing* on any performance expectation		

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Assistant Principals and Other School-Based Administrators:

Exemplary	Professional	Developing	Below Standard
Exemplary on at least half of measured performance expectations + No rating below *Professional* on any performance expectation	At least *Professional* on at least a majority of performance expectations + No rating below *Developing* on any performance expectation	At least *Developing* on at least a majority of performance expectations	*Below Standard* on at least half of performance expectations

Component #2: Stakeholder Feedback (10%)

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

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

Applicable Survey Types

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

▪ **Leadership practice surveys** focus directly on feedback related to a leader's performance and the impact on stakeholders. Leadership Practice Surveys for principals and other administrators are available and there are also a number of instruments that are not specific to the education sector, but rather probe for information aligned with broader leadership competencies that are also relevant to Connecticut administrators' practice. Typically, leadership practice surveys for use in principal evaluations collect feedback from teachers and other staff members.

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- **School practice surveys** capture feedback related to the key strategies, actions and events at a school. They tend to focus on measuring awareness and impact from stakeholders, which can include faculty and staff, students, and parents.
- **School climate surveys** cover many of the same subjects as school practice surveys but are also designed to probe for perceptions from stakeholders on the school's prevailing attitudes, standards and conditions. They are typically administered to all staff as well as to students and their family members.

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

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

The survey(s) selected by a district for gathering feedback must be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time). In order to minimize the burden on schools and stakeholders, the surveys chosen need not be implemented exclusively for purposes of administrator evaluation, but may have broader application as part of teacher evaluation systems, school-or district-wide feedback and planning or other purposes. Adequate participation and representation of school stakeholder population is important; there are several strategies districts may choose to use to ensure success in this area, including careful timing of the survey during the year, incentivizing participation and pursuing multiple means of soliciting responses.

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

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For each administrative role, stakeholders providing feedback might include:

SCHOOL-BASED ADMINISTRATORS

Principals:

All family members
All teachers and staff members
All students

Assistant Principals and other school-based administrators:

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

CENTRAL OFFICE ADMINISTRATORS

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

Principals or principal supervisors
Other direct reports
Relevant family members

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

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

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

Principals
Specific subsets of teachers
Other specialists within the district

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Stakeholder Feedback Summative Rating

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

Exceptions to this include:

▪Administrators with high ratings already, in which case, the rating should reflect the degree to which measures remain high.

▪Administrators new to the role, in which case, the rating should be based on a reasonable target, using district averages or averages of schools in similar situations.

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

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

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

3. Set 1 target for growth on selected measures (or performance on selected measures when growth is not feasible to assess or performance is already high).

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

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

6. Assign a rating, using this scale:

Exemplary	Professional	Developing	Below Standard
Substantially exceeded target	Met target	Made substantial progress but did not meet target	Made little or no progress against target

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

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Examples of Survey Applications

Example #1:

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

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

Example #2:

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

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

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

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

Student Outcomes Related Indicators includes two components:

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

Component #3: Student Learning (45%)

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

State Measures of Academic Learning

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

Currently, the state's accountability system[9] includes two measures of student academic learning:

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

   PLEASE NOTE: SPI calculations will not be available for the 2015-16 school year due to the transition from state legacy tests to the Smarter Balanced Assessment. Therefore, 45% of an administrator's rating for Student Learning will be based on student growth and performance on locally determined measures.

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

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

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

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

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

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

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

SPI Progress (all students and subgroups)

SPI>=88	Did not Maintain	Maintain		
	1	4		
SPI<88	< 50% target progress	50-99% target progress	100-125% target progress	> 125% target progress
	1	2	3	4

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

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

SPI Progress	100% minus subgroup %
SPI Subgroup Progress*	10% per subgroup; up to 50%

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

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

Measure	Score	Weight	Summary Score
SPI Progress	3	.8	2.4
SPI Subgroup 1 Progress	2	.1	.2
SPI Subgroup 2 Progress	2	.1	.2
		TOTAL	2.8

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

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

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

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

Locally-Determined Measures (Student Learning Objectives)

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

- All measures must align to Common Core State Standards and Connecticut Content Standards. In instances where there are no such standards that apply to a subject/grade level, districts must provide evidence of alignment to research-based learning standards.

- At least one of the measures must focus on student outcomes from subjects and/or grades not assessed on state-administered assessments.

- For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.

- For administrators assigned to a school in "review" or "turnaround" status, indicators will align with the performance targets set in the school's mandated improvement plan.

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	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	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.

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▪ Students' performance or growth on school-or classroom-developed assessments in subjects and grade levels for which there are not available state assessments. Below are a few examples of indicators, goals and SLOs for administrators:

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

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

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

▪ The administrator uses available data to craft an improvement plan for the school/area. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.

▪ The administrator chooses student learning priorities for her/his own evaluation that are (a) aligned to district priorities (unless the school is already doing well against those priorities) and (b) aligned with the school improvement plan.

▪ The administrator chooses measures that best assess the priorities and develops clear and measurable SLOs for the chosen assessments/indicators (see the Administrator's SLO Handbook, **SLO Form** and **SLO Quality Test**).

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- The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:
  - The objectives are adequately ambitious.
  - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.
  - The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
  - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

Exemplary	Professional	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 Exemplary	Rate Exemplary	Rate Professional	*Gather further information*
	3	Rate Exemplary	Rate Professional	Rate Professional	Rate Developing
	2	Rate Professional	Rate Professional	Rate Developing	Rate Developing
	1	*Gather further information*	Rate Developing	Rate Developing	Rate Below Standard

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Component #4: Teacher Effectiveness Outcomes (5%)

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

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

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

Exemplary	Professional	Developing	Below Standard
> 80% of teachers are rated professional or *exemplary* on the student learning objectives portion of their evaluation	> 60% of teachers are rated professional or *exemplary* on the student learning objectives portion of their evaluation	> 40% of teachers are rated professional or *exemplary* on the student learning objectives portion of their evaluation	< 40% of teachers are rated professional 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

Summative Scoring

Every educator will receive one of four performance* ratings:

a. *Exemplary*: Substantially exceeding indicators of performance

b. *Professional*: Meeting indicators of performance

c. *Developing*: Meeting some indicators of performance but not others

d. *Below standard*: Not meeting indicators of performance

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

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

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

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

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

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

A rating of *below standard* indicates performance that is below professional 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.

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Each step is illustrated below:

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

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

Component	Score (1-4)	Weight	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	Profession
175-200	Exemplary

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

The outcomes rating is derived from student learning – student performance and progress on academic learning measures in the state's accountability system (SPI) and student learning objectives – and teacher effectiveness outcomes. As shown in the **Summative Rating Form**, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. Simply multiply these weights by the component scores to get the category points. The points are then translated to a rating using the rating table page 82.

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

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

C. OVERALL: Leader Practice + Student Outcomes

The overall rating combines the practice and outcomes ratings using the matrix below. Using the ratings determined for each major category: Student Outcomes-Related Indicators and Leader Practice-Related Indicators, follow the respective column and row to the center of the matrix. The point of intersection indicates the summative rating. For the example provided, the Leader Practice-Related rating is developing and the Student Outcomes-Related rating is professional. The summative rating is therefore professional.

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.

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		Overall Leader Practice Rating			
		4	**3**	**2**	**1**
Overall Student Outcomes Rating	**4**	Rate Exemplary	Rate Exemplary	Rate Professional	*Gather further information*
	3	Rate Exemplary	Rate Professional	Rate Professional	Rate Developing
	2	Rate Professional	Rate Professional	Rate Developing	Rate Developing
	1	*Gather further information*	Rate Developing	Rate Developing	Rate Below Standard

Adjustment of Summative Rating:

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

Definition of Effectiveness and Ineffectiveness

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

Novice administrators shall generally be deemed effective if said administrator receives at least two sequential professional 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 professional 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.

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Dispute-Resolution Process

The local or regional board of education shall include a process for resolving disputes in cases where the evaluator and administrator cannot agree on goals/objectives, the evaluation period, feedback or the professional development plan. When such agreement cannot be reached, the issue in dispute will be referred for resolution to a subcommittee of the professional development and evaluation committee (PDEC). The superintendent and the respective collective bargaining unit for the district will each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit. In the event that the designated committee does not reach a unanimous decision, the issue shall be considered by the superintendent whose decision shall be binding *(see Appendix 2)*.

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Appendix 1

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

Section 2.9: Flexibility Components

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

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

b. One half (or 22.5%) of the indicators of academic growth and development used as evidence of whether goal/objective is met shall be based on standardized indicators other than the state test (CMT, CAPT, or SBAC) for the 2014-15 academic year, pending federal approval. Other standardized indicators for other grades and subjects, where available, may be used. For the other half (22.5%) of the indicators of academic growth and development, there may be:

1. A maximum of one additional standardized indicator other than the state test (CMT, CAPT or SBAC) for the 2014-15 academic year, pending federal approval, if there is mutual agreement, subject to the local dispute resolution procedure as described in 1.3.

2. A minimum of one non-standardized indicator.

c. Teachers who receive and maintain an annual summative performance evaluation designation of professional or exemplary (or the equivalent annual summative ratings in a pre- existing district evaluation plan) during the 2012-13 or any subsequent school year and who are not first or second year teachers shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, and three informal in-class observations conducted in accordance with Section 2.3(2)(b)(1) and 2.3(2)(b)(2) in all other years, and shall complete one review of practice every year. Teachers with professional or exemplary designations may receive a formal in-class observation if an informal

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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;

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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.

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Appendix 2

CT State Board of Education-Adopted Revisions: Guidelines for Educator Evaluation
May 7, 2014

Dispute-Resolution Process

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

Rating System

2.1: 4-Level Matrix Rating System

(1) Annual summative evaluations provide each teacher with a summative rating aligned to one of four performance evaluation designators: Exemplary, Professional, Developing and Below Standard.

