

# Regional School District #10



## Teacher Support and Evaluation Plan

**Final Adoption by the Board of Education: -----**

**Minor Revisions: April 13, 2015**

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This plan and all related forms and support materials are available for download at [www.region10ct.org](http://www.region10ct.org)

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**Regional School District #10**  
**Serving the Towns of Harwinton and Burlington**

**ALAN BEITMAN**  
**Superintendent of Schools**



**CHERI BURKE**  
**Director of Student Learning**

**April 13, 2015**

Dear Colleagues:

Regional School District #10's Teacher Support and Evaluation Plan reflects the district's commitment to improving teaching and learning. 21st century learning expectations are complex. Therefore, "good teaching" must be grounded in the development of critical thinking, problem solving, and collaborative learning skills since they interdependently provide the necessary rich, rigorous, and depth of understanding Regional School District 10's students need to meet the ongoing challenges of the current global society.

**Our Professional Development and Evaluation Committee worked to refine and improve the evaluation process.** I am very proud to share those revisions with you in this, our **third** year utilizing Regional School District #10's Teacher Support and Evaluation Plan.

Additionally, research provides insight into the inseparable links between content instruction, appropriate assessment, student learning and positive, proactive school/home communications. The district acknowledges and will continue to encourage our parents and guardians to communicate with you, our talented and professional staff, as a way to further enhance the educational experience of all students within Region 10's public schools.

I know that you are all committed professionals and these are difficult times within which you have chosen to work within the education profession. As you work closely with your building administrator/evaluator, being a reflective practitioner open to monitoring and adjusting your practices will continue to be the mainstay and expectation of your on-going work on behalf of our Regional School District 10 students and parents.

Wishing you a very successful school year.

Sincerely,

Alan Beitman  
Superintendent of Schools

# Introduction

The Regional School District #10's *Teacher Support and Evaluation Plan* covers all certified persons represented by the Regional Education Association District #10 (READ 10). The evaluation process is based on these foundations: the *2010 Common Core of Teaching: Foundational Skills*, Region 10 Board of Education goals, district and school goals, the *Connecticut's System for Educator Evaluation and Development (SEED)*, a significant body of research, Charlotte Danielson's teacher evaluation rubrics and the *CCT Rubric For Effective Teaching 2014* teacher evaluation rubrics.

## A. VISION AND GUIDING BELIEFS

The district vision supporting the *Teacher Support and Evaluation Plan* is to increase student achievement and improve professional practices. To achieve this vision the district will adhere to the following guiding beliefs:

### The district believes that:

- all students can learn and deserve a positive, respectful learning environment.
- all teachers must be life-long learners and deserve a positive, respectful environment.
- all teachers must be provided professional development opportunities that improve practices directly related to increasing student learning as connected to district goals and initiatives.

### Excellent educators are:

- passionate about their work and their students.
- accountable for the success of their students.
- reflective and use performance feedback to improve student learning.
- willing to participate in professional growth activities and share their knowledge with others.

## B. EVALUATION PHILOSOPHY

Regional School District #10's *Teacher Support and Evaluation Plan* reflects the district's commitment to improving teaching and learning. Complex outcomes such as critical thinking, problem solving, lifelong learning, collaborative learning and striving for deeper understanding all influence what constitutes good teaching. Additionally, educational research provides new understanding about the inseparable links between content, instruction, appropriate assessment and student learning.

Regional School District #10 administrators and staff embrace this knowledge and have developed the *Teacher Support and Evaluation Plan* according to a number of beliefs about teaching and learning.

- We acknowledge that all students can learn at higher levels and that the professional culture within the school must reflect the belief that all educators are committed to growing professionally.
- We want students to behave as workers, researchers and problem solvers in order to become flexible and independent thinkers who can set realistic goals and make decisions that lead to achievement. The school culture must provide the opportunity for educators to be learners. As learners we must work individually and collaboratively to develop the research and reflective skills that allow for decisions to be made that lead to the improvement of teaching and student learning.
- We want students to work cooperatively and to assume responsibility for helping one another to achieve success and experience self-worth. The school culture must provide opportunities for staff to work collaboratively to design and adjust professional practices to meet the needs of their students.

Staff members should experience success and pride in their multi-dimensional role of teacher, learner and leader by monitoring student progress and designing curriculum, assessment, staff development and school improvement programs.

- We acknowledge and recognize student success at every level of a student’s education. Concurrently, the school culture celebrates the professional growth and leadership of its staff at every milestone of an educator’s career. In this way, the school reinforces and communicates the attitudes, attributes, skills and knowledge that are valued for all learners.
- Research has produced a new set of insights. It is important that adult professionals be actively involved in instructional improvement efforts, that they work within a culture of collaboration, and that they have access to positive reinforcement and support commensurate with their experience.
- Richer forms of data collection and more self-reflection on the part of the teacher are necessary activities within the context of new expectations for effective teaching.
- Professional development programs must support educators’ ongoing and systematic study of student learning and contribute to the district’s commitment to improve student learning. In that way, teacher evaluation and professional growth interconnect, support the learning process and focus on student achievement and school-based accountability. All teachers will identify professional learning needs that support their goals 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.
- Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in 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 improvement.

### C. PROFESSIONAL DEVELOPMENT AND EVALUATION COMMITTEE, ADMINISTRATORS, AND COMPLEMENTARY OBSERVERS

#### PROFESSIONAL DEVELOPMENT AND EVALUATION COMMITTEE

Deborah Bell	Lake Garda School	Special Education Teacher
Katherine Blore	Har-Bur Middle School	Math Teacher
Cheri Burke	Central Office	Director of Student Learning
Stefanie Carbone	Lake Garda School	Assistant Principal
Dawn Marie Conroy	Harwinton Consolidated School	Music Teacher
Robert Gauvain	HCS and LGS	STEM Coordinator
Maria Grappone	Har-Bur Middle School	Study Skills Interventionist
Phyllis Jones	Lewis Mills High School	Wellness Coordinator
Phyllis Norton	Lewis Mills High School	Social Studies Teacher
Silvia Ouellette	Lewis Mills High School	Assistant Principal
Martha Rouleau	Har-Bur Middle School	Assistant Principal
Pamela Sheehy	Har-Bur Middle School	Social Studies Teacher

Kenneth Smith	Har-Bur Middle School	Principal
Kathy Wesolowski	Lake Garda School	Grade 4 Teacher

**ADMINISTRATION AND COMPLEMENTARY OBSERVERS\***

Alyce Barlowski	Lewis Mills High School	Math Coordinator
Alan Beitman	Central Office	Superintendent
Peter Bogen	Har-Bur Middle School	Assistant Principal
<b>Cheri Burke</b>	Central Office	Director of Student Learning
Linda Carabis	Central Office	Director of Student Support Services
Stefanie Carbone	Lake Garda School	Assistant Principal
John Deeb	Lewis Mills High School	Music/Fine Arts Coordinator
Edward Dorgan	Lewis Mills High School	Social Studies Coordinator
Joanne Ellsworth	Lake Garda School	Language Arts Coordinator
David Francalangia	Lewis Mills High School	Coordinator of Athletics
<b>Robert Gauvain</b>	<b>HCS and LGS</b>	<b>STEM Coordinator</b>
Jack Gedney	Lake Garda School	Principal
<b>Brennan Glasgow</b>	<b>HCS and LGS</b>	<b>STEM Coordinator</b>
David Grigociewicz	Lewis Mills High School	Science Coordinator
Norma Ingram	Har-Bur Middle School	Special Education Coordinator
Phyllis Jones	Lewis Mills High School	Wellness Coordinator
Rebecca Kennedy	Harwinton Consolidated School	Assistant Principal
Elizabeth Lapman	Lewis Mills High School	World Language Coordinator
Pamela Lazaroski	Lewis Mills High School	Principal
Cherie Lindquist	HCS and LGS	Special Education Coordinator
Megan Mazzei	Harwinton Consolidated School	Principal
Silvia Ouellette	Lewis Mills High School	Assistant Principal
Angela Pasqualini	Harwinton Consolidated School	Language Arts Consultant
Leigh Pont	Central Office	Lead Technology Teacher
Erin Putnam	Lewis Mills High School	Guidance Coordinator
Martha Rouleau	Har-Bur Middle School	Assistant Principal
Steven Schibi	Lewis Mills High School	Dean of Students
Kenneth Smith	Har-Bur Middle School	Principal
Leslie Vendetti	Lewis Mills High School	Special Education Coordinator
<b>Jillian Yantz</b>	<b>Lewis Mills High School</b>	<b>Language Arts Coordinator</b>

\*If necessary, please notify your building principal prior to September 15<sup>th</sup> of any specific concern regarding a complementary observer.

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. 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.

# Overview

## A. DESIGN PRINCIPLES

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

An evaluation plan that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of each teacher’s performance. The *Teacher Support and Evaluation Plan* defines four categories of teacher performance: Student Growth (45%), Observation of Teacher Performance (40%), Parent Feedback (10%) and the Whole School Learning Indicator (5%).

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

Assessing a teacher’s professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers’ ratings should depend on their performance, not on their evaluators’ biases. Accordingly, this *Teacher Support and Evaluation Plan* aims to minimize the variance among our school leaders’ evaluations of classroom practice and support fairness and consistency within and across Regional School District #10.

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

This *Teacher Support and Evaluation Plan* hinges on both the inherent values of self-evaluation and of the professional conversations among teachers and administrators. Dialogue occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.

### **Encourage feedback and professional development to support teacher growth**

Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. The *Teacher Support and Evaluation Plan* promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice.

## B. EVALUATION CATEGORIES AND FOCUS AREAS

The *Teacher Support and Evaluation Plan* consists of multiple measures to paint an accurate and comprehensive picture of each teacher’s performance. All of Region 10’s teachers will be evaluated in four categories, which are grouped into two major focus areas as shown in the visual representation (Figure 1) below.

