REGION 12 PUBLIC SCHOOLS

Professional Learning

SYSTEM FOR EDUCATOR EVALUATION AND DEVELOPMENT

Continuous Improvement
TABLE OF CONTENTS

Regional School District No. 12

Achieving excellence by any measure

COMMITTEE MEMBERS

Janet Behr, Teacher
Rebecca Bottari, Teacher
Cathy Colella, Principal
Teresa DeBrito, Curriculum Director (PDEC Chair)
Lori Ferreira, Associate Principal
Kim Gallo, Principal
Rita Gregory, Teacher
Leslie Holst-Grubbe, Teacher
Emily Judd, Principal
Abbie McGough, Teacher
Michael Nolan, Teacher
Allyson O'Hara, Pupil Personnel Director
Joan Temple, Teacher
Susan Ubaldi, Teacher

Board of Education Members

Valerie Andersen – Washington
Alan Brown – Bridgewater
Anthony Bedini – Washington
Jennifer Pote – Washington
Gregory Cava – Roxbury
Peter Tagley – Washington
Susan Stumpf – Bridgewater
Michelle Gorra – Washington
Emily Hibbard – Roxbury
James Hirschfield – Washington
Kelly Lott – Roxbury
Michael Sinatra – Bridgewater

Our Vision

The Region 12 Community Educates, Challenges, And Inspires All Learners to Become Compassionate, Creative, And Courageous Individuals Who Are Empowered By The Knowledge, Character, And Perseverance To Achieve Their Greatest Potential Within The Global Society.

Through reflective practice, the mission of Region 12 is to optimize student achievement, build a collaborative learning environment and develop engaged citizens.

Optimize Student Achievement

- Engage in relevant and rigorous curricula and assessments.
- Demonstrate the acquisition of essential skills and knowledge.
- Promote higher level thinking and problem solving skills.
- Foster creativity, imagination, and innovation.
- Provide effective professional development and teacher support.

Build a Collaborative Learning Environment

- Nurture cooperative relationships between students, staff, families, and community.
- Promote respect and acceptance of diverse ideas.
- Foster active participation in a safe learning environment.
- Develop and demonstrate effective verbal and written communication skills.
- Encourage adaptability and flexibility in thinking.

Develop Engaged Citizens

- Recognize one's potential and individual responsibility in a global society.
- Cultivate integrity and empathy.
- Demonstrate self-discipline and responsible risk taking.
- Embrace lifelong learning.

Introduction

A teacher evaluation process is directly linked to a model of continuous improvement for any school system. The processes of supervision and evaluation, curriculum design, student assessment and thoughtfully integrated professional development programs should be approached with the sole purpose of improving student learning and staff effectiveness. This document contains examples provided by the State Department of Education. Additional resources can be found at connecticutseed.org

> *The fundamental purpose of school is learning.*
>
> DuFour

A committee of administrators and teachers developed this plan to align with the teacher evaluation requirements set forth by the Connecticut State Department of Education. According to State Department Guidelines for Performance Evaluation, all district teacher evaluation plans should do the following:

- Show a clear link between teacher evaluation and professional development to improve student learning.
- Show a clear link between the competencies identified in the Connecticut Common Core of Teaching (CCT), the district's educator evaluation and development plan, and improved student learning.
- Include a clear written statement describing the connections among teacher evaluation, curriculum development, professional development and student assessment.
- Provide opportunities for self-evaluation by teachers.
- Recognize peer assistance as integral to the ongoing support of teachers in improving teaching and learning.
- Provide for the training of administrators about the evaluation criteria established by the local school district.
- Provide for the allocation of time to facilitate teacher evaluation, collaboration and professional growth.
- Provide for both individual and collaborative evaluation and professional development.

Philosophy

Teaching requires passion and a belief that all children can learn. Therefore, our purpose is to educate children to their maximum potential. A teacher supervision, evaluation, and professional development program builds human capacities and challenges all educators to aspire to and reach exemplary.

> *The single most influential component of an effective school is the individual teachers within that school.*
>
> Marzano

Effective teaching implies a deep commitment to student learning. Teachers need a collegial and supportive atmosphere in order to continuously improve. Reflective educators are expected to set goals, implement plans, and differentiate those plans based on student needs and professional collaboration.