(a) The performance levels shall be defined as follows:
- Exemplary – Substantially exceeding indicators of performance
- Professional – Meeting indicators of performance
- Developing – Meeting some indicators of performance but not others
- Below standard – Not meeting indicators of performance

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

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

45% Student Growth Component

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

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

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

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

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

b. A minimum of one non-standardized indicator.

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Appendix 3

New Fairfield Agreement
2014

Observations

Teachers who receive and maintain an annual summative performance evaluation designation of professional or exemplary (or the equivalent annual summative rating in a pre-existing district evaluation plan) during the 2012-13 or any subsequent school year and who are tenured teachers shall be evaluated with a minimum of one formal in-class observation no less frequently than once every three years, a minimum of 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. By mutual agreement between the teacher and administrator, (additional) informal in-class observations may be conducted. Non-tenured teachers in years one and two will have at least 3 in-class formal observations, all of which will include a pre- and post-conference. For years three and four all non-tenured teachers will be evaluated with a minimum of one formal in-class and three informal in-class observations. The 2012-13 three-year district evaluation spreadsheet denoting the year of the formal observations will be continued and maintained, noting the evaluation year. Administration will make every effort to balance the number of evaluations to adhere to the three-year cycle.

> *A review of practice is an interaction with a teacher(s) that is relevant to instructional practice and professional conduct. Examples of an interaction include, but are not limited to the following: a review of lessons/unit plans and assessments, a planning meeting, 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.

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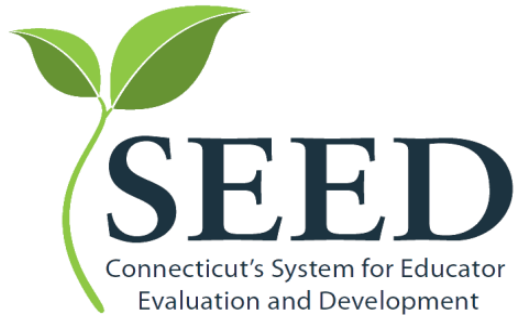
21st Century Educational Leadership Standards

New Fairfield Public Schools

http://www.educationconnection.org

http://www.skills21.org

21ST CENTURY EDUCATIONAL LEADERSHIP STANDARDS   - AT A GLANCE -

PERFORMANCE EXPECTATION 1: **MISSION/VISION/GOALS AND SYSTEMS LEADERSHIP** 30%	*PERFORMANCE EXPECTATION 2:* **TEACHING, LEARNING AND ASSESSMENT** 50%	*PERFORMANCE EXPECTATION 3:* **EXTERNAL ENGAGEMENT** 20%
1.2 - Guides decisions that lead to effective learning for all by communicating and advocating for the shared, collaborative, collective vision. **1.2 - Ensures a positive learning environment and climate, models expected behaviors, takes on challenges.** **1.3 - Maintains a safe and secure physical plant and efficient operational system using data to evaluate and improve.** **1.4 - Retains and selects a quality staff and evaluates staff with integrity using the state/district approved model.** **1.5 - Advocates, acquires and equitably aligns financial and other 21st century resources with goals.**	**2.1 - Ensures coherence and alignment of goals/curriculum, student and adult measures of success, instruction and professional learning.** **2.2 - Supports, monitors and promotes high quality instruction to ensure the success of all students.** **2.3 - Supports teacher reflection and leadership with constructive feedback through effective use of teacher evaluation and other opportunities.** **2.4 - Uses information and data to support progress for all learners and addresses barriers to goal achievement.** **2.5 - Communicates student and school progress.**	**3.1 - Communicates effectively and involves families and stakeholders in decision making.** **3.2 - Demonstrates responsibility, respect, and ethical behavior.** **3.3 - Demonstrates lifelong learning and models 21st century skills and tools.**

LEADER EVALUATION RUBRIC

Performance Expectation 1: Vision, Mission, Goals and Leadership Systems-30%

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 staff, and high expectations for student performance through the use of systemic 21st century skills. Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common, shared understandings and commitments among all stakeholders. Leaders hire and retain quality staff, and use financial and 21st century resources in a responsible manner.

The Leader …

Indicator	Below Standard	Developing	Professional	Exemplary
1.1 **Guides decisions that lead to effective learning for all by communicating and advocating for the shared, collaborative, collective vision.**	relies on personal knowledge and assumptions to shape school-wide vision, mission and goals. does not align the school's vision, mission and goals to district, state or federal policies. is unaware of the need to communicate or advocate for the school's vision, mission and goals or for effective learning for all. provides limited opportunities for stakeholder involvement in developing and implementing, the school's vision, mission and goals.	establishes school vision, mission and goals that are partially aligned to district priorities and offers stakeholders some opportunities to participate in the development process. generates some support for equitable and effective learning opportunities for all students. develops a vision, mission and goals that set high expectations for most students.	**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.** **uses varied sources of information about current practices and outcomes to shape a vision, mission and goals.** **ensures consistency with district, state and federal policies.**	engages and empowers staff and stakeholders to take shared responsibility for creating, selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals. uses a wide-range of information to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals. builds the capacity of all staff to ensure consistency with district, state and federal policies.

	creates a vision, mission and goals that set low expectations for students.		**publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.** **incorporates diverse perspectives and collaborates with all stakeholders to develop a shared vision, mission and goals so that all students have equitable and effective learning opportunities.**	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. collaboratively creates a shared vision of high expectations with all stakeholders and builds staff capacity to implement a shared vision for high student achievement.

The Leader …

Indicator	Below Standard	Developing	Professional	Exemplary
1.2 **Ensures a positive learning environment and climate, models expected behaviors, takes on challenges.**	is unaware of the link between school climate and student learning. acts alone in addressing school climate issues. uses his/her own judgment to develop norms for behavior. does not consistently implement or monitor norms for accountable behavior. is unaware that school climate exists beyond school walls.	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. develops and informs staff about community norms for accountable behavior. monitors for implementation of established norms.	**advocates for, creates and supports collaboration that fosters a positive learning environment and school climate which promotes the learning and well-being of the school community.** **involves families and the community in developing, implementing and monitoring guidelines and community norms for accountable behavior to ensure student learning.**	develops a school climate that supports and sustains learning, social/emotional safety and success for every member of the school community. 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.

The Leader …

Indicator	Below Standard	Developing	Professional	Exemplary
1.3 **Maintains a safe and secure physical plant and efficient operational system using data to evaluate and improve.**	maintains a physical plant that does not consistently meet guidelines and legal requirements for safety. insufficiently plans for school safety. ineffectively monitors operational processes. makes minimal improvements to the operational system. uses existing data systems that provide inadequate information to inform practice.	develops a safety and security plan. creates minimal engagement with the community around safety plan. reviews existing processes and plans improvements to operational systems. monitors communication and data systems to provide support to practice.	**develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.** **develops systems to maintain a safe physical plant according to local, state and federal guidelines and legal requirements for safety.** **uses problem-solving skills and digital tools and knowledge of operational planning to continuously evaluate and revise.**	continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan. improve the physical plant and rapidly resolve any identified safety issues. plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies. 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.

The Leader …

Indicator	Below Standard	Developing	Professional	Exemplary
1.4 **Retains and selects a quality staff and evaluates staff with integrity using the state/ district approved model.**	does not use established hiring processes provides limited support for early career teachers and has few strategies to retain teachers. conducts occasional classroom observations for some staff. does not connect evaluation results to professional development or school improvement goals.	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. completes evaluations for all staff according to stated requirements. uses some evaluation results to inform professional development.	**engages in the hiring process to recommend the best people to support the district and school vision and goals.** **implements practices to support and retain highly qualified staff.** **meets all local and state mandates and processes to conduct staff evaluations to strengthen teaching, learning and school improvement.** **effectively integrates digital management and evaluation tools into process.**	In addition to Professional: supports human resources to improve the hiring process. involves all stakeholders in processes to select and support effective new staff. develops and supports individual staff learning plans and school improvement goals based on teacher evaluations and supporting data using 21st century skills and tools.

The Leader …

Indicator	Below Standard	Developing	Professional	Exemplary
1.5 **Advocates, acquires and equitably aligns financial and other 21st century resources with goals.**	is unaware of the need to seek necessary resources to sustain the school's vision, mission and goals. operates a budget that does not align with district or state guidelines. does not equitably use resources to sustain and strengthen organizational performance. uses existing equipment and technology or technology that ineffectively supports teaching and learning. uses or acquires equipment in technology without understanding in its role or purpose.	develops and operates a budget within fiscal guidelines. seeks and aligns resources to some initiatives related to the school's vision, mission and goals. allocates resources which address some organizational needs. identifies new equipment and technologies and/or maintains existing technology but ineffectively integrates it. is learning about how technology can support the learning environment.	**develops and operates a budget within accepted fiscal guidelines that aligns resources of a school, with vision, mission and goals.** **uses digital resources and tools to align financial resources to vision, mission and goals.** **seeks and aligns resources to achieve the vision, mission and goals to strengthen professional practice and improve students learning.** **allocates resources equitably to sustain a high level of organizational performance.** **works in conjunction with IT department to oversee acquisition, maintenance and security of equipment and technologies that support the integration of 21st century skills in the teaching and learning environment.**	works with community to develop, operate and secure necessary funds for a budget that is within fiscal guidelines, which aligns resources of school with district, state and federal regulations to support school goals. uses digital resources and tools to align and review budgets on a regular basis to meet evolving needs for professional practice and to improve student learning. actively seeks and provides resources to equitably build, sustain and strengthen organizational performance. develops capacity among the school community to acquire, maintain and ensure security of equipment and technology that support the integration of 21st century skills, and to use technology to improve instructional practices and enhance communication.

Performance Expectation 2: Teaching, Learning and Assessment-50%

Leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.
Leaders develop a strong professional culture which leads to quality instruction focused on engaged and empowered student learning and the strengthening of professional competencies. Leaders have a deep understanding of the instructional practices required for success in mastering digital literacy and other 21st century skills.

The Leader ...