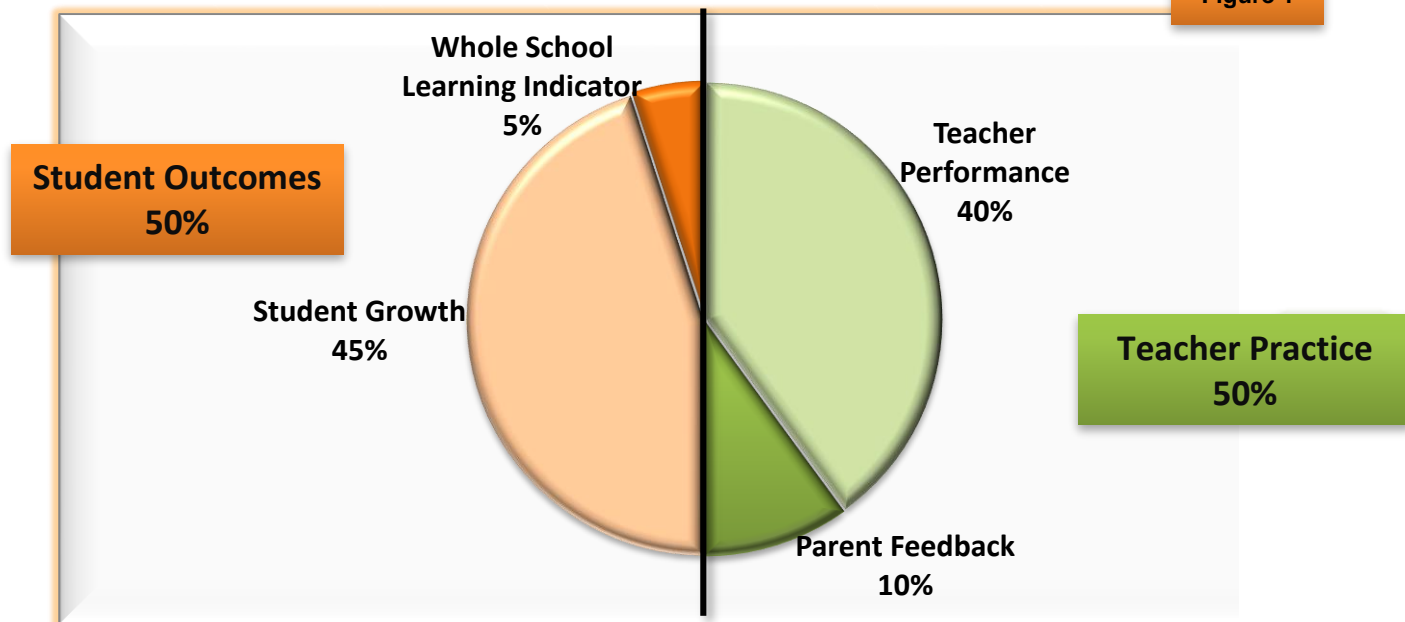
The four categories are:

1. Observation of Teacher Performance (40% of final evaluation)
2. Parent Feedback (10% of final evaluation)
3. Student Growth (45% of final evaluation)
4. Whole School Learning Indicator (5% of final evaluation)



Observation of Teacher Performance (40%) and Parent Feedback (10%) are then combined to form the first focus area which is Teacher Practice. Student Growth (45%) and the Whole School Learning Indicator (5%) are combined to form the second focus area which is Student Outcomes.

Figure 1



### C. DEFINITION OF CATEGORIES

**The two Teacher Practice indicators are Observation of Teacher Performance (40%) and Parent Feedback (10%)**

#### Observation of Teacher Performance

In Regional School District #10, a combination of goal-setting to improve practice and classroom observations will be used to evaluate the teacher’s knowledge and application of a complex set of skills and competencies. The evaluation plan includes multiple domains, based on the work of Charlotte Danielson and the CCT, and observation forms aligned to the domains.

#### Parent Feedback

Involvement of parents in the education of their children is a key factor in successful schools. Each school will collect and analyze feedback from parents in a variety of achievement and environment-related categories and use the data to set a collaborative school-wide goal. Surveys must be reliable, representative and anonymous. The data will be re-collected at the end of a specified period of time. Evaluators will then use their teachers’ collective success and each teacher’s individual professional contributions to the achievement of this goal when assessing this category.

**The two Student Outcomes indicators are Student Growth (45%) and the Whole School Learning Indicator (5%)**

#### Student Growth

Each teacher’s students, individually and as a group, are different from other teachers’ students, even in the same grade level or subject within the same school. For student growth to be measured for teacher

evaluation purposes, the teacher must analyze his/her own achievement data from the previous year's class, as well as the current level of achievement for his/her incoming students. Data analysis will lead to goal setting and the ongoing collection of data. This, along with the end-of-the year data, will become the measurement of success.

### **Whole School Learning Indicator**

For the Whole School Learning Indicator in teacher evaluations, a teacher's indicator rating shall be determined based on the aggregate rating for multiple student learning indicators established for the school administrator's evaluation rating.

## **D. RUBRICS**

Underlying Principle: The purpose of the teacher performance domains is to improve instruction, which will result in increased student learning. The guiding assumptions in this process are:

- Every teacher believes instructional improvement is always desirable and possible.
- Every teacher believes that excellent instruction is the foremost factor in each student achieving his/her highest potential.
- It is the professional community's responsibility to define clear performance and accountability measures for teaching, student learning and professional responsibility.
- Fulfilling these three assumptions will promote a positive educational climate.

The teacher evaluation performance domains are the culmination of current research about exceptional teaching practices; through the use of specific indicators at each level of performance, they summarize these domains of exceptional teaching:

### Classroom Teacher (CCT Rubrics):

1. Classroom Environment, Student Engagement and Commitment to Learning
2. Planning for Active Learning
3. Instruction for Active Learning
4. Professional Responsibilities and Teacher Leadership

### Instructional Specialists (Danielson Rubrics):

1. Planning and Preparation
2. The Environment
3. Delivery of Service
4. Professional Responsibilities

## **E. TEACHER PERFORMANCE RATINGS OVERVIEW**

Based on the rubrics, and throughout all of the domains, there are four ratings:

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

Legislation defines **Proficient** as the expected standard for teachers in the state of Connecticut.

Having four ratings allows evaluators and teachers to clearly distinguish between effective and ineffective teaching practices. An exceptional rating, **Exemplary**, provides an exemplary benchmark towards which even the very best teachers can strive to attain.

## F. TIMELINE

The following timeline (Figure 2) will be shared with teachers in Regional School District #10.

- Professional development regarding the implementation of the *Teacher Support and Evaluation Plan* will include an annual review of the documents with a focus on updates and changes to the plan, as well as identification of effective classroom strategies and the analysis of data.
- Every teacher new to Regional School District #10 will complete a self-evaluation in September.
- In addition to the following timeline, an evaluator may request a conference with the teacher at any time areas of concern related to one or more of the rubrics become apparent.

## TIMELINE

Figure 2	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Review of (or orientation on) teacher evaluation plan	X	X									
Teachers new to the district complete a self-evaluation using the rubrics		X									
Standardized and school-based data distributed to teachers	X	X									
Set school-wide Parent Feedback goal and the Whole School Learning Indicator goal		X									
Teacher writes Teacher Practice goal, SLOs, Parent Feedback goal– (due by November 15 <sup>th</sup> )		X	X	X							
Teachers and grade-level teams collect and analyze data and student work samples	X	X	X	X	X	X	X	X	X	X	X
Fall goal-setting conference (teacher and evaluator)		X	X								
Teacher completes the mid-year self-evaluation form for all goals						X	X				
Mid-year conference with evaluator to discuss goals						X	X				
Surveys administered by principal									X	X	
Teacher completes summative self-evaluations on ALL goals and rubrics; prepares data and artifacts									X	X	
Discuss recent survey results and assess progress towards school-wide Parent Feedback goal and Whole School Learning Indicator goal										X	
End-of-year conference with evaluator to discuss goals										X	X

## Part 1: Teacher Practice

Underlying Principle: Accomplished teachers are continuous, self-reflective learners. They are relentless in their quest to find the right combination of instructional strategies, motivational techniques and appropriate content to allow all students to excel. The rubrics provide both teachers and administrators

the opportunity to reflect upon performance patterns relative to Regional School District #10 standards, to the *2010 Common Core of Teaching: Foundational Skills* and to quality research. Each rubric is designed to provide teachers with a profile of their strengths as well as areas in which to set goals for improvement.

Effective implementation of the domains will accomplish these objectives:

1. Define, recognize and reinforce exemplary teaching through specific indicators.
2. Provide guided assistance in helping teachers individually and collectively identify next steps.
3. Provide follow-up structures to support a teacher’s areas of weakness.
4. Provide information to the principal and district about professional development needs.

## A. THE OBSERVATION PROCESS

Each teacher will be observed a minimum of three times a year. These observations will be in accordance with the guidelines in Figure 3. It is understood that, at any time, without notice, an evaluator may observe a teacher during any professional activity.

**Figure 3**

Teacher Category	Observations
First and Second Year Novice Teachers	<ul style="list-style-type: none"> <li>• 3 or more classroom observations</li> <li>• 2 of the classroom observations must include a pre-planning conference</li> <li>• All classroom observations must include a post-conference with verbal and written feedback</li> <li>• 1 or more reviews of practice with verbal and written feedback</li> </ul>
Teachers who are designated as Below Standard (1) or Developing (2)  (see Part IV: Enhanced Assistance)	<ul style="list-style-type: none"> <li>• 3 or more classroom observations</li> <li>• 2 of the classroom observations must include a pre-planning conference</li> <li>• All classroom observations must include a post-conference with verbal and written feedback</li> <li>• 1 or more reviews of practice with verbal and written feedback</li> <li>• Specific action plan determined to address area(s) of concern</li> </ul>
Teachers who are designated as Proficient (3) or Exemplary (4)	<ul style="list-style-type: none"> <li>• 1 classroom observation which includes a post conference with verbal and written feedback</li> <li>• 2 or more reviews of practice with verbal and written feedback</li> </ul>

#### Classroom Observations:

- Evaluators will use classroom observations to collect evidence for the summative assessment of both the teacher practice rubrics and the teacher's teacher practice goal(s).
- Evaluators will note specific, evidence-based details about what the teacher and students said and did in the classroom.
- Evaluators will discuss with teacher how the evidence collected aligns with the appropriate component(s) on the "Classroom Teacher Observation Form" or for non-classroom teacher the appropriate specialist observation form and then determine which performance level the evidence supports.
- After the post-conference, both the evaluator and teacher must sign-off to acknowledge the observation is complete.

#### Reviews of Practice:

- Reviews of Practice include observations of the teacher in the halls or on the playground, in PPTs, in conferences with parents, during professional development activities, at team meetings, at faculty meetings, etc.
- Reviews of Practice include written lesson plans, teacher-created materials, samples of student work, data collection, etc.
- Evaluators will discuss with teacher how the evidence collected aligns with the appropriate component(s) on the "Classroom Teacher Observation Form" or for non-classroom teacher the appropriate specialist observation form and then determine which performance level the evidence supports.
- After the post-conference, both the evaluator and teacher must sign-off to acknowledge the observation is complete.