Purpose

The purpose of the Region 12 evaluation process is to provide an accurate assessment of a teacher's performance and a means to enhance one's professional growth. Therefore, an evaluation system should be a collegial and constructive process that works within a climate of clear expectations and support.

According to Connecticut State Department of Education's (CSDE) *System for Educator Evaluation and Development,* and the definition of effective teaching in the CCT, the major goals for professional development and teacher evaluation include the following:

- To enhance the knowledge, skills, and practices utilized by educators in order to improve student learning.
- To improve teaching, learning, and educational leadership through a high quality research-based professional development program that is sustained, intensive and based upon the analysis of student work.
- To foster continuous improvement through teamwork, collaborative goal setting, reflective analysis of student performance, data, and collaborative accountability for increased student learning.
- To provide a systematic way to respond to educators' professional development and evaluation needs based upon their varying levels of ability, development, and experience.
- To support and recognize educators for their growth, improvement, and contributions to the school community.

An Effective Evaluation System

An effective system for teacher supervision, evaluation and professional growth promotes relevant and differentiated opportunities for staff members at all levels of experience. Teachers need to *reflect* on their practice, *review* student work as a means of learning, *collaborate* with their peers, *refine* their skills, and implement ideas and concepts from professional development experiences.

Thus, the Region #12 System for Educator Evaluation and Development seeks to…

- Foster individual and collaborative practices that promote student learning.
- Ensure a continuous commitment of the staff to support the school and district's vision and mission.
- Promote collegial dialogue amongst peers, which may include but is not limited to peer coaching, peer review, study groups, in-house professional development, or action research.
- Encourage teachers to analyze and reflect on student work as a means of driving practice and professional growth.
- Include a systematic way to support teachers as lifelong learners.

Collaborative Practices

As teachers learn and grow, they are encouraged as educators to share ideas, reflect on pedagogy, discuss new research in education, and review student work as a means of improving their own instruction.

Review of Student Work and Data

In order to inform practice, teachers are expected to review student work and analyze data. A deep understanding of student performance is integral to making improvements that impact learning and achievement. The student work and/or data should be used as evidence to support the progress or success of the teacher.

For learning to be effective, clear targets in terms of information and skill must be established.

Marzano

Lifelong Learning

All Region 12 educators are encouraged to be lifelong learners, committed to continuing educational and professional development pursuits that will increase their effectiveness as educators. Teachers are given in-district professional development opportunities, and outside conferences or training is supported when it appropriately addresses the professional growth needs of the teacher and school or district initiatives.

TEACHER EVALUATION SYSTEM

<u>Overview</u>

As shown in Figure 1, the evaluation and support system consists of multiple measures leading to a comprehensive picture of teacher performance. All teachers will be evaluated by administrators in four categories, grouped in two major areas:

Figure 1

School Indicator 5%

Teacher Performance 40%

Student Growth 45%

Parent Feedback 10%
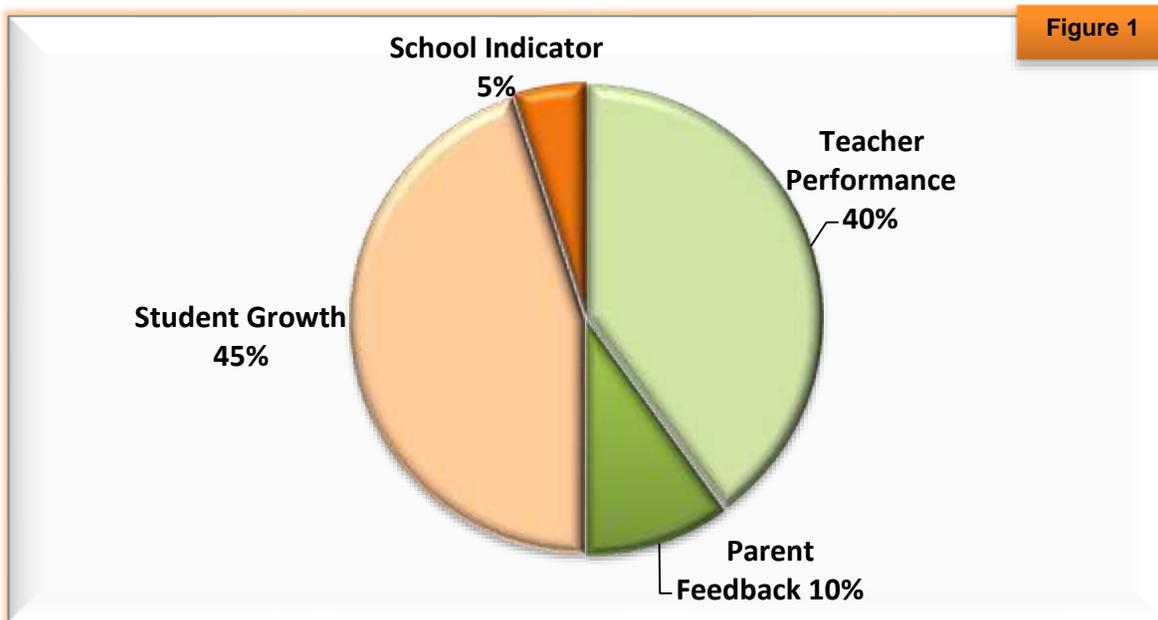
> *Teacher Practice* and *Student Outcomes*