Indicator	Below Standard	Developing	Professional	Exemplary
2.1 **Ensures coherence and alignment of goals/curriculum, student and adult measures of success, instruction and professional learning.**	is unaware of how to align curriculum with standards, instruction and assessment and professional learning. makes little connection between assessment data and school improvement strategies, inconsistently uses teacher evaluation process to improve teaching and learning.	builds personal understanding of state and national standards. develops curriculum, instruction and assessment methods that are loosely aligned to standards and professional learning. demonstrates emerging capacity to use multiple data sources to identify areas for improvement, and uses teacher evaluation processes to improve teaching and plan some professional learning.	**develops a shared understanding of curriculum, instruction and alignment of standards-based instructional programs and ongoing monitoring of student progress.** **ensures the implementation and evaluation of curriculum, instruction and assessment aligned to content standards and professional learning using standards driven data systems.**	builds the capacity of all staff digitally 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 through use of standards driven data systems. effectively uses multiple assessments and evaluation processes to build staff understanding and professional learning and capacity to use assessment data and systems to create, align and address goals

				focused on improved achievement for 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. **provides faculty and students with access to instructional resources, training and technical support.**	effectively and frequently celebrates results showing progress toward the vision, mission and goals as well as communicates needs for improvement with a variety of stakeholders.

The Leader…

Indicator	Below Standard	Developing	Professional	Exemplary
2.2 **Supports, monitors and promotes high quality instruction to ensure the success of all students.**	supports the use of curriculum and instruction that fail to consistently meet the needs of all students. is unaware of the need to use data, research or best practice to inform and shape programs and activities.	facilitates adjustments to curriculum and instruction that meet the needs of some but not all students. 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, 21st century skills and best practices to shape programs and instruction and regularly assesses the progress.** **analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and improvement strategies.**	empowers and expects faculty members to continuously monitor student progress through the use of digital technology and improve curriculum and instruction to meet the learning needs of every student. collaboratively develops and promotes comprehensive 21st century systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices.

The Leader …

Indicator	Below Standard	Developing	Professional	Exemplary
2.3 **Supports teacher reflection and leadership with constructive feedback through effective use of teacher evaluation and other opportunities.**	provides insufficient time and resources for teachers to work together on instructional 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. conducts occasional classroom observations for some staff. does not connect evaluation results to professional development or school improvement goals.	recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests. models learning and seeks opportunities for personal growth. encourages staff collaboration and growth to improve teaching and learning. completes evaluations for all staff according to stated requirements. uses some evaluation results to inform professional development.	**models leadership practices that are consistent with 21st century learning organizations.** **provides support, time and resources to engage faculty in reflective practice for the purpose of improved learning and leadership opportunities.** **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.** **meets all local and state mandates and processes to conduct staff evaluations to strengthen teaching, learning and school improvement.** **effectively integrates digital management and evaluation tools into process.**	builds a strong instructional leadership team, builds the leadership capacity of promising staff, and distributes leadership opportunities among staff. works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs. uses digital tools and resources to develop processes for continuous inquiry with all staff, tracks trends and data and inspires others to seek opportunities for personal and professional growth. 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.

The Leader …

Indicator	Below Standard	Developing	Professional	Exemplary
2.4 **Uses information and data to support progress for all learners and addresses barriers to goal achievement.**	is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission. does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.	uses data to identify gaps between current outcomes and goals for some areas of school improvement. identifies some barriers to achieving the vision, mission and goals, but does not address identified barriers.	**uses data systems, a variety of digital tools and resources and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.** **works to de-personalize barriers and introduce systems thinking to address them to achieve the vision, mission and goals.**	collaboratively reviews and analyzes data using a variety of digital tools and resources and other information with staff and stakeholders to identify individual student needs and gaps to goals. focuses conversations, initiatives and plans on minimizing barriers to improving student achievement and is unwavering in encouraging staff to maintain and improve their focus on student outcomes. sees barriers as opportunities and applies systems thinking to address and resolve them. uses electronic tools to post, review, revise and monitor progress of goals.

The Leader …

Indicator	Below Standard	Developing	Professional	Exemplary
2.5 **Communicates student and school progress.**	ineffectively communicates with members of the school community. provides limited information about student progress to faculty and families. does not fully understand growth, trends and implications for improvement.	provides some updates on student progress to faculty and families. reviews school growth measures and student data. conducts basic data analyses and communicates data about educational performance.	**uses a variety of methods inclusive of digital resources and tools to interpret data, communicate progress accurately in a timely manner to 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. 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.

Performance Expectation 3: External Engagement-20%

Leaders communicate effectively with all stakeholders demonstrating respect and ethical behavior. Leaders demonstrate lifelong learning skills and model 21st century skills.

The Leader…

Indicator	Below Standard	Developing	Professional	Exemplary
3.1 **Communicates effectively and involves families and stakeholders in decision making.**	provides limited opportunities for families to engage in educational decisions. communicates inconsistently, unclearly and ineffectively and/or with only few stakeholders. demonstrates little awareness of community diversity as an educational asset. develops limited relationships or collaborative opportunities with community agencies and provides limited access to community resources for children and families.	shares some information and progress with families. communicates clearly with most people. seeks more opportunities to interact with stakeholders. attempts to involve families in some decisions about their children's education. collects some information to understand and provide for diverse student and community needs. develops some relationships with community organizations and agencies and provides some access to services for families.	**uses a variety of digital tools and resources and strategies to engage in open communication with staff and families and community members.** **demonstrates the ability, either in person or digitally, to understand, communicate with, and interact effectively with people.** **capitalizes on the diversity of the community as an asset to strengthen education.** **collaborates with community organizations and agencies to provide essential resources to support the educational needs of all children and families.**	uses a variety of digital tools and resources and strategies that builds the capacity of all staff to facilitate open and regular communication between the school and families and community members. uses a variety of strategies to engage in open, responsive and regular communication with staff, families and community members and actively seeks and values alternative viewpoints. proactively collaborates with a variety of vital community organizations and agencies to provide and monitor essential resources supporting the ongoing improvement and support of learning for all children and families.

The Leader…

Indicator	Below Standard	Developing	Professional	Exemplary
3.2 **Demonstrates responsibility, respect, and ethical behavior.**	frequently does not exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators. frequently does not protect the rights of students, families and staff and/or maintain appropriate confidentiality.	inconsistently exhibits or promotes professional responsibility in accordance with the Connecticut Code of professional Responsibility for Educators. inconsistently protects the rights of students, families and staff and/or maintains appropriate confidentiality.	**exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.** **protects the rights of students, families and staff and maintains confidentiality.**	In addition to Professional: continuously communicates, clarifies, models and collaborates to ensure professional responsibilities for all educators. builds a shared commitment to protecting the rights of all students and stakeholders.

The Leader …

Indicator	Below Standard	Developing	Professional	Exemplary
3.3 **Demonstrates lifelong learning and models 21st century skills and tools.**	does not consistently engage in or seek personal professional learning opportunities. does not make an effort to or does not know how to model 21st century skills and tools.	is learning about how technology can support the learning environment. 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.** **uses and promotes 21st century skills and tools to improve teaching and learning.**	models reflection and continuous growth by publicly sharing their own learning process based on research and 21st century skills and best practices and their relationship to organizational improvement. ensures staff uses 21st century skills and tools to improve teaching and learning.

21st Century Instruction & Learning Standards
Instructional Practice Rubric

http://www.educationconnection.org
http://www.skills21.org

21ˢᵗ *Century Instruction & Learning Standards*
Instructional Practice Rubric
- AT A GLANCE –

Domain 1: **Planning and Creating an Environment to Support Active Learning** **20%**	Domain 2: **Instruction and Assessment for Active Learning** **60%**	Domain 3 **Professional Responsibilities and Teacher Leadership** **20%**
1.1 - Appropriately challenging, relevant and differentiated experiences. **1.2 - Responsive and respectful, behavioral interventions. (P)** **1.3 - Arrangement of the physical/virtual learning environment and the logistics of learning.**	**2.1 - Clear purpose, thoughtful structures, discourse and inquiry for the construction of new learning.** **2.2 - Higher order thinking and meaningful student engagement that leads to ownership of learning. (P)** **2.3 - Differentiated instruction, positive personal interactions, questioning, and adjustment to learning experiences to meet the needs of all students.** **2.4 - A variety of assessments that provide timely and descriptive feedback and support the progress all learners. (P)**	**3.1 - Professional growth that is continuous and purposeful and contributes to a positive school/community climate. (P)** **3.2 - Communication and collaboration with families about their students, their student's performance, and instructional program.** **3.3 - Professional behavior in accordance with the Connecticut Code of Professional Responsibility for Educators.**

Domain 1: 20%
Planning and Creating an Environment to Support 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.

INDICATOR	Below Standard	Developing	Professional	Exemplary
1.1 - Appropriately challenging, relevant and differentiated experiences. **Attributes:** • **Differentiation of design** • **Level of challenge** • **Ownership of learning** • **Effective use of tools and resources**	The plan focuses mainly on literal understandings/ low levels of knowledge. Plans are not differentiated and/or not at an appropriate level of challenge. There is no recognition in the plan for the expression of the key attributes of curiosity, persistence, conceptual thinking or problem solving. Tools, digital resources and information literacy skills that could facilitate differentiation are not part of the instructional plan. Academic or behavioral concerns are either not identified or are without a defined plan of intervention strategy.	The instructional plan includes some tasks that reach higher levels of knowledge. Plans include some differentiation in instructional strategies but may not provide instruction at an appropriate level of challenge for all students. There is minimal recognition in the plan for the age appropriate expression of the key attributes of curiosity, persistence, conceptual thinking or problem solving. Tools, digital resources and information literacy skills that could facilitate differentiation are only tangentially part of the instructional plan. The plan prepares the teacher to address general academic or behavioral concerns and suggests anticipated responses to strategy/use of resources. Plans rely predominantly on a singular strategy or tool/digital resource that only occasionally promotes higher levels of thinking and do not adequately address critical CCSS and 21st century skills.	The plan includes differentiated tasks, resources and activities designed to engage students to higher levels of knowledge and scaffolds the learning appropriately. The plan meets the grade level standards or course level expectations for challenge and anticipates student understanding and addresses common content misconceptions. There is recognition in the plan of the importance for the age appropriate expression of key attributes of curiosity, persistence, conceptual thinking or problem solving. The plan includes the use of tools and digital resources and information literacy skills that enable the selection, design or implementation of supplemental or specialized instructional or behavioral interventions when appropriate/if needed. Plans have more than one option, tool and/or digital resource that promote higher levels of thinking as well as critical CCSS and 21st century skills.	The plans incorporate a variety of strategies, resources and groupings that appropriately challenge all students. The plan incorporates a depth of knowledge and promotes student independence as a learner, allowing for choice and student self-direction. There is a value in the plan for the age appropriate expression of the key attributes of curiosity, persistence, conceptual thinking or problem solving. Planning provides opportunities for students to use their own tools and digital resources to enable choices and for personalized & specialized instructional or behavioral interventions. Plans include the use of differentiated tools and digital resources to help students make connections within and among content areas and help them to understand the importance of critical CCSS and 21st century skills in the world around them.