All observations, regardless of length, will be formal in the sense that they will include verbal and written feedback. Evaluators can use their discretion to decide the right number of observations for each teacher based on school and staff needs and in accordance with the guidelines in Figure 3.

Pre-conferences may include collaborative lesson planning, data team analysis and planning, instructional modeling, etc. in which both the teacher and evaluator participate.

All evaluators and complementary observers are required to complete on-going training on the evaluation model. Regional School District 10 will provide calibration training opportunities for evaluators via video and discussion. Evaluator proficiency will be demonstrated by successfully completing all calibration activities.

Administrators and complementary observers will also be encouraged to take advantage of the Connecticut State Department of Education (CSDE) and/or RESCs training opportunities and tools. Administrators will adapt and build on these tools to provide comprehensive training and support within the district to ensure evaluators are proficient in conducting teacher evaluations and providing high quality feedback.

## B. FEEDBACK

The goal of observational feedback is to help teachers grow as educators and become more effective with all of their students. Evaluator feedback will be **timely**, clear, direct, supportive and constructive.

Feedback may include:

- specific evidence and ratings on the observed components of the teacher practice rubrics;
- commendations;
- recommendations for improving teacher practice; and
- a timeframe for implementation of recommendations.

## C. TEACHER PRACTICE RATINGS AND GOAL SETTING (40%)

At the beginning of the school year, teachers new to the district and/or evaluation process will complete the rubric evaluations by selecting one indicator for each item in each of the applicable rubrics. The indicator for each item should be clearly highlighted, or circled, thereby creating an easily recognizable visual pattern. Then, in a private conference, the teacher and evaluator will meet to discuss areas of strength and areas for improvement. The **differences** in their rubric evaluations and all areas in need of improvement (i.e., any ratings in the bottom two bands) should be discussed. The evaluator and teacher should also discuss strategies for improvement.

Based on the domains (see Section E), there are four ratings for teacher practice: Exemplary (4), Proficient (3), Developing (2), and Below Standard (1).

At the end of the year, the primary evaluator must determine a final Teacher Practice rating and discuss this rating with the teacher during the end-of-year conference.

The final Teacher Practice rating will be calculated by the evaluator in a three-step process:

- 1) The evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the domains;
- 2) The evaluator averages the indicators within each domain to a tenth of a decimal to calculate domain level scores of 1.0 - 4.0; and
- 3) The evaluator applies domain weights to domain scores to calculate an overall observation of teacher practice rating of 1.0 - 4.0.

When a teacher's rating in one or more of the rubrics is determined to be Developing or Below Standard at the end of the year, a targeted improvement plan must be put in place for the following school year. This area(s) of focus will serve as the basis for the Teacher's Practice Goal(s).

At the start of the following year, each teacher will work with his or her evaluator to collaboratively develop the Teacher Practice Goal(s). All goals should have a clear link to student achievement and advance the teacher's practice in the rubrics. They should also be clearly aligned to the previous year's rubrics' rating, while also taking into consideration their previous year's data collections, parent feedback, research investigations and ongoing reflections about their practice. These goals will provide a focus for the coming year's observations and feedback conversations. These goals must be in SMART goal format.

## D. PERFORMANCE RUBRICS

Classroom teachers will be evaluated on their mastery towards the four domains from the CCT Rubric for Effective Teaching. Instructional specialists will be evaluated on their mastery towards the four domains from Charlotte Danielson. Instructional specialists include, but are not limited to, the following: school counselors, school psychologists, speech and language pathologists, library media specialists, social workers, language arts consultants, math specialists, special education coordinators and transition counselors. This list can change from year to year based on state requirements.

## E. PARENT FEEDBACK GOAL SETTING (10%)

Underlying Principles: Parents play a vital role in the assessment of the success of school leaders and teachers. Yearly anonymous surveys measuring parent satisfaction will be conducted and analyzed at the whole school level. Surveys will be externally generated and compiled to ensure fairness, reliability, validity and usefulness.

Teachers will work collaboratively with their principal to analyze the data and create school-wide SMART goals based on specific areas of the survey needing attention. A new survey will be administered each spring designed to measure the SMART goals, serve as the success indicator for the prior school year and become the baseline for future goal-setting.

In determining the Parent Feedback Goal(s), the principal and teachers should review the parent survey results at the beginning of the school year in a whole-school faculty meeting, identify specific areas of need and set one to two collaborative parent-engagement SMART goals based on the survey results. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving Open House or parent-teacher conferences, etc.

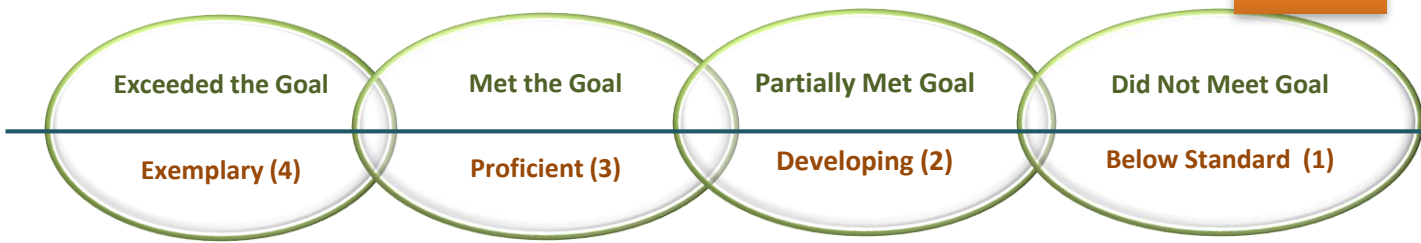
After the building-based Parent Feedback Goal(s) have been established, teachers will choose a parent engagement goal. Teachers will then determine at least two growth targets that demonstrate progress toward achieving their goal. For instance, if the Parent Feedback Goal is to improve parent communication, an individual teacher's target could be sending bi-weekly updates to parents and developing a new website for his/her class.

There are two ways a teacher can measure and demonstrate progress on their growth targets. A teacher can (1) measure how successfully they implemented their individual strategy by providing examples, and/or (2) collect evidence directly from parents to measure the parent-level indicators they generate.

The Parent Feedback rating (10%) should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets and has contributed to the school-wide goal. This is accomplished through a review of the evidence provided by the teacher and the evaluator's observations of the teacher's efforts. The following scale applies:



**Figure 4**



**Note:** The progress the school makes on the Parent Feedback Goal, as measured by the new survey results, is a component of the principal’s evaluation.

<b>Examples:</b> <u>School-Based Goals for Parent Feedback</u>	<b>Examples:</b> <u>Individual Teacher Goals which support School-Based Goals</u>
Increase the percentage of parents who say “Always” to the statement “My child’s teacher communicates with parents,” from 68% to 90%.	<ul style="list-style-type: none"> <li>• I will send home progress reports for math with each child every two weeks.</li> <li>• Every other Friday, my 6<sup>th</sup> grade students will use their work folders to write a brief letter to their parents summarizing their progress in reading and math.</li> </ul>
Increase the percentage of parents who say “Always” to the statement “I feel comfortable talking about an issue with my child with my child’s teacher,” from 56% to 75%.	<ul style="list-style-type: none"> <li>• I will revise my Curriculum Night letter and my pre-conference handouts to make sure I am ‘inviting’ parents to talk to me. In addition, I will call each child’s parents once by October 15<sup>th</sup> to encourage communication.</li> </ul>
Decrease the percentage of parents who say their <i>first</i> choice for information about our school is ‘other people’ (63% to 40%) while increasing the percentage of parents who say their <i>first</i> choice for information is the school webpage (52% to 70%).	<ul style="list-style-type: none"> <li>• I will update my classroom webpage weekly on Mondays.</li> <li>• I will submit classroom news items for the webpage once per month.</li> </ul>

## Part II: Student Outcomes

Underlying Principles: Every teacher is in the profession to help children learn and grow, and teachers already think carefully about what knowledge, skills and talents they are responsible to nurture in their students each year. As a part of the evaluation plan process, teachers will document those aspirations and anchor them in data.

The Student Outcomes rating includes two categories:

- Whole School Learning Indicator which counts for 5% of the total evaluation rating

- Student Growth which counts for 45% of the total evaluation rating

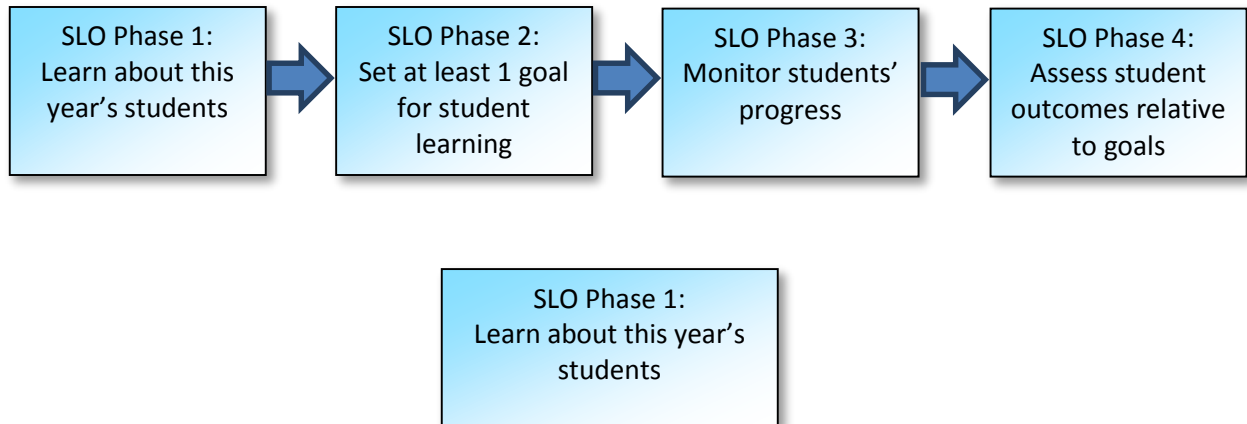
## A. WHOLE SCHOOL LEARNING INDICATOR (5%)

A teacher's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the administrators' evaluation rating at that school. In 2015-2016, Regional School District #10 will not require that the administrators' student learning component incorporate SPI progress. Therefore, this rating will be based on the administrators' aggregate progress on SLO targets, which will correlate to the full student learning rating on an administrators' evaluation (equal to the 45% component of the administrators' final rating).