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

   (a) Observation of teacher performance and practice (40%) as defined in the Connecticut Common Core of Teaching Rubric for Effective Teaching, which articulates four domains and 12 indicators of teacher practice; and (b) Parent feedback (10%) of teacher practice through surveys. Surveys will be administered anonymously. The Panorama survey questions will be used. Teachers will develop parent goals based on the whole school survey results. Principals/leadership teams will analyze results and share with teachers. Performance levels are defined as:
   > Exemplary (4) – Substantially exceeded goal
   > Proficient (3) – Met the goal
   > Developing (2) –Partially met the goal
   > Below Standard (1) – Did not meet the goal

2. Student Outcomes Related Indicators: An evaluation of teachers' contribution to student academic progress, at the school and classroom level. This focus area is comprised of two categories:

   (a) Student growth and development (45%) as determined by the teacher's student learning objective (SLO). 22 ½ % will include standardized tests (when available). A state tested area must also include interim assessment results that will be included in the overall score. Objectives are determined through mutual agreement. A minimum of one non-standardized indicator will also be part of the 22 ½% rating. Two non-standardized indicators will be selected for subjects that do not have standardized indicators.

   (b) Whole-school measures of student learning as determined by aggregate student learning indicators of the administrator's rating (5%). The school administrator's 45% rating of whole student learning will constitute the teacher's 5%.

Scores from each of the four categories shown in Figure 1 will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:
> Exemplary (4) – Substantially exceeding indicators of performance
> Proficient (3) – Meeting indicators of performance
> Developing (2) –Meeting some indicators of performance but not others
> Below Standard (1) – Not meeting indicators of performance

CCT RUBRIC FOR EFFECTIVE TEACHING 2014 - AT A GLANCE

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

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

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

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

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

DOMAIN 2:
Planning for Active Learning

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

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

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

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

DOMAIN 3:
Instruction for Active Learning

DOMAIN 4:
Professional Responsibilities and Teacher Leadership

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

3a. Implementing instructional content for learning;

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

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

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

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

4b. Collaborating with colleagues to examine student learning data and to develop and sustain a professional learning environment to support student learning; and

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

The SEED model recognizes that student learning is a shared responsibility between teachers, administrators and district leaders. This is illustrated in the diagram shown below.

Teacher Final Summative Rating

Outcome Rating 50%

45% Student Growth and Development

5% Whole-School Student Learning Indicators or Student Feedback

Practice Rating 50%

40% Observations of Performance & Practice

10% Peer or Parent Feedback

Administrator Final Summative Rating

Outcome Rating 50%

5% Teacher Effectiveness Outcomes

45% Multiple Student Learning Indicators

Practice Rating 50%

40% Observations of Performance & Practice

10% Stakeholder Feedback

These percentages are derived from the same set of data

These percentages may be derived from the same set of data

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

Primary and Complementary Evaluators

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

Complementary evaluators may assist primary evaluators (administrators) by conducting observations, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback. A complementary evaluator will 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 and must achieve proficiency on the training modules provided.