INDICATOR	Below Standard	Developing	Professional	Exemplary
Examples and Evidence **1.1 - Appropriately challenging, relevant and differentiated experiences.** **Attributes:** • **Differentiation of design** • **Level of challenge** • **Ownership of learning** • **Effective use of tools and resources**	● *Available tools and digital resources are not recognized in the plan.* ● *Materials or strategies are unclear or not specified or rely solely on a singular strategy or resource.* ● *No learning experience/ expectation plans are provided or plans do not show any differentiation based on any need.* ● *With an entire set of tablet readers at her disposal, a 5th grade teacher requires students to fill in a worksheet.* ● *Teacher does not collaborate with colleagues for planning.*	● *Teacher identifies differentiation strategies that are limited—often based on a single area – such as student interest.* ● *Teacher articulated plans for addressing academic/behavioral concerns are general and not specific.* ● *Tools and digital resources may be referenced in the plan but they are underutilized.* ● *Students will all view the video of the combustion experiment and discuss what happened with their peer.* ● *Teacher mentions or references the digital cameras that are available for evidence collection during the experiment but fails to make connections required for appropriate use.*	● *Mechanisms or strategies for differentiation are part of the design.* ● *Teacher plans to systemically use digital tools and digital resources as part of the instructional design.* ● *Teachers provide assistance and strategies for dealing with frustration when learning comes to a halt and students are struggling to make progress.* ● *Students can view the video, read the article, or watch teacher demonstration of the combustion experiment, discuss what happened with their peer, and answer the reflection questions.* ● *Teacher articulates the work with colleagues in the planning process.* ● *Plans include decision trees or other mechanisms to allow students to pursue their own learning pathways.*	● *Teacher articulates anticipated student misconceptions and how the learning experience/ expectation design addresses these.* ● *Teacher plans to enable students to make decisions about how to best apply the available tools and digital resources for their own learning.* ● *The teacher conveys to students that he/she won't consider a learning experience/expectation "finished" until every student understands, and that he has a broad range of approaches to use.* ● *In reflecting on practice, the teacher can cite others in the school and beyond who he/she has contacted for assistance in reaching some students.* ● *Students are asked to share reflections with a peer and post the observations they have in common on the blog page.* ● *There is ample time in the plan for alternative pathways, follow-up activities, or flexible group arrangements.*

INDICATOR	Below Standard	Developing	Professional	Exemplary
1.2 - Responsive and respectful, behavioral interventions. (P) **Attributes:** • **Respect, warmth and caring** • **Responsiveness** • **Redirection and behavioral intervention**	In either/both personal or electronic (real-time, asynchronous, or posting of digital communications) learning environments show: Patterns of interaction between the teacher and students and among students are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. No recognition or addressing of disrespectful or inappropriate behavior or adjusting to the needs of students in real time.	In either/both personal or electronic (real-time, asynchronous, or posting of digital communications) learning environments show: Patterns of interaction, between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students occasionally demonstrate disrespect for one another in their personal communications or learning environment. Teacher attempts to respond to disrespectful or inappropriate behavior unanticipated student needs, with uneven results.	In either/both personal or electronic (real-time, asynchronous, or posting of digital communications) learning environments show: Teacher-student interactions in the learning environment are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students almost always exhibit respect for the teacher. Interactions among students are generally polite and respectful. There are quick responses to disrespectful tone, inappropriate behavior or unanticipated student needs among students and the impact of this response changes the direction and tone of the student behavior.	In either/both personal or electronic (real-time, asynchronous, or posting of digital communications) learning environments show: Teacher and individual student interactions are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Such interactions are appropriate to the ages of the students and consistent across all student backgrounds and levels of performance. Students exhibit respect for the teacher and contribute to the positive tone of the learning environment. On those rare occasions when behavior is inconsistent with this norm, students themselves intervene and redirect their peers back to a positive learning behavior.

INDICATOR	**Below Standard**	**Developing**	**Professional**	**Exemplary**
Examples and Evidence **1.2 - Responsive and respectful, behavioral interventions. (P)** **Attributes:** • **Respect, warmth and caring** • **Responsiveness** • **Redirection and behavioral intervention**	• *Teacher uses disrespectful or sarcastic language in speaking or postings towards students.* • *Student body language or communications indicate feelings of hurt or insecurity.* • *Many students do not participate/post and are clearly not part of the learning environment.* • *Many students talk when the teacher and other students are talking; the teacher does not correct them.* • *There are rude posts or tweets without recognition by the teacher.* • *Interventions and actions are not specified in plan or discussion.* • *The whole class is working on page 32 in the math workbook. Students with different learning backgrounds are struggling with content.* • *Student is acting out. The behavior escalates with no apparent intervention from the teacher. There is no plan for this behavior.* • *The learning environment (physical or virtual) is chaotic, with no apparent standards of conduct.* • *Students are posting inappropriate links on the class discussion board without any intervention or comment from the teacher.*	• *The quality of interactions (digital or personal) between teacher and students, or among students, is usually positive but with occasional disrespect.* • *Teacher attempts to respond to disrespectful behavior among students, with uneven results.* • *Students attend passively to the teacher, but tend to talk, text, email etc. when other students are communicating.* • *Even when device use is encouraged or asked for a specific purpose by the teacher, more multi-tasking is present that is interfering with learning.* • *A teacher's request to log on and enter data is mostly ignored with a high degree of off-task behavior.* • *The second grade class is reading the same book and some students are struggling. The teacher says "I will come and help you Jane" but does not address the others who are experiencing difficulty with the content.* • *Teacher appears to monitor student behavior, but with limited intervention and poor results.* • *Teacher sends a message warning that the discussion is getting off track, but students ignore it and continue with their current line of thinking/posting.* • *Two students send off-task tweets within minutes of one another – one is sent to the Vice-Principal's office while the other is quietly redirected to not do that again.*	• *Communications (digital or personal) between teacher and students and among students is uniformly respectful with a positive tone always present.* • *Teacher responds (digitally or personally) to disrespectful behavior among students in a way that preserves the respect and dignity of the individual.* • *Teacher enthusiastically greets students by name as they enter the class or as they join in electronic discussion boards.* • *Students offer encouragement for the contributions and work of their peers.* • *Teacher describes discussion with the special education teacher about how to best work with two students with special needs and that they created a plan to ensure the success of both students.* • *A student posted an inappropriate comment to another student on their class blog. The teacher intervenes with the appropriate intervention. The behavior extinguishes.* • *Through an entire period, the teacher monitors behavior and with minimal redirection is able to maintain a generally positive learning environment.* • *When an inappropriate post appears, the teacher quickly is able to privately note her concern with a text message and the student deletes the entry.* • *At the end of a session, the teacher sends a message thanking each student for making a positive contribution by following the pre-established norms for group work.*	• *In a learning environment (digital or in-person) with a highly diverse student body, there is genuine support and praise given by students to their peers.* • *In the rare instance when redirection is required by the teacher, the intervention is done in a positive and thoughtful way.* • *A child with special needs is making a selection at the interactive whiteboard which indicates his modified response to the learning task. This action gains a genuinely supportive response from all of his peers.* • *Students participate in an online activity where they are asked to define the norms of behavior they will follow when building their new project teams.* • *When a student film makes its debut on the class YouTube channel, every student has viewed and reviewed the work in a way that supports the effort and time that went into producing the product.* • *Students respectfully intervene as appropriate with peers to support a positive learning environment.* • *The teacher is watching a monitor that is tracking an ongoing discussion thread critiquing the 2013 Inaugural speech. She comments from time to time on the quality of student work but is not directly involved in sustaining or directing this student self-monitored discussion.* • *When an inappropriate post appears, several students quickly note their concerns, texting their peer and the recipient student quickly deletes the entry.*