## B. STUDENT GROWTH AND SLO GOAL SETTING (45%)

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 to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Regional School District # 10 has selected a goal-setting process called Student Learning Objectives (SLOs) as the approach for measuring student growth during the school year.

Student Learning Objectives will support teachers in using a planning cycle that will be familiar to most educators. While this process should feel generally familiar, teachers will be asked to set more specific and measurable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with evaluators. The four SLO phases are described in detail below:



This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access all available student assessment data and intervention history to determine their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. This information will be critical for goal setting.

SLO Phase 2:  
Set at least 1 SLO (goal for  
learning)

Each teacher, through mutual agreement with his/her evaluator, will select at least one objective for student growth. For each objective, each teacher, through mutual agreement with his/her evaluator, will select multiple Indicators of Academic Growth and Development (IAGD).

In **2015-2016**, Regional School District #10 *will not require* that a teacher's summative rating incorporate state test data. The student growth and development component may be composed of standardized assessments for those grades and subjects where available and appropriate. If standardized assessments are not available or appropriate, then the educator's student learning outcomes component would be based on non-standardized indicators.

Regional School District #10 uses a specific definition of "standardized assessment." As stated in *Connecticut's System for Educator Evaluation and Development*, a standardized assessment is characterized by the following attributes:

- administered and scored in a consistent – or "standard" – manner
- aligned to a set of academic or performance "standards"
- broadly-administered (e.g., nation- or state-wide)
- often administered only once a year, although some standardized assessments are administered two or three times per year

Examples of indicators that may be used to produce evidence of academic growth and development include but are not limited to:

1. Standardized indicators

- AP exams
- SAT
- DRA (administered more than once a year)
- DRP
- CMT/CAPT/SBAC
- **BAS (administered more than once per year)**

2. Non-standardized indicators

- performances against a rubric
- performance assessments or tasks rated against a rubric
- portfolios of student work rated against a rubric
- curriculum-based assessments, including those constructed by a teacher or team of teachers
- periodic assessments that document student growth over time

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

**Phase 2 - Step 1: Decide on the Student Learning Objective(s)**

The objective(s) will be broad goals for student learning. Each should address a central purpose of the teacher’s assignment and should pertain to a large proportion of his/her students. Each SLO 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), or district standards for the grade level or course. Depending on the teacher’s assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

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

The following are examples of Student Learning Objectives (SLOs) based on student data:

Teacher Category	Student Learning Objective
Eighth Grade Science	My students will master critical concepts of science inquiry.
High School Visual Arts	All of my students will demonstrate proficiency in applying the five principles of drawing.

**Phase 2 - Step 2: Select Indicators of Academic Growth and Development (IAGD)**

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

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high- or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students.

Since indicator targets are calibrated for the teacher’s particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2<sup>nd</sup> grade teachers in the district might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2<sup>nd</sup> grade teachers.

Taken together, a SLOs’ indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

Grade/Subject	SLO	IAGD(s)
<b>6th Grade Social Studies</b>	Students will produce effective and well-grounded writing for a range of purposes and audiences.	<b>By May 15:</b> n Students who scored a 0-1 out of 12 on the pre-assessment will score 6 or better n Students who scored a 2-4 will score 8 or better. n Students who scored 5-6 will score 9 or better. n Students who scored 7 will score 10 or better <i>* This is one IAGD (assessment/measure of progress) that outlines differentiated targets based on pre-assessments.</i>
<b>9th Grade Information Literacy</b>	Students will master the use of digital tools for learning to gather, evaluate and apply information to solve problems and accomplish tasks.	<b>By May 30:</b> n 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. <i>* This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i>
<b>11th Grade Algebra 2</b>	Students will be able to analyze complex, real-world scenarios using mathematical models to interpret and solve problems.	<b>By May 15:</b> n 80% of Algebra 2 students will score an 85 or better on a district Algebra 2 math benchmark. <i>* This is one IAGD (assessment/measure of progress) illustrating a minimum proficiency standard for a large proportion of students.</i>
<b>9th Grade ELA</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text.	<b>By June 1:</b> n 27 students who scored 50-70 on the pre-test will increase scores by 18 points on the post test. n 40 students who score 30-49 will increase by 15 points. n 10 students who scored 0-29 will increase by 10 points. <i>* This is one IAGD (assessment/measure of progress) that has been differentiated to meet the needs of varied student performance groups.</i>

<b>1st and 2nd Grade Tier 3 Reading</b>	Students will improve reading accuracy and comprehension leading to an improved attitude and approach toward more complex reading tasks.	<b>By June:</b> <b>IAGD #1:</b> Students will increase their attitude towards reading by at least 7 points from baseline on the full scale score of the Elementary Reading Attitude Survey, as recommended by authors, McKenna and Kear. <b>IAGD #2:</b> Students will read instructional level text with 95% or better accuracy on <b>the BAS</b> . <i>*These are two IAGDs using two assessments/measures of progress. IAGD #2 has also been differentiated to meet the needs of varied student performance</i>
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**Phase 2 - Step 3: Provide Additional Information**

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

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the teacher plans to use to gauge students’ progress toward the SLO during the school year (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

**Phase 2 - Step 4: Submit SLO(s) to Evaluator for Approval**

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLO(s), ultimately, the evaluator must formally approve all SLO proposals.

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall goal-setting conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

**SLO Approval Criteria**

<b>Priority of Content</b>	<b>Quality of Indicators</b>	<b>Rigor of Objective / Indicators</b>
Objective is deeply relevant to teacher’s assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students’ progress over the school year or semester during which they are with the teacher.	Objective and indicators are attainable but ambitious, and taken together represent at least a year’s worth of growth for students (or appropriate growth for a shorter interval of instruction).

SLO Phase 3:  
Monitor students'  
progress

Once SLO(s) are approved, teachers should monitor students' progress towards the objectives. They 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.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLO(s) and/or IAGDs can be adjusted during the mid-year conference between the evaluator and the teacher.

SLO Phase 4:  
Assess student outcomes  
relative to SLO(s)

At the end of the school year, the teacher should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

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

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

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

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

The final student growth and development rating for a teacher is the average of their two SLO scores (or the value of their single SLO score). For example, if one SLO was Partially Met (2 points), and the other SLO was Met (3 points), 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.

Note: For SLOs that include an indicator based on state standardized tests, results may not be available in time to score the SLO prior to the June 30<sup>th</sup> 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 tests are the basis for all indicators, then the teacher's student growth and development rating will be based only on the results of the SLO that is based on non-standardized indicators.

However, once the state test evidence is available, the evaluator is required to 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<sup>th</sup>.



# Part III: Scoring

## A. SUMMATIVE TEACHER EVALUATION SCORING

The individual summative teacher evaluation rating will be based on the four categories of performance, grouped by the two major focus areas: Teacher Practice (50%) and Student Outcomes (50%).

Every educator will receive one of four performance ratings:

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

The rating will be determined using the following process:

1. The Teacher Practice score (50%) will be calculated by combining the Teacher Performance rubrics (40%) and the Parent Feedback score (10%) as follows:
  - Teacher Performance score \_\_\_\_\_ (average of rubrics) X .40 = \_\_\_\_\_
  - Parent Feedback score \_\_\_\_\_ (1 to 4) X .10 = \_\_\_\_\_
  - Total Score \_\_\_\_\_ Rating = \_\_\_\_\_

See **Classroom Teacher Practice Summary Worksheet** and **Instructional Specialist Practice Summary Worksheet**

2. Calculate a Student Outcomes score (50%) by combining the Student Growth score (45%) and the Whole School Learning Indicator score (5%)
  - SLO(s) score \_\_\_\_\_ X .45 = \_\_\_\_\_
  - Whole School Learning Indicator score \_\_\_\_\_ X .05 = \_\_\_\_\_
  - Rating = \_\_\_\_\_

See **Student Outcomes Summary Worksheet**

Rating Table for Teacher Practice	
175 – 200	<b>Exemplary (4)</b>
127 – 174	<b>Proficient (3)*</b>
81 - 126	<b>Developing (2)</b>
50 - 80	<b>Below Standard(s) (1)</b>

\*NOTE: So that all staff members have room for growth and to encourage all teachers to set goals for improvement, **Proficient** is the standard for Region 10 teachers.

## **B. DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS**

Regional School District #10 differentiates between effectiveness and ineffectiveness as follows:

1. Teacher effectiveness will be based upon a pattern of summative teacher ratings collected over time. In order to be deemed effective, teachers will need to have a summative rating of Proficient or Exemplary. Teachers are required to be effective within two years of being evaluated using this plan.
2. Any teacher having a summative rating of Developing after one year of being evaluated with this plan will be placed on Regional School District #10's Enhanced Assistance Plan. Any teacher having a summative rating of Below Standard after one year of being evaluated with this plan will be considered for termination.

# Part IV: Improvement Plans

## INTRODUCTION:

Structured Support, Enhanced Assistance and Intensive Supervision Plans provide an opportunity for teachers to grow professionally when an area of need is identified. These plans are not required to be sequential and are intended for both novice and experienced staff. Prior to placement in one of these plans, an administrator should engage the teacher in conversation regarding the concerns. It is hoped that a collaborative process will result in appropriate support for a teacher's professional development through this communication process. At any time in this process the teacher may request a union representative join the meetings with administrator.

## STRUCTURED SUPPORT ACTION PLAN

Underlying Principle: A teacher is placed on Structured Support when an area(s) of concern is identified at any point during the school year. It is intended to provide a short-term avenue to address a concern in its early stage.

1. The teacher and evaluator will meet to discuss the evaluator's rubrics and review all data collected to this point.
2. The teacher will receive a copy of the evaluator's rubrics and written notification of being moved to Structured Support Plan
3. In addition to the prescribed requirements in the Regional School District #10 *Teacher Support and Evaluation Plan*, the teacher and evaluator will complete a "Structured Support Action Plan." Together they will determine the priority areas to be addressed in this plan.
4. The action plan will be mutually developed and will include:
  - a. identification of the specific areas for improvement
  - b. strategies for resolution of the specific areas for improvement\*\*
  - c. desired results and indicators of success
  - d. a mutually agreed upon timeline
5. If the teacher successfully completes the "Structured Support Action Plan," and the success indicators have been achieved then the teacher will be removed from Structured Support. Failure to achieve the required success indicators may result in further structured support or movement to another plan as necessary.
6. All feedback regarding this process will be in written form.

\*\* Strategies for improvement may also include mentoring, observations of other teachers, attending workshops, research and book study, etc. If the improvement plan includes professional activities that are normally paid for by the school district, appropriate remuneration will be made (with prior approval).