Ensuring Fairness and Accuracy - Evaluator Training, Monitoring and Auditing
All evaluators are required to complete extensive training on the evaluation model. The Connecticut State Department of Education (CSDE) will provide districts with training opportunities and tools throughout the year to support district administrators and evaluators in implementing the model across their schools. Districts will adapt and build on these tools to provide comprehensive training and support to their schools and to ensure that evaluators are proficient in conducting teacher evaluations.

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

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

SUPPORT AND DEVELOPMENT
As a standalone, evaluation cannot hope to improve teaching practice and student learning. However, when paired with effective, relevant and timely support, the evaluation process has the potential to help move teachers along the path to exemplary practice.

> ➤ *Evaluation-Informed Professional Learning*
> In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Every teacher will be identifying their professional learning needs in mutual agreement between the teacher and his/her evaluator and serves 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 in response to the evaluation rubric, collected data linked to student outcomes, observations of professional practice, and the goal setting procedure. Teachers will pursue opportunities to enhance their skills by accessing professional reading, web-based resources, district professional development, collaborative exchanges with colleagues, and/or other inter-district shared offerings. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities. The District's SEED committee will seek input from teachers and administrators regarding needed professional learning. Individual teachers are encouraged to attend out-of-district professional learning opportunities. Administrators will work with teachers to help develop sustainable professional learning plans that align with teacher needs. The District will also provide common professional development days for this purpose.

> ➤ *Improvement and Remediation Plans*
> It is expected that all educators will receive support when an area(s) of concern is identified. Support may include professional reading, web-based resources, observations, and is intended to provide short-term assistance to address a concern in its early stages.

Improvement and remediation plans should be developed in consultation with the teacher and his/her exclusive bargaining representative and be differentiated by the level of identified need and/or stage of development. Plans must have clear timeframes, specific targets and expectations of improvement. These requirements are further outlined below.

Improvement and remediation plans must:

- identify resources, support and other strategies to be provided to address documented deficiencies;

- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and

- include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

Levels of Improvement Plans:

- <u>Structured Support</u> is a short term plan (less than 60 days) that is well defined. If this plan does not result in satisfactory improvement, then a special assistance plan will be developed.

- <u>Special Assistance</u> is intended to assist an educator who is having difficulty consistently demonstrating proficiency throughout the year or if the overall performance rating is developing or below standard. Goal setting will be determined based on documented deficiencies. Union representation is recommended. Resources may include coaching, observations of proficient or exemplar teachers, accessing professional reading, we-based resources, district professional development, collaborative exchanges with colleagues and or other inter-district offerings. Timeline must be specified. Meeting the outlined goals of the plan will be the indicators of success. If success is not met, then an intensive assistance plan will be developed.

- <u>Intensive Assistance</u> is offered when the goals of the special assistance plan are not met within the identified timeline. Goal setting will be determined based on the documented deficiencies. The timeline is not to exceed 180 school days. Resources may include additional administrator support/observations, coaching, observations of proficient or exemplar teachers, accessing professional reading, web-based resources, district professional development, collaborative exchanges with colleagues, and/or other inter-district shared offerings. Success will be based on a summative rating of proficient or exemplary.

➢ *Career Development and Growth*
Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers. Educators who exemplify strengths that are instrumental in improving student achievement will have opportunities to expand that success. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is developing or below standard; leading Professional

Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

➢ *Dispute Resolution Process*

Regional School District No. 12 believes that evaluation should be a collaborative process between the evaluator and teacher, drawing on the expertise and perspective of both parties. However, recognizing that disagreements may arise during the process, and in accordance with the Connecticut Guidelines for Educator Evaluation, when a teacher and evaluator cannot agree on objectives, the evaluation period, feedback and professional development, the teacher will complete a dispute resolution form. The Professional Development and Evaluation Committee (PDEC) will have responsibility for overseeing the dispute resolution process.