INDICATOR	Below Standard	Developing	Professional	Exemplary
1.3 - Arrangement of the physical/virtual learning environment and the logistics of learning. **Attributes:** • **Accessibility of learning environment** • **Alignment of physical space** • **Efficient usage of time** • **Organization of instructional arrangements**	The physical/virtual learning environment is unsafe and not conducive to learning and meaningful engagement, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and other physical resources with the learning experience/expectation, and/or the virtual space is either poorly organized, confusing, or translates poorly across platforms or devices and inhibits the learning experience/expectation. Significant instructional time is lost due to inefficient routines and procedures. There is little or no evidence of management of instructional groups, transitions, instructional space, and/or the handling of materials, access to digital resources, or the use of electronic devices effectively.	The physical/virtual learning environment is conducive to learning and meaningful engagement and most students have access to learning. The alignment of the arrangement of furniture and other physical resources with the learning experience/expectation is moderately effective and may be so as a result of teacher initiated modifications, and/or the virtual space is moderately organized, somewhat confusing, and may, with effort, translate across platforms or devices without inhibiting the learning experience/expectation. Some instructional time is lost due to only partially effective routines and procedures. With regular guidance and prompting, students follow established routines. The teacher's management of instructional groups, transitions, instructional space, and/or the handling of materials, access to digital resources, or the use of electronic devices is generally effective with some disruption of learning.	The physical/virtual learning environment is conducive to learning and meaningful engagement and all students have access to learning. The alignment of the arrangement of furniture and other physical resources with the learning experience/ expectation is effective and has been modified by the teacher to meet the needs of his/her students, and/or the virtual space is well organized, easily accessible, and translates well across platforms or devices without inhibiting the learning experience/ expectation. Due to effective routines and procedures, there is little loss of instructional time. With minimal guidance and prompting, students follow established classroom routines. The teacher's management of instructional groups, transitions, instructional space, and/or the handling of materials, access to digital resources, or the use of electronic devices is consistently successful.	The physical/virtual learning environment is welcoming and conducive to learning and meaningful engagement and all students have easy access to learning. The alignment of the arrangement of furniture and other physical resources with the learning experience /expectation is highly effective and has been modified by the teacher to meet the needs of all students, and/or the virtual space is well organized, easily accessible, and translates seamlessly across platforms and devices thus enhancing the personalized learning experience/expectation for each student. Instructional time is maximized due to efficient routines and procedures. Routines are well understood and are initiated by students. Students contribute to the management of instructional groups, transitions, instructional space, and/or the handling of materials, access to digital resources, or the use of electronic devices.

INDICATOR	Below Standard	Developing	Professional	Exemplary
Examples and Evidence **1.3 - Arrangement of the physical/virtual learning environment and the logistics of learning** **Attributes:** • **Accessibility of learning environment** • **Alignment of physical space** • **Efficient usage of time** • **Organization of instructional arrangements**	• *There are physical hazards in the learning environment, endangering student safety.* • *Many students can't see or hear the teacher, media, or some of their peers.* • *Assigned work does not function on all of the devices in the learning environment.* • *Students with some devices have significant advantages over others.* • *Students are disruptive to the class during routines and transitions.* • *There are no established procedures for distributing and collecting materials, access to digital resources, or the use of electronic devices.* • *There are electrical cords running across high traffic areas in the classroom or running under a mat or rug.* • *A video assignment will not run on several of the classroom tablets that do not run Flash.* • *Students wait in line during learning time for……(anything)* • *Students ask "Where are the charging cords for the tablets?* • *Weeks into the semester, students are still asking questions about attendance log-ins and passwords.*	• *There are minor physical barriers in the learning environment which cause inconvenience or disruption.* • *Some students can't see or hear the teacher, media, or some of their peers.* • *Assigned work functions poorly on some of the devices in the learning environment.* • *Students with some devices have minor advantages over others.* • *Classroom routines function but they are uneven and clearly waste available learning time.* • *Procedures for distributing and collecting materials, access to digital resources, or the use of electronic devices seem to have been established, but their operation is rough and result in loss of instructional time.* • *Several students in the back of the learning environment raise their hand half way through a video to say that they cannot hear what is being talked about.* • *In the second month of school, attendance log-ins still takes the first 5 minutes of every class.* • *Although students know what group they are in, it still takes them 6 minutes to reorganize and get their devices started.* • *Despite a class web-page devoted to sharing this information, students still email or text questions about basic procedures.*	• *There are no physical barriers in the learning environment which cause inconvenience or disruption.* • *All students can see or hear the teacher, media, and their peers.* • *Assigned work functions well on most of the devices in the learning environment.* • *There are no device advantages.* • *Classroom routines function smoothly and there is minimal loss of instructional time.* • *Transitions and procedures for distributing and collecting materials, access to digital resources, or the use of electronic devices are smooth.* • *A group with several device types shows each student productively working on the same resource.* • *The project design used by the teacher in the film study class can be accomplished by any web-accessible device.* • *Teacher has a predetermined text message alert for the reconvening of the large class group.* • *One member of each small group is responsible for bringing the power strips and charging cords to the group work space* • *In a small group project team, students have known, established roles, each independently carrying out a task with their own device prior to contributing to the team's final project.*	• *Modifications are made to the physical/virtual learning environment to accommodate students with special needs.* • *Students take the initiative to adjust the physical/virtual learning environment.* • *Instructional time is maximized because transitions and procedures for distributing and collecting materials, access to digital resources, or the use of electronic devices are so well ingrained that students take the initiative with their classmates to ensure that their time is used productively.* • *Students create their own wiki spaces to organize a team or group project.* • *A student suggests an alternative, device-neutral application which helps support translation to target languages.* • *From the time the bell rang at 10:05 to the end of the session at 11:20, virtually all of the learning time was productive with no apparent guidance from the adult.* • *A student volunteers a suggestion to his/her teammates for how increased efficiencies can be realized with a change of software to manage tasks.*

Domain 2: 60%
Instruction and Assessment for Active Learning
Teachers implement instruction to engage students in rigorous and relevant learning and use multiple measures to analyze student performance and to inform subsequent planning and instruction.

INDICATOR	**Below Standard**	**Developing**	**Professional**	**Exemplary**
2.1 Clear purpose, thoughtful structures, discourse and inquiry for the construction of new learning. **Attributes:** • **Clarity of Purpose** • **Inquiry learning** • **Digital literacy** • **Pacing of learning** • **Extension of learning experiences**	The instructional purpose of the learning experience/expectation is unclear to students and the directions and procedures are confusing. Spoken, written or visual directions/ explanation of the goals for learning contain major errors that impact the student's ability to participate in the learning experience. The instructional purpose of the learning experience/expectation is purposefully restricted to a single pathway or one predetermined answer known only to the teacher. The pace of the learning experience/ expectation is too slow or rushed. Few students are intellectually engaged or interested.	Attempts to explain the instructional purpose with limited success and/or directions and procedures must be clarified after initial student confusion. Spoken, written or visual directions and or explanation of the goals for learning may contain minor errors; some portions are clear; other portions are difficult to follow. The instructional purpose of the learning experience/expectation is based on an open-ended question but the structure of the experience is still likely to lead to a predetermined answer known only to the teacher and restricts the students' intellectual engagement. The pacing of the learning experience/ expectation may not provide students the time needed to be intellectually engaged.	The instructional purpose of the learning experience/expectation is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Spoken, written or visual directions or explanation of the goals for learning is well scaffolded, clear, accurate, and multi-dimensional. The instructional purpose of the learning experience/expectation is based on an open-ended question and the structure of the experience provides students with an opportunity to discover and build their own meaning. Using tools and digital resources to support inquiry and digital literacy as a pathway to support the construction of new learning. The pacing of the learning experience/expectation is appropriate, providing most students the time needed to be intellectually engaged.	The student is able to articulate the instructional purpose of the learning experience/ expectation and to link it to their own interests. Spoken, written or visual directions in multiple formats and explanation of the goals for learning is thorough and clear and the directions and procedures anticipate possible student misunderstanding. The instructional purpose of the learning experience/expectation is based on an open-ended question and the structure of the experience ensures students will discover and build their own meaning. Either in-person or through virtual tools, using tools and digital resources to support inquiry and digital literacy as a pathway to support the construction of new learning and include interactions of whole class, small group, and individual work. The pacing of the learning experience/expectation provides students the time needed to intellectually engage with and reflect upon their learning, to help one another, and to consolidate their understanding. Students, either in-person or through virtual tools, play a significant role in contributing to extending the goals of the learning experience and in explaining concepts to others.

INDICATOR	Below Standard	Developing	Professional	Exemplary
Examples and Evidence **2.1 Clear purpose, thoughtful structures, discourse and inquiry for the construction of new learning.** **Attributes:** • **Clarity of Purpose** • **Inquiry learning** • **Digital literacy** • **Pacing of learning** • **Extension of learning experiences**	● *At no time during the learning experience/expectation does the teacher convey to the students what they will be learning.* ● *Students indicate through their questions or body language that they are confused as to the learning task.* ● *Teacher makes no attempt to incorporate student interests into the learning experience/ expectation.* ● *In reflecting on practice, the teacher does not indicate that it is important to reach all students.* ● *Teacher displays no familiarity with or caring about individual students' interests or personalities.* ● *The learning experience/ expectation drags, or is rushed.* ● *A student asks: "What are we supposed to be doing?" and the teacher ignores the question.* ● *Students become disruptive, or talk among themselves in an effort to follow the learning experience/ expectation.*	● *The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.* ● *The teacher's explanation of the content consists of a monologue or totally relies on one method of delivery which is purely procedural with minimal participation by students.* ● *In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.* ● *Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.* ● *The pacing of the learning experience/expectation is uneven; suitable in parts, but rushed or dragging in others.* ● *The teacher says: "And oh, by the way, today we're going to factor polynomials." There is no further information given.* ● *A student asks: "What are we supposed to be doing?" and the teacher clarifies the task.* ● *Teacher posts a blog or assignment message that few students can understand or execute.* ● *Students ask "What do I write here?" in order to complete a task.* ● *The teacher says: "Watch me while I show you how to put the parts of this experiment together" with students asked only to listen.*	● *The teacher states clearly, at some point during the learning experience/expectation, what the students will be learning.* ● *Students engage with the learning task, indicating that they understand what they are to do.* ● *Teacher's explanation of content is clear, engaging, has multiple methods of delivery and invites student participation and thinking.* ● *Teacher creates questions that require thoughtful analysis of digital materials and resources.* ● *The teacher involves most students, even those who don't initially volunteer.* ● *Teacher incorporates students' interests and questions into the heart of the learning experience/ expectation.* ● *The pacing of the learning experience/expectation provides students the time needed to be intellectually engaged.* ● *After engaging students using multiple methods of delivery, students are able to answer questions regarding learning experience/ expectations, "Why is character development so important to the theme of the story?"* ● *During direct instruction, students can give multiple examples of the concepts and expectations involved in the learning experience.* ● *The teacher uses tools or digital resources to keep the purpose present so students can refer to it without requiring the teacher's attention.*	● *Teacher explains content clearly and imaginatively, using metaphors and analogies to bring the goals for learning to life.* ● *All students demonstrate understanding of the expectations for learning.* ● *The teacher makes it possible for students to explain the goals for learning to their peers using multiple methods of delivery.* ● *Students have an opportunity for reflection and closure on the learning experience/expectation to consolidate their understanding.* ● *The teacher requires students to post a rephrased explanation of the purpose of today's learning experience on the class blog.* ● *When needed, a student offers clarification about the learning task to classmates.* ● *The teacher explains passive solar energy by inviting students to predict what will happen to the temperature in a closed car on a cold, but sunny, day, or by the water in a hose that has been sitting in the sun and to explain or support their prediction with examples from a trusted source.* ● *Students take turns illustrating the point of the lesson using interactive whiteboard graphics.*