## ENHANCED ASSISTANCE PLAN

Underlying Principle: This plan has been developed to assist and guide the teacher who is not meeting the district's standards in improving his/her performance. In the spirit of collegiality, the evaluator and the teacher

will jointly analyze the teacher rubrics and student performance outcomes at the end-of-the-year conference and work through the following procedures in order to achieve a Proficient rating.

7. The teacher and evaluator will meet to discuss the evaluator’s rubrics as well as a review of the Student Outcomes indicators.
8. The teacher will receive a copy of the evaluator’s rubrics and written notification of being moved to Enhanced Assistance.
9. In addition to the prescribed requirements in the Regional School District #10 *Teacher Support and Evaluation Plan*, the teacher and evaluator will complete an “Enhanced Assistance Action Plan.” Together they will determine the priority areas to be addressed in this plan.
10. The “Enhanced Assistance Action Plan” will be mutually developed and will include:
  - a. identification of the specific areas for improvement from the Teacher Practice rubrics and student performance outcomes
  - b. strategies for resolution of the specific areas for improvement\*\*
  - c. desired results and indicators of success
  - d. a mutually agreed upon timeline
11. If the teacher successfully completes the “Enhanced Assistance Action Plan,” and the teacher evaluation rubric ratings improve to a level of Proficient then the teacher will be removed from Enhanced Assistance. Failure to achieve the required performance standards in the “Enhanced Assistance Action Plan” will move the teacher to Intensive Supervision.
12. All feedback regarding this process will be in written form.

\*\* Strategies for improvement may also include mentoring, observations of other teachers, attending workshops, research and book study, etc. If the improvement plan includes professional activities that are normally paid for by the school district, appropriate remuneration will be made (with prior approval).

## INTENSIVE SUPERVISION

Underlying Principle: Teachers who have difficulty consistently demonstrating competence as specified in Regional School District #10’s *Teacher Support and Evaluation Plan* will be assigned to Intensive Supervision. This designation is reserved exclusively for teachers who have been identified as having needs or deficiencies serious enough that they must be addressed and corrected immediately. Teachers will be placed in this **plan** based upon the recommendation of the teacher’s direct evaluator.

### Phase I:

1. Any teacher placed on Intensive Supervision will receive verbal and written notification.
2. An “Intensive Supervision Action Plan” will be developed and written within ten (10) school days, will include the area(s) of concern or deficiency and will be shared with the Superintendent. In addition, the “Intensive Supervision Action Plan” will delineate the following:
  - a. identification of the specific areas for improvement from the Teacher Practice rubrics and student performance outcomes
  - b. strategies for resolution of the specific areas for improvement\*\*
  - c. identification of a qualified colleague as a mentor
  - d. a monitoring system that may include a specific number of observations and/or conferences
  - e. desired results and indicators of success
  - f. a mutually agreed upon timeline – within 45 school days.
3. At the conclusion of the 45 days, the evaluator will complete the “Intensive Supervision Action Plan Evaluation

Form.” This report includes a (an):

- a. summary of the assistance provided
- b. record of observations, data and conferences conducted to monitor performance
- c. teacher developed summary of what he/she has accomplished to remediate the concern(s)
- d. assessment of performance in the area(s) of identified concern or deficiency
- e. clear statement of the status of the concern; the evaluator will make one of the following recommendations:
  1. Problem or area of concern is resolved and the staff member is removed from Intensive Supervision.
  2. Problem or area of concern is not sufficiently resolved. Modifications will be made to the “Intensive Supervision Action Plan” and the staff member is given an additional 45 days to show improvement and/or correct deficiencies. Move to Phase II.

#### Phase II:

1. The teacher will receive written notice that a meeting will be held in the Superintendent’s office to discuss the staff member’s performance in Phase I. The Superintendent will conduct this meeting, and its purpose is to clearly establish that the concerns previously expressed by the immediate evaluator have now become concerns of the school system.
2. A second “Intensive Supervision Action Plan” will be developed and written within ten (10) school days of the Superintendent’s meeting. This second “Intensive Supervision Action Plan” will again include the area(s) of concern or deficiency and will be shared with the Superintendent. In addition, the “Intensive Supervision Action Plan” will delineate the following:
  - a. identification of the specific areas for improvement from the Teacher Practice rubrics and student performance outcomes
  - b. strategies for resolution of the specific areas for improvement\*\*
  - c. identification of a qualified colleague as a mentor
  - d. a monitoring system that may include a specific number of observations and/or conferences
  - e. desired results and indicators of success
  - f. a mutually agreed upon timeline – within 45 school days.
3. At the conclusion of these 45 days, the evaluator will complete the “Intensive Supervision Action Plan Evaluation Form.” This report includes a (an):
  - a. summary of the assistance provided
  - b. record of observations, data and conferences conducted to monitor performance
  - c. teacher developed summary of what he/she has accomplished to remediate the concern(s)
  - d. assessment of performance in the area(s) of identified concern or deficiency
  - e. clear statement of the status of the concern; the evaluator will make one of the following recommendations:
    1. Problem or area of concern is resolved and the staff member is removed from Intensive Supervision.
    2. Problem or area of concern is not sufficiently resolved. The staff member is recommended for dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151d.

\*\* Strategies for improvement may also include mentoring, observations of other teachers, attending workshops, research and book study, etc. If the improvement plan includes professional activities that are normally paid for by the school district, appropriate remuneration will be made (with prior approval).

## **Part V: PROCEDURES FOR RESOLUTION OF DIFFERENCES “DISPUTE-RESOLUTION PROCESS”**

The purpose of a resolution process is to seek a common understanding and secure fair solutions at the lowest possible administrative level. When the teacher and evaluator cannot agree, on objectives/goals, an aspect of the **improvement** plan, domain or summative rating, the teacher is encouraged to discuss these differences with his/her evaluator. It is expected that most disagreements can be resolved respectfully and collaboratively between an evaluator and a teacher. If, after meeting with the evaluator, the teacher still disagrees with the evaluator’s assessment or feedback, the teacher has a right to attach a statement to the evaluation report identifying the areas of concern and presenting a different perspective.

If further facilitation is needed to resolve a dispute, a teacher can request a review by the dispute-resolution panel. This panel is composed of the superintendent, teacher union president and two neutral third parties (one teacher and one administrator from the District Professional Development Committee from a different building). The purpose of the panel is to resolve disputes where the evaluator and teacher cannot agree on objectives/goals, an aspect of the **improvement** plan, domain or summative rating. Resolutions must be topic-specific and timely.

If this process does not result in resolution of the dispute, the superintendent will make the **final** determination.

# 1: Classroom Environment, Student Engagement and Commitment to Learning

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

**Indicator 1a** | Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.<sup>2</sup>

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

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

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



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# 1: Classroom Environment, Student Engagement and Commitment to Learning

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

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

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

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

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



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# 1: Classroom Environment, Student Engagement and Commitment to Learning

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

**Indicator 1c** | Maximizing instructional time by effectively managing routines and transitions.<sup>6</sup>

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

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



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## 2: Planning for Active Learning

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

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

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

Text in RED reflects Common Core State Standards connections.

<sup>7</sup> Level of Challenge: The range of challenge levels of a task can progress because the task is neither too hard nor too easy. Bloom's Taxonomy provides a way to organize learning tasks into levels from the most basic to the most complex levels of thinking to facilitate complex learning. Webb's Depth of Knowledge (DOK) is a way to organize learning identified in four domains: 1) simple recall of facts and concepts, 2) skills and concepts such as the use of information, 3) reasoning and problem solving, and 4) extended thinking such as an investigation or application to real world. Mess's Cognitive Rigor Matrix organizes tasks into Taxonomy levels and Webb's Depth of Knowledge levels.

<sup>8</sup> Lesson plan: a purposefully planned learning experience.

**Connecticut content standards:** standards developed for all content areas, including early learning and Developmental Standards (ELDS) for early childhood educators.

**Literacy strategies:** strategies used to develop meaning and understanding of texts (e.g., oral, media, music, art, movement, literary, digital) through reading, writing, speaking, and listening. Literacy strategies include a range of skills and techniques that are used to understand and communicate through the written word. Research shows that teachers' integration of effective literacy strategies results in improved student learning.

## 2: Planning for Active Learning

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

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

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

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

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

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

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

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



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## 2: Planning for Active Learning

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

**Indicator 2c** | Selecting appropriate assessment strategies<sup>15</sup> to monitor student progress.

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

<sup>15</sup> **Assessment strategies** are used to evaluate student learning during and after instruction.

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



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### 3: Instruction for Active Learning

Teachers implement instruction to *engage students in rigorous and relevant learning* and to *promote their curiosity about the world at large* by:  
**Indicator 3a** | Implementing instructional content<sup>16</sup> for learning.

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

Text in RED reflects Common Core State Standards connections.

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

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



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### 3: Instruction for Active Learning

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

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

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

Text in RED reflects Common Core State Standards connections.

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



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### 3: Instruction for Active Learning

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

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

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

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



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## 4: Professional Responsibilities and Teacher Leadership

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

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



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## 4: Professional Responsibilities and Teacher Leadership

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

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

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



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## 4: Professional Responsibilities and Teacher Leadership

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

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

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

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



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**Domain 1 for Instructional Specialists: Planning and Preparation**

Component	Level of Performance			
	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>1a: Demonstrating knowledge of current trends in specialty area and professional development</b>	Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.
<b>1b: Demonstrating knowledge of the school's program levels of teacher skill in delivering that program</b>	Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.
<b>1c: Establishing goals for the instructional support program appropriate to the setting and the teachers served</b>	Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district</b>	Instructional specialist demonstrates little or no knowledge or resources available in the school or district for teachers to advance their skills	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teacher's skills in implementing the school's program.
<b>1e: Planning the instructional support program, integrated with the overall school program</b>	Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worth-while activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.
<b>1f: Developing a plan to evaluate the instructional support program</b>	Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

**Domain 2 for Instructional Specialists: The Environment**

Component	Level of Performance			
	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>2a: Creating an environment of trust and respect</b>	Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.
<b>2b: Establishing a culture for ongoing instructional improvement</b>	Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.
<b>2c: Establishing clear procedures for teachers to gain access to instructional support</b>	When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.
<b>2d: Establishing and maintaining norms of behavior for professional interactions</b>	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.
<b>2e: Organizing physical space for workshops and training</b>	Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

### Domain 3 for Instructional Specialists: Delivery of Service

Component	Level of Performance			
	Below Standard	Developing	Proficient	Exemplary
<b>3a: Collaborating with teachers in the design of instructional units and lessons</b>	Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
<b>3b: Engaging teachers in learning new instructional skills</b>	Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.
<b>3c: Sharing expertise with staff</b>	Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.
<b>3d: Locating resources for teachers to support instructional improvement</b>	Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvements for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.
<b>3e: Demonstrating flexibility and responsiveness</b>	Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

## Domain 4 for Instructional Specialists: Professional Responsibilities

Component	Level of Performance			
	Below Standard	Developing	Proficient	Exemplary
<b>4a: Reflecting on practice</b>	Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
<b>4b: Preparing and submitting budgets and reports</b>	Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.
<b>4c: Coordinating work with other instructional specialists</b>	Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.
<b>4d: Participating in a professional community</b>	Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
<b>4e: Engaging in professional development</b>	Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.
<b>4f: Showing professionalism, including integrity and confidentiality</b>	Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.