INDICATOR	Below Standard	Developing	Professional	Exemplary
2.2 - Higher order thinking and meaningful student engagement that leads to ownership of learning. (P) **Attributes:** • **Active learning strategies** • **Level of rigor and intellectual engagement** • **Authenticity of learning** • **Ownership of the learning experience**	The learning tasks and activities, materials, resources, instructional groups, tools and digital resources are one dimensional and require only rote responses. Students' participation choices are limited to compliance decisions.	The learning tasks or prompts require only minimal thinking by students, allowing most students to be passive or merely compliant. Success requires only application or knowledge level work. These tasks or prompts are not in the context of learning beyond school. Tools and digital resources are underutilized and do not support meaningful engagement or student self-direction.	The learning tasks and activities are designed to challenge student thinking, resulting in active intellectual engagement by most students. Success requires analysis, synthesis, evaluation and/or creativity at some level. Tools and digital resources help to extend the learning beyond the course content. There is important and challenging content which is placed in an authentic context, and with teacher scaffolding to support that engagement. There are some opportunities for students to decide the direction or outcome of their own learning experiences and to apply the tools and digital resources that are available in an appropriate fashion given the context of the learning.	Virtually all students are intellectually engaged in challenging, authentic learning experiences, through well designed tasks, and suitable scaffolding by the teacher. Success requires deep and rigorous analysis, synthesis, evaluation or creativity throughout the process. Tools and digital resources help to extend the learning beyond the course content. Tasks are fully aligned with the instructional outcomes and mirror real-world problem solving contexts. The students decide the direction or outcome of their own learning experiences and have applied the tools and digital resources that are available in an appropriate fashion given the context of the learning. Continued learning experiences, either actual or virtual, outside the classroom are planned to support the independent thinking of the students and the expansion and application of the concepts and processes in the classroom experiences.

INDICATOR	Below Standard	Developing	Professional	Exemplary
Examples and Evidence **2.2 - Higher order thinking and meaningful student engagement that leads to ownership of learning. (P)** **Attributes:** • **Active learning strategies** • **Level of rigor and intellectual engagement** • **Authenticity of learning** • **Ownership of the learning experience**	• *Few students are intellectually engaged in the learning experience/expectation.* • *Learning tasks require only recall or have a single correct response or method.* • *The tools and digital resources are used to ask students only to perform rote tasks.* • *Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.* • *Instructional tools and digital resources used are unsuitable to the learning experience/ expectations and/or the students.* • *The entire 1st grade class is able to chant yes and no answers in unison, but when asked to explain no student can respond.* • *Students in a 5th grade classroom are playing word searches on their tablets.* • *World language students who are supposed to be building vocabulary fluency using Audacity are instead sending prank texts to their friends*	• *Some students are intellectually engaged in the learning experience/expectation.* • *Learning tasks are a mix of those requiring thinking and recall but lack rigor or higher order thinking.* • *Student engagement with the content is largely passive, learning primarily facts or procedures.* • *The teacher uses different instructional groupings; these are partially successful in achieving the learning experience/ expectation objectives.* • *The tools and digital resources are partially aligned to the learning experience/expectation objectives, but only some of them demand student thinking. Most of the time, tools and digital resources could be replaced by print materials with no loss of efficacy.* • *Students are asked to fill in a worksheet an online worksheet for verb conjugation.* • *The teacher starts the learning experience by announcing that it is about to begin and closes it with a similar declaration.* • *Teachers ask all students to go to the same website and answer the 10 declarative knowledge questions at the end of the passage.*	• *Most students are intellectually engaged in the learning experience/expectation.* • *Learning tasks are authentic and have multiple correct responses or approaches and demand higher-order thinking.* • *Students use tools and digital resources to make choices in how they complete learning tasks.* • *There is a mix of different types of groupings, learning environments, and resources suitable to the learning experience/expectations.* • *Tools and digital resources support the learning goals and require intellectual engagement.* • *Students are given a digital jigsaw activity which requires independent work to be collaboratively posted and communicated to their peers.* • *Students identify a real-world, high impact problem associated with biological sciences.* • *When given a box with a variety of objects and resources, learning teams must create a structure or object that is worthy of either artistic display or practical application.*	• *Virtually all students are highly engaged in the learning experience/expectation.* • *Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.* • *Students suggest modifications to the grouping patterns, resources, tools, sites, information, and processes used to fulfill the learning expectations.* • *Students have extensive choice in how they complete tasks.* • *Students are asked to collaboratively make a recommendation regarding the approval of a building project in their town based on the environmental impact.* • *9th grade guidance students develop their own original materials to instruct others on how to align career interests with college choices.* • *Students use digital resources to research, evaluate and suggest the 10 most effective online narrative descriptions of the Battle of Gettysburg and defend their choices based on the Information Literacy guidelines for the district.* • *Students are asked to synthesize the major themes illustrated in an genre of painting and to create their own work (tactile or digital) that fits within these parameters.*

INDICATOR	Below Standard	Developing	Professional	Exemplary
2.3 -Differentiated instruction, positive personal interactions, questioning, adjustment to learning experiences to meet the needs of all students. **Attributes:** - **Differentiated instruction** - **Positive interactions** - **Communication Strategies** - **Inquiry and questioning** - **Balanced participation**	The learning tasks and activities, materials, resources, instructional groups, tools and digital resources are one dimensional, include no options or variations. While in personal or electronic (real-time, asynchronous, or posting of digital communications) personal interactions are characterized by sarcasm, putdowns, or conflict. A few students dominate the interaction. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers with questions that are of low cognitive challenge, single correct responses or asked in rapid succession. As soon as a student struggles with a problem an answer is provided with no support or evidence of problem solving, persistence or positive inquiry behaviors.	The learning tasks and activities, materials, resources, instructional groups, tools and digital resources provide different pathways for learning but they are not managed effectively resulting in a basically one dimensional experience. While in personal or electronic (real-time, asynchronous, or posting of digital communications) personal interactions are characterized by a mix of positive and negative interactions. Some students may be favored over others. The net result of the interactions is neutral: conveying neither warmth nor conflict. Communications are correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds. There are some questions designed to promote student thinking and understanding, but only a few students are involved. Attempts to engage all students in the interaction and to encourage them to respond to one another, but with uneven results.	The learning tasks and activities, materials, resources, instructional groups, tools and digital resources provide different pathways for learning that are managed effectively resulting in moderate differentiations of the learning experience. While in personal or electronic (real-time, asynchronous, or posting of digital communications) personal interactions are characterized by positive interactions. The net result of the interactions is generally polite and respectful. Most learners would describe this as a positive learning environment. Communications are correct and generally appropriate to the students' ages or backgrounds. While there may be some low-level questions, teacher poses inquiries to students that promote student thinking and understanding and does so using a variety of tools and digital resources. Successfully engages most students in the interaction, employing a range of strategies to ensure that most students can express themselves.	The learning tasks and activities, resources, instructional groups, tools and digital resources provide different pathways for learning that result in extensive differentiations of the learning experience. While in personal or electronic (real-time, asynchronous, or posting of digital communications) personal interactions are characterized by genuine positive interactions for all students. The net result of both personal and electronic interactions is of mutually beneficial connections between all of the individuals in the learning environment. Communications give opportunities to extend students' vocabularies and understanding. Either in-person or through virtual tools, uses a variety of questions/prompts to challenge students cognitively and advance high level thinking and discourse. Inquiries mirror the learning expectations' application in real-life situations and include the use of digital strategies to interact. Students are engaged in formulating their own questions based on their needs and interests. Students play a role in ensuring that all voices are heard in the exchange of ideas regardless of the venue.

INDICATOR	Below Standard	Developing	Professional	Exemplary
Examples and Evidence **2.3 -Differentiated instruction, positive personal interactions, questioning, adjustment to learning experiences to meet the needs of all students.** **Attributes:** • **Differentiated instruction** • **Positive interactions** • **Communication Strategies** • **Inquiry and questioning** • **Balanced participation**	• *Questions are rapid-fire, declarative knowledge, and convergent, with a single correct answer.* • *All interaction is between teacher and students; students are not invited to respond directly to one another.* • *A few students dominate the interaction.* • *Teacher brushes aside student questions.* • *Teacher's communications include errors of vocabulary or usage.* • *Vocabulary is inappropriate to the age or culture of the students.* • *All questions are of the "recitation" type, such as "What is 3 x 4?"* • *The teacher asks a question for which the answer is on the board; students respond by reading it.* • *The teacher only calls on students who have their hands up.* • *The teacher says: "We don't have time for that today."* • *A first grade student is confused about an addition concept during math instruction. When this is expressed to the teacher, the response is, "Really, everyone else was able to get it."* • *The teacher says: "If you'd just pay attention, you could understand this."* • *Students are asking each other what is happening and why without teacher response.*	• *Teacher frames some questions designed to promote student thinking, but may only use one method and only a few students are involved.* • *Using some tools and digital resources, the teacher invites students to respond directly to one another's ideas, but few do.* • *Using some tools and digital resources teacher prompts many students, but only a small number actually participate in the interaction.* • *Teacher's efforts to modify the learning experience/expectation are only partially successful.* • *Teacher makes perfunctory attempts to incorporate student questions and interests into the learning experience/expectation.* • *Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"* • *Teacher uses an automated quiz response program.* • *The teacher asks: "Who has an idea about this?" but the same three students offer comments.* • *90% of the contributions to a digital chat on a specific topic are attributable to 2 or 3 students.* • *Most of the responses to blog posts on topics related to this learning experience are from the teacher and not student-to-student.* • *Students' posts and contributions demonstrate a lack of understanding, caring, engagement, or enthusiasm for the task at hand.*	• *Teacher uses open-ended questions, posts, or challenges inviting students to think at high levels and/or have multiple possible answers.* • *The teacher builds on/uses student responses to questions or challenges effectively both in person or online.* • *In-person or online discussions enable students to communicate with one another, without ongoing mediation by the teacher.* • *Vocabulary and usage are correct and completely suited to the learning experience/expectation.* • *Vocabulary is appropriate to the students' ages and levels of development.* • *The teacher asks the students questions that require prediction and evidence and then to defend their answers: "What might have happened if the colonists had not prevailed in the American war for independence? Would that have been better or worse for the Colonists?"* • *The teacher requires that any student responding to a peer's post, must paraphrase the previous post before adding their own content.* • *The teacher asks a question and asks every student to compose/ tweet or text a response with less than 145 characters, and then share with a partner before inviting a few to offer their ideas to the entire class.*	• *Students use multiple methods to engage their peers in the learning process.* • *Students initiate higher-order questions.* • *It is expected that the students respect the opinions or answers offered by their peers whether in-person or online.* • *Students invite comments from their classmates during the exchange of ideas/learning.* • *Whether personally or publicly (digitally or in-person), the teacher demonstrates knowledge and caring about individual students' lives beyond school.* • *Students post or send requests for information from their peers on work of their peer.* • *Students extend the discussion, enriching it.* • *The teacher posts a real-time response question to a group of 7th grade students: "Why do we allow bullies to have such an influence and power over our own behavior?"* • *A student asks of other students: "Let's create a shared document and list all of the ideas we can think of for how we might figure this out."* • *The teacher asks students to tweet or text errors that they find in the grammar or syntax of the speech they are viewing online.*

INDICATOR	Below Standard	Developing	Professional	Exemplary
2.4 – A variety of assessments that provide timely and descriptive feedback and support the progress all learners. (P) **Attributes:** - **Variety of assessments** - **Clear criteria** - **Aligned and valued measures** - **Timely and appropriate feedback** - **Monitoring and adjusting** - **Integration of assessment** - **Student involvement** - **Data driven analysis and action** - **Continuous Improvement** - **Use of digital tools and resources**	Assessments are lacking in criteria through which student performance will be assessed. Students do not receive timely feedback. Feedback is absent, or of poor quality. There is little or no assessment or monitoring of student learning. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. Instruction is informed by a general understanding of the goals for learning, rather than data about the students' learning needs. Even though data may be available, the teacher is uninterested in using it for planning or improvement purposes. No electronic storage, organization, or analysis of data present.	Assessment criteria are provided but unclear. Students sometimes receive timely feedback but it is inconsistent and not focused enough to guide improvement. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Questions, prompts, and/or assessments are rarely used to diagnose evidence of learning. While data may be mentioned or referenced, instruction is still primarily informed by a general understanding of students' prior knowledge and skills. Has shown some interest in data for planning or improvement but has not demonstrated a systemic application of what is available. While there may be evidence of electronic storage, organization, or analysis of data present, it may not be timely nor is there compelling evidence that it has been used to influence practice.	Assessment criteria are clearly written, posted and/or communicated. Plans include opportunities for students to participate in developing assessment criteria and use it to assess their own work. Students receive timely feedback that is consistent and focused enough to guide improvement. Monitoring results in feedback that is accurate, constructive and corrective and that advances learning. Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students. Students are aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, feedback and/or assessments are used to diagnose progress and advance learning. Instruction incorporates multiple sources of data about students' prior knowledge, skills and understanding of concepts into the instructional plan.	Throughout the instructional/ learning process students routinely reflect upon and self-assess their progress over time as it relates to the assessment criteria that they either have been provided or helped create. A variety of feedback, from both the teacher and peers, is timely accurate, specific, and advances learning. Students set do-able goals to improve their performance as a result of this process. Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students and then is systematically used to diagnose evidence of learning by individual students. Assessment is fully integrated into instruction, through extensive use of formative assessment to monitor the performance of individual students and adjust differentiated instruction. Students are knowledgeable regarding the assessment criteria and have helped create, apply, and use them. Students self-assess and monitor their progress. Instruction is driven by analysis of student performance data (by either the teacher or the student or both) to determine individual learning needs and subsequent instruction.

			Shows sustained interest in data for planning or improvement and has demonstrated a systemic application of what is available for the purposes of improved student performance. There is strong evidence of electronic storage, organization, and analysis of data; it is timely and there is compelling evidence that it has been used to influence practice.	Consistently uses data for planning and continuous improvement and has demonstrated a systemic application for the purposes of improved student performance. There is systemic electronic storage, organization, and analysis of data that is timely and is used regularly to influence practice.

INDICATOR	Below Standard	Developing	Professional	Exemplary
Examples and Evidence **2.4 – A variety of assessments that provide timely and descriptive feedback and support the progress all learners. (P)** **Attributes:** • **Variety of assessments** • **Clear criteria** • **Aligned and valued measures** • **Timely and appropriate feedback** • **Monitoring and adjusting** • **Integration of assessment** • **Student involvement** • **Data driven analysis and action** • **Continuous Improvement** • **Mission aligned** • **Use of digital tools and resources**	● *Assessments do not align to the instructional goals.* ● *Assessments have no criteria.* ● *Teacher does not use formative assessments.* ● *No criteria are provided to students for the assigned project.* ● *Teachers says "Did everyone get that?" as her assessment of understanding.* ● *The students finish a project on Colonial America. Students are unclear of expectations and no rubric was provided.* ● *The teacher makes no effort to determine whether students understand the learning experience/expectation.* ● *Feedback is only global or nonexistent.* ● *The teacher does not ask students to evaluate their own or classmates' work.* ● *A student asks "Does this quiz count towards my grade?"* ● *The teacher forges ahead with a presentation without checking for understanding. The teacher says: "Good job, everyone."* ● *Sees data as separate from rather than integrated with the instructional/assessment process.* ● *Refuses or ignores the opportunity to use digital tools to store, analyze and display data.* ● *Despite the ready existence of DRP data, the first grade teacher does not connect this information to planning or instruction.* ● *A 6th grade teacher has never logged onto to the district performance data base.*	● *Assessment criteria are vague.* ● *Assessment criteria are tied to analogue, pre-Common Core, non-digital instructional assumptions.* ● *Assessment results are used to design instruction for the whole class not individual students.* ● *The grading criteria for an assigned essay are based on following directions.* ● *Teacher reviews the class data on performance on a recent test. His report to the class is "Everyone did ok."* ● *Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.* ● *When a student completes a problem on the interactive whiteboard, the teacher corrects the student's work without explaining why.* ● *The teacher, after viewing three correct answers on the message board continues, without ascertaining whether all students understand the concept.* ● *The teacher uses anonymous polling software to gauge the readiness of a class to move on to another learning concept.* ● *While teacher may use data in planning, it may be non-specific or error prone.* ● *Inconsistently takes advantage of the opportunity to use digital tools to store, analyze and display data.*	● *Assessments match the learning goals.* ● *Assessment indicates a balance of summative, formative, and interim assessments.* ● *Assessment criteria are aligned with Common Core and digital instructional assumptions.* ● *Instruction is adjusted in response to evidence of student learning.* ● *Students can access their own historical performance data.* ● *Teacher gave the assignment to students saying to meet in small groups to develop assessment criteria for the rubric for one assignment.* ● *Teacher reviews the class data on performance using an appropriate analysis tool, identifies the classes' strengths and weaknesses, and then emails each student a fillable form to evaluate their own strengths and weaknesses.* ● *The teacher elicits through a variety of tools and digital resources evidence of student understanding during the learning experience/expectation.* ● *Students are invited to assess their own work and track changes to make improvements.* ● *Feedback includes specific and timely guidance for at least groups of students.* ● *When necessary, the teacher makes adjustments to instruction to enhance understanding by groups of students.* ● *The teacher and the student review a CAD design and complete a side-by-side review based on the classroom rubric.*	● *Students are able to choose a performance task that gives them the best chance of success in meeting the learning goal and assessment criteria.* ● *Differentiated assessments are available.* ● *Instruction is continuously and precisely adjusted in response to evidence of student learning..* ● *Students are actively involved in collecting information and data from formative assessments and other sources for the purpose of establishing individual learning goals.* ● *Students self-assess their multi-media projects against the class-developed rubric and set goals for the revision process.* ● *Teacher monitoring of student understanding is sophisticated, continuous and tracked in real time at the individual student level.* ● *While students are using photo editing software, the teacher circulates providing substantive feedback to individual students on the changes they are making and engages them in a discussion on the merits of that feedback.* ● *Students offer feedback to their classmates on their writing and elicit improvement suggestions through each student's wiki page.* ● *Students email each other their responses on a chemistry problem solving lab report, grade them against the class rubric, and make a highlighted formative assessment and other sources for the purpose of establishing individual learning goals.*

		• *100% students will be able to complete division problems without a calculator or other assistance. After this goal is met, teacher continues to teach the same concept.*	• *Students assess the performance of peers on a digital music composition.* • *Teacher articulates how specific student data connects to instructional design.* • *Data is timely and focused and easily accessible using tools and digital resources.* • *Consistently uses digital tools to store, analyze and display data.*	• *Students self-assess their multi-media projects against the class-developed rubric and set goals for the revision process.* • *Students hold a grade-level film festival where team entries are judged by a student panel using the class-developed rubric.* • *Teacher monitoring of student understanding is sophisticated, continuous and tracked in real time at the individual student level.* • *Data is timely, focused and easily accessible both locally and mobily using tools and digital resources to store, analyze and display data.* • *Data walls are part of every team meeting.* • *Teachers have dashboard measures on key performance data that are sent home to parents regularly.*