## Domain 1 for Library/Media Specialists: Planning and Preparation

Component	Level of Performance			
	Below Standard	Developing	Proficient	Exemplary
<b>1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology</b>	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/ media specialist demonstrates rich understanding of literature and of current trends in information technology.
<b>1b: Demonstrating knowledge of the school's program and student information needs within that program</b>	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
<b>1c: Establishing goals for the library/media program appropriate to the setting and the students served</b>	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan</b>	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of the resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
<b>1e: Planning the library/media program integrated with the overall school program</b>	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
<b>1f: Developing a plan to evaluate the library/media program</b>	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

## Domain 2 for Library/Media Specialists: The Environment

	Level of Performance			
Component	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>2a: Creating an environment of respect and rapport</b>	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
<b>2b: Establishing a culture for investigation and love of literature</b>	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
<b>2c: Establishing and maintaining library procedures</b>	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.
<b>2d: Managing student behavior</b>	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<b>2e: Organizing physical space to enable smooth flow</b>	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.



### Domain 3 for Library/Media Specialists: Delivery of Services

Component	Level of Performance			
	Below Standard	Developing	Proficient	Exemplary
<b>3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations</b>	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
<b>3b: Collaborating with teachers in the design of instructional units and lessons</b>	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
<b>3c: Engaging students in enjoying literature and in learning information skills</b>	Students are not engaged in enjoying literature and in learning information skills because of poor design on activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.
<b>3d: Assisting students and teachers in the use of technology in the library/media center</b>	Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
<b>3e: Demonstrating flexibility and responsiveness</b>	Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

## Domain 4 for Library/Media Specialists: Professional Responsibilities

Component	Level of Performance			
	Below Standard	Developing	Proficient	Exemplary
<b>4a: Reflecting on practice</b>	Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.
<b>4b: Preparing and submitting reports and budgets</b>	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
<b>4c: Communicating with the larger community</b>	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
<b>4d: Participating in a professional community</b>	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<b>4e: Engaging in professional development</b>	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4f: Showing professionalism</b>	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

<b>Domain 1 for School Counselors: Planning and Preparation</b>				
	<b>Level of Performance</b>			
<b>Component</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>1a: Demonstrating knowledge of counseling theory and techniques</b>	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
<b>1b: Demonstrating knowledge of child and adolescent development</b>	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
<b>1c: Establishing goals for the counseling program appropriate to the setting and the students served</b>	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
<b>1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</b>	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
<b>1e: Planning the counseling program, integrated with the regular school program</b>	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
<b>1f: Developing a plan to evaluate the counseling program</b>	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

## Domain 2 for School Counselors: The Environment

	Level of Performance			
Component	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>2a: Creating an environment of respect and rapport</b>	Counselor’s interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor’s interactions are a mix of positive and negative; the counselor’s efforts at encouraging positive interactions among students are partially successful.	Counselor’s interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
<b>2b: Establishing a culture for productive communication</b>	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor’s attempts to promote a culture throughout the school for productive and respectful communication between and among students are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school is for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
<b>2c: Managing routines and procedures</b>	Counselor’s routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor’s routines for the counseling center or classroom work effectively.	Counselor’s routines for the counseling center or classroom are seamless, and students assist in maintaining them.
<b>2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school</b>	Counselor has established no standards of conduct for students during counseling session and makes no contribution to maintaining an environment of civility in the school.	Counselor’s efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
<b>2e: Organizing physical space</b>	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor’s attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

**Domain 3 for School Counselors: Delivery of Service**

	Level of Performance			
Component	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>3a: Assessing student needs</b>	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor’s assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range or student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
<b>3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs</b>	Counselor’s program is independent of identified student needs.	Counselor’s attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
<b>3c: Use counseling techniques in individual and classroom programs</b>	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
<b>3d: Brokering resources to meet needs</b>	Counselor does not make connections with other programs in order to meet student needs.	Counselor’s efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or districts to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
<b>3e: Demonstrating flexibility and responsiveness</b>	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

## Domain 4 for School Counselors: Professional Responsibilities

Component	Level of Performance			
	Below Standard	Developing	Proficient	Exemplary
<b>4a: Reflecting on practice</b>	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description or practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Maintaining records and submitting them in a timely fashion</b>	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
<b>4c: Communicating with families</b>	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
<b>4d: Participating in a professional community</b>	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<b>4e: Engaging in professional development</b>	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participating in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4f: Showing professionalism</b>	Counselor displays honesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.



## Domain 1 for School Psychologists: Planning and Preparation

	Level of Performance			
Component	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>1a: Demonstrating knowledge and skill in using psychological instruments to evaluate students</b>	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnosis.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.
<b>1b: Demonstrating knowledge of child and adolescent development and psychopathology</b>	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.
<b>1c: Establishing goals for the psychology program appropriate to the setting and the students served</b>	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
<b>1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</b>	Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
<b>1e: Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention</b>	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist has developed a plan that includes the important aspects of counseling in the setting.	Psychologist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
<b>1f: Developing a plan to evaluate the psychology program</b>	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

## Domain 2 for School Psychologists: The Environment

Level of Performance				
Component	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>2a: Establishing rapport with students</b>	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.
<b>2b: Establishing a culture for positive mental health throughout the school</b>	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or among teachers, or between students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.
<b>2c: Establishing and maintaining clear procedures for referrals</b>	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
<b>2d: Establishing standards of conduct in the testing center</b>	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
<b>2e: Organizing physical space for testing of students and storage of materials</b>	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.



### Domain 3 for School Psychologists: Delivery of Service

Component	Level of Performance			
	Below Standard	Developing	Proficient	Exemplary
<b>3a: Responding to referrals; consulting with teachers and administrators</b>	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
<b>3b: Evaluating student needs in compliance with National Association of School Psychologist (NASP) guidelines</b>	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.
<b>3c: Chairing evaluation team</b>	Psychologist declines to assume leadership of the evaluation team.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate IEP's.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed IEP's.	Psychologist assumes leadership of the evaluation team and takes initiatives in assembling materials for meetings. IEP's are prepared in an exemplary manner.
<b>3d: Planning interventions to maximize students' likelihood of success</b>	Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suited for them and are aligned with identified needs.	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
<b>3e: Maintaining contact with physicians and community mental health service providers</b>	Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.
<b>3f: Demonstrating flexibility and responsiveness</b>	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

## Domain 4 for School Psychologists: Professional Responsibilities

Component	Level of Performance			
	Below Standard	Developing	Proficient	Exemplary
<b>4a: Reflecting on practice</b>	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.	Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Psychologist's reflection provides an accurate and objective description or practice, citing specific positive and negative characteristics. Psychologist makes some specific suggestions as to how the counseling program might be improved.	Psychologist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Communicating with families</b>	Psychologist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Psychologist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions.	Psychologist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Psychologist reaches out to families of students to enhance trust.
<b>4c: Maintaining accurate records</b>	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Psychologist's records are accurate and legible and are stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, well organized, and stores in a secure location. They are written to be understandable to another qualified professional.
<b>4d: Participating in a professional community</b>	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<b>4e: Engaging in professional development</b>	Psychologist does not participate in professional development activities even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4f: Showing professionalism</b>	Psychologist displays honesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

## Domain 1 for Therapeutic Specialists: Planning and Preparation

	Level of Performance			
Component	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>1a: Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license</b>	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; hold the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
<b>1b: Establishing goals for the therapy program appropriate to the setting and the students served</b>	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
<b>1c: Demonstrating knowledge of district, state, and federal regulations and guidelines</b>	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
<b>1d: Demonstrating knowledge of resources, both within and beyond the school and district</b>	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
<b>1e: Planning the therapy program, integrated with the regular school program, to meet the needs of individual students</b>	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventive and serves to support students individually, within the broader educational program.
<b>1f: Developing a plan to evaluate the therapy program</b>	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

## Domain 2 for Therapeutic Specialists: The Environment

	Level of Performance			
Component	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>2a: Establishing rapport with students</b>	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
<b>2b: Organizing time effectively</b>	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
<b>2c: Establishing and maintaining clear procedures for referrals</b>	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
<b>2d: Establishing standards of conduct in the treatment center</b>	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.
<b>2e: Organizing physical space for testing of students and providing therapy</b>	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

**Domain 3 for Therapeutic Specialists: Delivery of Service**

Component	Level of Performance			
	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>3a: Responding to referrals and evaluating student needs</b>	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
<b>3b: Developing and implementing treatment plans to maximize students' success</b>	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
<b>3c: Communicating with families</b>	Specialist fails to communicate with families and secure necessary permission for evaluations or communications in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
<b>3d: Collecting information; writing reports</b>	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
<b>3e: Demonstrating flexibility and responsiveness</b>	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

**Domain 4 for Therapeutic Specialists: Professional Responsibilities**

Component	Level of Performance			
	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>4a: Reflecting on practice</b>	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist’s reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist’s reflection provides an accurate and objective description or practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Collaborating with teachers and administrators</b>	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
<b>4c: Maintaining an effective data-management system</b>	Specialist’s data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist as developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
<b>4d: Participating in a professional community</b>	Specialist’s relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist’s relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
<b>4e: Engaging in professional development</b>	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist’s participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality</b>	Specialist displays honesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

## Professional Practice Feedback Form

Teacher:	Date:
School:	Time:
Evaluator:	
Professional Responsibility Observed (i.e., Open House, 504 Meeting, PPT, Parent Conference, Team/Grade Level Meeting, Faculty Meeting, Professional Development, Playground Supervision, etc.):	
<b>EVIDENCE/COMMENTS:</b>	
<b>TEACHER RESPONSE</b> (optional):	
Teacher Signature	Date:
Evaluator Signature	Date:

## CLASSROOM TEACHER PRACTICE SUMMARY WORKSHEET

Teacher's Name: \_\_\_\_\_

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

School: \_\_\_\_\_

Teacher Assignment: \_\_\_\_\_

Evaluator: \_\_\_\_\_

**Ratings on Teacher Performance Rubrics:** (Average to a tenth of a decimal point and multiply by weight)

**1. Classroom Environment, Student Engagement, and Commitment to Learning**

\_\_\_\_\_ x .25 = \_\_\_\_\_

**2. Planning for Active Learning**

\_\_\_\_\_ x .25 = \_\_\_\_\_

**3. Instruction for Active Learning**

\_\_\_\_\_ x .25 = \_\_\_\_\_

**4. Professional Responsibilities and Teacher Leadership**

\_\_\_\_\_ x .25 = \_\_\_\_\_

**Overall Teacher Performance Rating:**

Score: \_\_\_\_\_ X 40 = \_\_\_\_\_

**Parent Feedback Rating:**

Score: \_\_\_\_\_ X 10 = \_\_\_\_\_

**Teacher Practice Total Score:** \_\_\_\_\_

Rating Table for Teacher Practice	
175 – 200	<b>Exemplary (4)</b>
127 – 174	<b>Proficient (3)*</b>
81 - 126	<b>Developing (2)</b>
50 - 80	<b>Below Standard (1)</b>

Rating

\***Proficient** is the *expected* standard for Regional School District #10 teachers.