Domain 3:   20%
Professional Responsibilities and Teacher Leadership

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

INDICATOR	Below Standard	Developing	Professional	Exemplary
3.1 – Professional growth that is continuous and purposeful and contributes to a positive school/ community climate. (P) **Attributes:** • **Reflections and initiative** • **Inquiry process** • **Modeling of behaviors** • **Professional collaboration** • **Positive contribution to school climate**	Reflections show little connection to practice. Participation in the evaluation process does not follow proper procedures. Passive aggressive, demonstrating a superficial agreement but actual actions are not responsive to evaluator feedback. 21st century professional growth experiences are not present or are not used for instructional purposes or are superficial. No effort is made, or only perfunctory effort is made, to participate with colleagues to develop and sustain improvement. Participation may impede the collaborative process.	Reflections focus on instructional procedures and general student achievement. Passive, following set evaluation procedures directed by evaluator. Evaluator's suggestions are occasionally used for improvement. Participation in 21st century professional growth is focused on meeting some student learning needs, or focus is limited to content or resources. Participates in structured team activities as required by the school to develop and sustain grade level or course level improvement. Neutral presence - listens and does not impede progress of colleagues in collaborative settings.	Reflections on teaching emanate from student overall performance, with some examples. Active, taking initiative to use the evaluation process for instructional improvement, collecting feedback. Evaluator's suggestions are consistently used to improve instruction. A 21st century professional growth plan is developed to impact instruction and includes professional growth activities that enhance skills to meet the needs of all students, such as content, pedagogical skills and resources. Actively works with colleagues to develop and sustain both grade level/course level improvement as well as contribute to broader school improvement. Collaborates with colleagues, administrators to help families meet the needs of students and support their growth. Teacher collaboration contributes to positive school climate.	Reflections on teaching emanate from and are shaped by specific examples cited and evidence of the effectiveness of the learning experience/expectations. Takes full initiative in the evaluation process for the purpose of instructional improvement and to inform professional growth. Feedback from the evaluation process, and from colleagues, is sought and used to improve instruction and guide students to reflect on and develop ownership for their own learning. Leadership is taken in 21st century professional growth (both learning and sharing with others) activities that impact instruction and meet the needs of all students. Plans appropriate professional development meeting his/needs as expressed in the individual growth plan Takes leadership in developing and sustaining school improvement, engaging in problem and solution finding. Consistently collaborates with all stakeholders to meet all students' individual learning needs. Collaboration fosters positive school climate among others.

INDICATOR	Below Standard	Developing	Professional	Exemplary
Examples and Evidence **3.1 – Professional growth that is continuous and purposeful and contributes to a positive school/community climate. (P)** **Attributes:** • **Reflections and initiative** • **Inquiry process** • **Modeling of behaviors** • **Professional collaboration** • **Positive contribution to school climate**	• *Teacher reflections show little understanding of how his/her practice connects to student learning.* • *Teacher participates only in evaluation processes, as directed, but doesn't actively use results to improve instruction.* • *Teacher takes no steps to participate on school or district committees to support change efforts.* • *Teacher argues feedback from evaluator saying, "That is not true, I think it was a very effective strategy." The teacher cannot identify what would have made it effective.* • *Does not complete a professional growth plan.* • *Teacher impedes collegial learning and growth through passive or negative behaviors – "I will not help her develop plans, she has never done anything for me.* • *The teacher does not share strategies or instructional materials with colleagues.*	• *In general, reflections focus predominantly on the teacher him/herself, with some impact on instruction.* • *Teacher's response to evaluation feedback is limited to improvement of whole-class instruction.* • *Teacher actively participates in 21st century professional growth plan and attempts to use what is learned to improve instruction.* • *Teacher participates on school or district committees and supports change efforts in the school, as guided by colleagues and/or district requirements.* • *Teacher self-assessment focuses mostly on teacher actions rather than student learning – "I thought I did a great job."* • *Teacher develops a professional growth plan, with limited focus on meeting all learners' needs.* • *Teacher is a participant in collegial groups and learns from others – but may not offer anything to the process for others to benefit.* • *Teacher attends PLC meetings only when asked by the principal.*	• *Teacher reflections are clearly focused on the extent to which the class and individual students have met learning experience/ expectation objectives.* • *Teacher can articulate connection between his/her own actions and student performance; teacher uses student performance to determine next steps for instruction.* • *Teacher links student learning results to the evaluation process.* • *Teacher understands that evaluation feedback can be used in a positive way to improve instruction.* • *Teacher develops a well-designed professional growth plan to improve 21st century teaching skills and impact instruction for all students.* • *Teacher volunteers to serve on school and/or district committees, and actively supports and contributes to change effort.* • *Staff survey data show that teacher is a positive and respected team member, suggesting teacher contributes.* • *Teacher posts and shares lesson materials on her team wiki.* • *Teacher actively helps her peers access and use the variety of newly available Common Core curriculum materials.*	• *Teacher works with colleagues to determine how his/her own 21st century instructional practices can help improve instruction for their students.* • *Teacher works with colleagues to develop common 21st century professional growth plans both within and beyond their school community and to seek out resources and leadership experiences to enhance their practice.* • *Teacher engages evaluator in feedback and extends his/her learning through the dialogue.* • *Teacher organizes a learning experience/expectation study group with grade level colleagues to strengthen a specific learning experience/ expectation until it has been refined as much as possible and then teaches it to get powerful data about how well the learning experience/expectation works.* • *Teacher connects electronically with other professional networks working on similar issues beyond the school and becomes active in sharing resources among and between colleagues.*

INDICATOR	Below Standard	Developing	Professional	Exemplary
3.2 - Communication and collaboration with families about their students, their student's performance, and instructional program. **Attributes:** - **Collaborates with and is responsive to families** - **Interactive communication** - **Respectful and culturally aware**	Little to no attempt is made to engage families in the instructional program and communication about individual student progress is irregular and/or culturally inappropriate. Communication with families is rare except through report cards. Rarely solicits or responds promptly and carefully to communication from families. Few attempts are made to respond to different family cultural norms and/or responds inappropriately or disrespectfully.	Irregular attempts are made to communicate with families about individual progress and programming. Often, communication is one-way and not always appropriate to the cultural norms of those families. Primary reliance is on broadcast web pages and other one-way media. Usually responds promptly to communications from families. Respectful communication may occur and an effort is made to take into account different family home languages, cultures, and values, but it occurs inconsistently or without demonstrating understanding and sensitivity to the differences.	Frequent communication occurs with families about the instructional programs and shares information about the individual student's progress. Information to families is conveyed in a culturally appropriate manner. Use of two-way communication about student performance and learning is used regularly with families and the response is prompt and careful. Communication is always respectful with families and demonstrates understanding of and sensitivity to different families' home languages, culture, and values.	Communication with families is frequent and culturally sensitive. Responses to family concern are handled professionally. Families are engaged in the instructional program. Models the use of a regular two-way system that supports frequent, proactive, and personalized communication with families about student performance and learning. Communication with families is always respectful and demonstrates understanding and appreciation of different families' home language, culture, and values. Serves as a model for this element.

INDICATOR	Below Standard	Developing	Professional	Exemplary
Examples and Evidence **3.2 - Communication and collaboration with families about their students, their student's performance, and instructional program.** **Attributes:** • **Collaborates with and is responsive to families** • **Interactive communication** • **Respectful and culturally aware**	• *Families are unaware of their children's progress.* • *Family engagement activities are lacking.* • *Communication is culturally inappropriate.* • *Families must contact the principal or other school administrators for information about their child.* • *Parent communications sent from the school are negative or defensive*	• *School or district created materials about instructional programs are sent home.* • *Teacher maintains school required online grade book but does little else to inform families about student progress.* • *Teacher communications are sometimes inappropriate to families' cultural norm.* • *Sample parent communications are predominantly one way, such as web pages or generic email distributions.* • *Parents receive a PDF pamphlet about the new science program, but wonder how their child's teacher is implementing it.*	• *Information about the instructional program is online and distributed electronically and available on a regular basis.* • *The teacher sends information about student progress home electronically on a regular basis. Hard copies are distributed or available for parents that require them.* • *The teacher uses communication that is culturally appropriate and relevant.* • *Teacher develops activities designed to successfully engage families in their children's learning as appropriate.* • *Teacher sends a weekly email class update that is translated into the major languages of each family represented. Text includes invitations to respond and reply.* • *Teacher maintains a website that provides parents with up to date homework information and class activities.*	• *On a regular basis, students develop and distribute electronic and print materials to inform their families about the instructional programs.* • *Students maintain accurate records about their individual learning progress and frequently share this information with families.* • *Students contribute to regular and ongoing projects designed to engage families in the learning process.* • *A comprehensive sample of parent communications show a great variety of methods used to meet individual student and family needs.* • *Students design a class web page and learning space for parents that is linked to communications sent home on a regular basis and is available in other languages.* • *Teacher makes frequent phone calls and/ or emails or alerts home to connect with parents and keep them apprised of student performance and school activities.* • *Teacher makes it clear that texts or email inquiries regarding student performance are welcome at any time.*

INDICATOR	Professional	Below Standard
3.3 – Professional behavior in accordance with the Connecticut Code of Professional Responsibility for Educators. **Attributes:** Teacher behavior is consistent with Connecticut's **Code of Professional Responsibility for Educators.**	☐ Teacher actions **are consistent** with the commitment to students, the profession, the community and families that are set forth in the **Code of Professional Responsibility for Educators.**	☐ Teacher actions are n**ot consistent** with the commitment to students, the profession, the community and families that are set forth in the **Code of Professional Responsibility for Educators.**