# INSTRUCTIONAL SPECIALIST TEACHER PRACTICE SUMMARY WORKSHEET

Staff's Name:

Date:

School:

Assignment:

Evaluator:

**Ratings on Teacher Performance Rubrics:** (Average to a tenth of a decimal point and multiply by weight)

1. **Planning and Preparation** \_\_\_\_\_ x .25 = \_\_\_\_\_

2. **The Environment** \_\_\_\_\_ x .25 = \_\_\_\_\_

3. **Delivery of Service** \_\_\_\_\_ x .25 = \_\_\_\_\_

4. **Professional Responsibilities** \_\_\_\_\_ x .25 = \_\_\_\_\_

**Specialist Summary**

Score: \_\_\_\_\_ X 40 = \_\_\_\_\_

**Parent Feedback Rating:**

Score: \_\_\_\_\_ X 10 = \_\_\_\_\_

**Total Score:** \_\_\_\_\_

<b>Rating</b>

Rating Table for Teacher Practice	
175 – 200	<b>Exemplary (4)</b>
127 – 174	<b>Proficient (3)*</b>
81 - 126	<b>Developing (2)</b>
50 - 80	<b>Below Standard (1)</b>

\***Proficient** is the *expected* standard for Regional School District #10 teachers.

## TEACHER PRACTICE GOAL FORM

Each teacher must develop one Teacher Practice Goal (40%) aimed at improving the teacher’s practice. The teacher should care about and be deeply vested in any goal he/she chooses to undertake, as this goal provides a focus for the evaluator’s observations and feedback conversations. The goal should be based on relevant student learning data, the teacher’s prior year evaluation or self-assessment using the rubrics, feedback from colleagues and the evaluator, and previous professional development. The goal should have a clear link to improving student achievement through changes in practice. It should also move the teacher toward Proficient (if below) or Exemplary on the Teacher Practice rubrics.

Goals should be SMART Goals: Specific and Strategic, Measurable, Aligned and Attainable, Results Oriented and Time-Bound.

<b>Instructions:</b> Complete this section for your goal. Use your completed Teacher Practice rubrics to find areas of improvement. [Boxes expand to accommodate text]			
<b>Performance and Practice Goal (required):</b>			
<b>Rationale for Goal (required):</b>			
<b>Action Steps for Goal (required):</b>			
<b>Self-Reflection:</b> Describe your overall progress towards your goal.			
<b>Mid-Year:</b>		<b>Final (Summative):</b>	
<b>Self-Reflection:</b> Describe what you did to accomplish this result.			
<b>Mid-Year:</b>		<b>Final (Summative):</b>	
<b>Evaluator’s Mid-Year Comments:</b>		<b>Evaluator’s Summative Comments:</b>	
<b>4: Exceeded the Goal</b>	<b>3: Met the Goal</b>	<b>2: Partially met the Goal</b>	<b>1: Did Not Meet the Goal</b>
Teacher Signature		Date:	
Evaluator Signature		Date:	

**Overall Rating:** \_\_\_\_\_      **Comments:**

## PARENT FEEDBACK GOAL FORM

Each teacher must develop one *individualized* goal (10%) aimed at supporting the School-Based Goal decided upon by the principal and staff following the analysis of the parent survey. The teacher should care about and be deeply vested in any goal he/she chooses to undertake in support of the school’s action plan. The goal can be supported either by an individualized survey of classroom parents, or by the collection of other data or artifacts, such as samples of handouts, feedback, etc.

Goals should be SMART Goals: Specific and Strategic, Measurable, Aligned and Attainable, Results Oriented, and Time-Bound.

<b>Instructions:</b> Complete this section for your <b>individualized</b> Parent Feedback Goal (5%). <small>[Boxes expand to accommodate text]</small>			
<b>School-based Goal for Parent Feedback is:</b>			
<b>Individualized Goal:</b>			
<b>Alignment of Goal to School-Based Goal (i.e., rationale):</b>			
<b>Action Steps for Goal:</b>			
<b>Self-Reflection:</b> Describe your overall progress towards your goal.			
<b>Mid-Year:</b>		<b>Final (summative):</b>	
<b>Self-Reflection:</b> Describe what you did to accomplish this result.			
<b>Mid-Year:</b>		<b>Final (summative):</b>	
<b>Evaluator’s Mid-Year Comments:</b>		<b>Evaluator’s Summative Comments:</b>	
<b>4: Exceeded the Goal</b>	<b>3: Met the Goal</b>	<b>2: Partially Met the Goal</b>	<b>1: Did Not Meet the Goal</b>
Teacher Signature			Date:
Evaluator Signature			Date:

## STUDENT OUTCOMES SUMMARY WORKSHEET

Teacher's Name: \_\_\_\_\_

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

School: \_\_\_\_\_

Teacher Assignment: \_\_\_\_\_

Evaluator: \_\_\_\_\_

**Overall Performance Rating:**

**SLO #1 = \_\_\_\_\_**

**SLO #2 = \_\_\_\_\_**

**Average of SLOs = \_\_\_\_\_**

**Score: \_\_\_\_\_ X 45 = \_\_\_\_\_**

**Student Feedback:**

**Score: \_\_\_\_\_ X 5 = \_\_\_\_\_**

Rating Table for Teacher Practice	
175 – 200	<b>Exemplary (4)</b>
127 – 174	<b>Proficient (3)*</b>
81 - 126	<b>Developing (2)</b>
50 - 80	<b>Below Standard (1)</b>

Rating

\***Proficient** is the *expected* standard for Regional School District #10 teachers.

## SUMMATIVE TEACHER EVALUATION

Category	Score	Multiplier	Points (Score x Multiplier)
Observation of Teacher Practice		40	
Parent Feedback		10	
<b>TOTAL TEACHER PRACTICE</b>			
Student Growth		45	
Whole School Learning Indicator		5	
<b>TOTAL STUDENT GROWTH</b>			

### Summative Rating Matrix

		TEACHER PRACTICE			
		Exemplary	Proficient	Developing	Below Standard
STUDENT GROWTH	Exemplary	Exemplary	Exemplary	Proficient	<i>Gather More Information</i>
	Proficient	Exemplary	Proficient	Proficient	Developing
	Developing	Proficient	Proficient	Developing	Developing
	Below Standard	<i>Gather More Information</i>	Developing	Developing	Below Standard

Final Rating is the intersection of the ratings for TEACHER PRACTICE and STUDENT GROWTH

**FINAL RATING:** \_\_\_\_\_

**Comments by Evaluator:**

Evaluator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Comments by Teacher:**

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

[Teacher's signature indicates he/she has *seen* and *discussed* the evaluation. It does not necessarily denote agreement.]

## Structured Support Plan

Staff Member: \_\_\_\_\_

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

Evaluator: \_\_\_\_\_

1. Statement of observed problem(s) which must be improved. (Cite specific teacher performances from the Teacher Practice rubrics):  
\_\_\_\_\_
2. Corrective strategies for resolution of the problem:  
\_\_\_\_\_
3. Timeline for implementation of corrective strategies:  
\_\_\_\_\_
4. Desired results/indicators of success. (May cite specific performances from the teacher rubrics):  
\_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Summary of Review Conference: \_\_\_\_\_ Date: \_\_\_\_\_

### **Recommendation:**

\_\_\_\_ Exit Structured Support Plan

\_\_\_\_ Repeat Structured Support Plan

\_\_\_\_ Move to Enhanced Support Plan

\_\_\_\_ Move to Intensive Support Plan

\_\_\_\_ Other: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Enhanced Assistance Action Plan

Staff Member:

Date:

Evaluator:

5. Statement of observed problem(s) which must be improved. (Cite specific teacher performances from the Teacher Practice rubrics):
  
6. Corrective strategies for resolution of the problem:
  
7. Timeline for implementation of corrective strategies:
  
8. Desired results/indicators of success. (*May* cite specific performances from the teacher rubrics):

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

---

Summary of Review Conference: \_\_\_\_\_ Date: \_\_\_\_\_

**Recommendation:**

\_\_\_\_ Return to Proficient rating

\_\_\_\_ Move to Intensive Supervision

\_\_\_\_ Other: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Intensive Supervision Action Plan

Staff Member: \_\_\_\_\_

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

Evaluator: \_\_\_\_\_

1. Statement of observed problem(s) which must be improved. (Cite specific teacher performances from the Teacher Performance Evaluation Rubrics):

2. Desired results/indicators of success. (*May* cite specific performances from the Teacher Practice rubrics):

Action Steps/Desired Behaviors	Teacher Actions/ Evaluator Actions	By [Date]	Assistance Options

**Date of Review Conference(s):** \_\_\_\_\_

**Check one of the following:**

- \_\_\_\_\_ The problem(s) has been satisfactorily addressed.
- \_\_\_\_\_ The problem(s) has been partially addressed.
- \_\_\_\_\_ The initial problem(s) has been addressed.
- \_\_\_\_\_ Little to no improvement has been noted

**Summary of Review Conference:**

**Recommendation (check one):**

- \_\_\_\_\_ Problem or area of concern is resolved. Remove from Intensive Assistance and return to Proficient teacher rating
- \_\_\_\_\_ Problem or area of concern is partially or not resolved. Modification may be made to the Action Plan and an additional 45 days will be given to show improvement (one time extension only).
- \_\_\_\_\_ Problem or area of concern is not resolved. Move to dismissal in accordance with the provisions of the Connecticut General Statute, Section 10-151d.

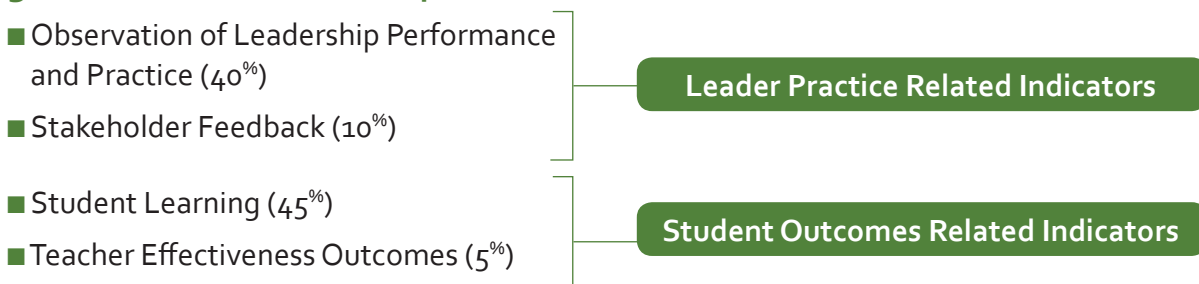
Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Administrator Evaluation and Support

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

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



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.



# 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 *Proficient* administrators. These administrators can be characterized as:**

- Meeting expectations as an instructional leader;
- Meeting expectations in at least 3 other areas of practice;
- Meeting 1 target related to stakeholder feedback;
- Meeting state accountability growth targets on tests of core academic subjects<sup>6</sup>;
- Meeting and making progress on 3 Student Learning Objectives aligned to school and district priorities; and
- Having more than 60% of teachers proficient on the student growth portion of their evaluation.

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

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

<sup>6</sup> Smarter Balanced Assessments will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent upon approval of the waiver submitted to the U.S. Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link student test data to educator evaluation and support in 2014-2015 only. Additionally, due to the transition to the new state assessments, there will not be an SPI available for 2014-2015.

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

# System Overview

## Administrator Evaluation and Support Framework

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

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

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

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

## Process and Timeline

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

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

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

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

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



\* Summative assessment to be finalized in August.



## Step 1: Orientation and Context-Setting

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

1. Student learning data are available for review by the administrator and the state has assigned the school a School Performance Index (SPI) rating<sup>7</sup>.
2. Stakeholder survey data are available for review by the administrator.
3. The superintendent has communicated his/her student learning priorities for the year.
4. The administrator has developed a school improvement plan that includes student learning goals.
5. The evaluator has provided the administrator with this document in order to orient her/him to the evaluation process. 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."



<sup>7</sup> Smarter Balanced Assessments will be administered for the first time in the 2014-2015 academic year. These assessments are administered in Grades 3-8 and Grade 11. Contingent on approval of the waiver submitted to the U.S. Department of Education (USED) regarding the use of student test data in educator evaluation in 2014-2015, districts may not be required to link student test data to educator evaluation and support in 2014-2015 only. Additionally, due to the transition to the new state assessments, there will not be an SPI available for 2014-2015.

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

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

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

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

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

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

### 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:**

1. Are the goals clear and measurable so that an evaluator will know whether the administrator has achieved them?
2. Can the evaluator see a through line from district priorities to the school improvement plan to the evaluation and support plan?
3. Do the practice focus areas address growth needs for the administrator?  
Is at least one of the focus areas addressing instructional leadership?

# Sample Evaluation AND SUPPORT Plan

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

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

School \_\_\_\_\_

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

## Step 3: Plan Implementation and Evidence Collection

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

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

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

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

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

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

## A note on the frequency of school site observations:

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

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

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

## Step 4: Mid-Year Formative Review

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

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

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

## Step 5: Self-Assessment

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

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

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

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

## Step 6: Summative Review and Rating

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

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

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

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

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

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

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

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

**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.



# 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:

**Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate and create support systems for professional learning.**

– Learning Forward, 2014

<http://learningforward.org/standards/leadership#.Uxn-fD9dXuQ>

- **Develop Capacity for Learning and Leading-** Systems that recognize and advance shared leadership promote leaders from all levels of the organization. Leaders work collaboratively with others to create a vision for academic success and set clear goals for student achievement based on educator and student learning data.
- **Advocate for Professional Learning-** As advocates of professional learning, leaders make their own career-long learning visible to others. They participate in professional learning within and beyond their own work environment. Leaders consume information in multiple fields to enhance their practice.
- **Create Support Systems and Structures-** Skillful leaders establish organizational systems and structures that support effective professional learning and ongoing continuous improvement. They equitably distribute resources to accomplish individual, team, school and school system goals through blended learning structures and promoting teacher collaboration and professional development through social media and other technological tools.

## Improvement and Remediation Plans

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

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

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

### Points for District Consideration:

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

- Clearly identify targeted supports, in consultation with the administrator, which may include specialized professional development, collegial assistance, increased supervisory observations and feedback, and/or special resources and strategies aligned to the improvement outcomes.
- Clearly delineate goals linked to specific indicators and domains within the observation of practice framework/rubric that specify exactly what the administrator must demonstrate at the conclusion of the Improvement and Remediation Plan in order to be considered "proficient."
- Indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is developed. Determine dates for interim and final reviews in accordance with stages of support.
- Include indicators of success, including a rating of proficient or better at the conclusion of the improvement and remediation plan.

# Career Development and Growth

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

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

## Points for District Consideration:

- Align job descriptions to school leadership standards.
- Identify replicable practices and inform professional 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.

# Leadership Practice Related Indicators

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

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

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

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

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

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

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

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



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

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

- **Exemplary:** The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in distinguishing Exemplary performance from Proficient performance.
- **Proficient:** The rubric is anchored at the Proficient Level using the indicator language from the Connecticut School Leadership Standards. The specific indicator language is highlighted in bold at the Proficient level.
- **Developing:** The Developing Level focuses on leaders with a general knowledge of leadership practices but most of those practices do not necessarily lead to positive results.
- **Below Standard:** The Below Standard Level focuses on a limited understanding of leadership practices and general inaction on the part of the leader.

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

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

## Strategies for Using the CCL Leader Evaluation Rubric:

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

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

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

**Assessing the practice of administrators other than principals:** All indicators of the evaluation rubric may not apply to assistant principals or central office administrators. Districts may generate ratings using evidence collected from applicable indicators in the CCL: Connecticut School Leadership Standards<sup>8</sup>.

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

## Performance Expectation 1: Vision, Mission and Goals

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

### Element A: High Expectations for All

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

## The Leader...

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

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

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

## Arriving at a Leadership Practice Summative Rating

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



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

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

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

## Principals and Central Office Administrators:

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

## Assistant Principals and Other School-Based Administrators:

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

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

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

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

#### Applicable Survey Types

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

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

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

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

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

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

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

For each administrative role, stakeholders providing feedback might include:

## SCHOOL-BASED ADMINISTRATORS

### Principals:

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

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

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

## CENTRAL OFFICE ADMINISTRATORS

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

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

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

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

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

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

## Stakeholder Feedback Summative Rating

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

### Exceptions to this include:

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

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

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

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

# Examples of Survey Applications

## Example #1:

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

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

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

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

## Student Outcomes Related Indicators includes two components:

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

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

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

#### State Measures of Academic Learning

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

#### Currently, the state’s accountability system<sup>9</sup> includes two measures of student academic learning:

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

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

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

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

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





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

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

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

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

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

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

## Locally-Determined Measures (Student Learning Objectives)

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

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

	SLO 1	SLO 2	SLO 3
<b>Elementary or Middle School Principal</b>	Non-tested subjects or grades	Broad discretion	
<b>High School Principal</b>	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion	
<b>Elementary or Middle School AP</b>	Non-tested subjects or grades	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
<b>High School AP</b>	Graduation (meets the non-tested grades or subjects requirement)	Broad discretion: Indicators may focus on student results from a subset of teachers, grade levels or subjects, consistent with the job responsibilities of the assistant principal being evaluated.	
<b>Central Office Administrator</b>	(meets the non-tested grades or subjects requirement) Indicators may be based on results in the group of schools, group of students or subject area most relevant to the administrator's job responsibilities, or on district-wide student learning results.		

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

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content area assessments, Advanced Placement examinations, International Baccalaureate examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade subjects most commonly associated with graduation.

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

Grade Level	SLO
<b>2nd Grade</b>	Among second graders who remain enrolled in school and in good attendance from September to May, 80% will make at least one year’s growth in reading as measured by MAP/NWEA assessments.
<b>Middle School Science</b>	78% of students will attain <i>proficient</i> or higher on the science inquiry strand of the CMT in May.
<b>High School</b>	9th grade students will accumulate sufficient credits to be in good standing as sophomores by June.
<b>Central Office Administrator</b>	By June 1, 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**).

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

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

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

**Arriving at Student Learning Summative Rating**

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

		State Measures of Academic Learning			
		4	3	2	1
Locally Determined Measures of Academic Learning	4	Rate Exemplary	Rate Exemplary	Rate Proficient	Gather further information
	3	Rate Exemplary	Rate Proficient	Rate Proficient	Rate Developing
	2	Rate Proficient	Rate Proficient	Rate Developing	Rate Developing
	1	Gather further information	Rate Developing	Rate Developing	Rate Below Standard

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

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

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

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

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

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

# Summative Administrator Evaluation Rating

## Summative Scoring

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

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

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

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

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

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

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

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

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

## **Determining Summative Ratings**

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

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

Each step is illustrated below:

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

The practice rating derives from an administrator’s performance on the 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
<b>TOTAL LEADER PRACTICE-RELATED POINTS</b>			<b>110</b>

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

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

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

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

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

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

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

If the two major categories are highly discrepant (e.g., a rating of *exemplary* for Leader Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to determine a summative rating.



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

## Adjustment of Summative Rating:

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

## Definition of Effectiveness and Ineffectiveness

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

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

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

## Dispute-Resolution Process

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

# Appendix 1

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

### Section 2.9: Flexibility Components

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

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

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

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

### Section 2.10: Data Management Protocols

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

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

# Appendix 2

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

May 7, 2014

### Dispute-Resolution Process

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

### Rating System

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

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

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

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

### 45% Student Growth Component

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