Dispute Resolution Protocol

The protocol for the dispute resolution process is outlined below.
1.   Teacher completes the dispute resolution form
2.   Teacher submits the form to the PDEC Chair (Director of Curriculum)
3.   The PDEC Chair will forward the dispute resolution form to SVAA and SVEA
4.   Within five (5) school days, the SVAA and SVEA will each select two members for a total of a four member appeals committee
5.   Members of the appeals committee will have ten (10) school days to meet with the teacher and the evaluator (separately) in order to gather relevant information
6.   The appeals committee shall have an additional five (5) school days to render a decision
7.   The expectation is that within twenty (20) school days of initiating a dispute, the matter will be resolved
8.   If the appeals committee is unable to render a decision within five (5) school days, following meeting with the teacher and evaluator, the committee will share its findings with the superintendent.
9   Once the superintendent has received the dispute resolution information, she will meet with the teacher and evaluator.
10.   The superintendent will render a final decision within ten (10) school days

The templates for the dispute resolution forms are shown below.

Form 1 of 3

Regional School District #12 Dispute Resolution - Initial Dispute Form

Name of teacher presenting dispute:_____ Date: _____

Name of administrator:_____

Please indicate the nature of the dispute:
Disagreement regarding:
___Objectives/goals
___Evaluation period
___Feedback on performance and practice
___Final summative rating

Please briefly describe the nature of the dispute:

Form 2 of 3:

Regional School District #12 Dispute Resolution - Appeals Committee Decision
(*Decision is to be determined within twenty (20) school days after receipt of initial dispute form*)

Name of teacher presenting dispute:_____

Name of administrator:_____ Date: _____

Please briefly summarize the committee's decision:

Please briefly explain reasons for the decision, and, if appropriate, recommendations for either or both parties:

Appeal Committee Members:

Form 3 of 3:

Regional School District #12 Dispute Resolution - Superintendent Decision
(*Decision to be determined within ten (10) school days after meeting with appeals committee*)

Name of teacher presenting dispute:_____

Name of administrator:_____ Date: _____

Please briefly summarize your decision:

Please briefly explain reasons for the decision, and, if appropriate, recommendations for either or both parties:

Core Design Principles

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers, we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; and provide opportunities for growth and recognition. However, our current evaluation systems often fail to do these things in a meaningful way. Connecticut's new state model, SEED, strives to change that and to treat our teachers like the hard-working professionals they are. The purpose of the new evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

Teacher Evaluation Process and Timeline – Goal Setting & Planning

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

1. *Commence Process* - To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.

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

3. *Goal-Setting Conference* - Target is October 15; must be completed by November 15
   The evaluator and teacher meet to discuss the teacher's proposed goal and Indicators of Academic Growth & Development (IAGD) in order to arrive at mutual agreement about them. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed goal and objectives if they do not meet approval criteria.

4. *Mid-Year Check-In* – January/February
   The teacher and evaluator collect and reflect on evidence to date about the teacher's practice and student learning in preparation for the check-in. The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objectives (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

5. *End-of-Year Summative Review* -May and June; must be completed by June 30
   Teacher Self-Assessment – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal setting conference.

6. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the

7. final rating. Such revisions should take place as soon as state test data are available and before September 15.

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

Figure 2 provides an overview of the required observations which count as 40% of the whole rating.

TEACHER CATEGORY	OBSERVATIONS & REVIEW OF PRACTICE Figure 2
Teachers Who Meet Standards or Above (Proficient/Exemplary)	• Two year cycle of formal/informal observations • Year A: 1 formal in-class (30+ min.) + Review of Practice • Year B: 3 informal in-class (10+ min.) + Review of Practice
First and Second Year Novice Teachers	• 3 or more Observations + Review of Practice • 3 formal in-class (30+ min.); 2 include pre-conference • All of which include verbal and written feedback provided during post-conference.
Teachers Who Do Not Meet Standards (Below Standard/Developing) Teacher Improvement and Remediation Plan	• 6 or more Observations (within 120 days) + Review of Practice • 3 formal in-class; 2 include pre-conference + 3 informal in-class • Address specific performance indicators, as outlined in the Special Assistance Plan • All of which include a post-conference with written feedback • All of which are 30+ minutes

Additional Notes:

➢ At any time, an administrator may conduct additional observations.

➢ Although a rating is required for *Observations of Performance and Practice* (40%) every year, during informal years it is not necessary for administrators to tag all domains, indicators or attributes.

➢ During an informal year, a teacher may request to follow a formal observation track prior to the mid-year review.

EXAMPLES OF PARENT GOALS, SLOs and IAGDs

The following section provides examples of goals that are a part of the teacher performance rating.

Examples:
School-Based Goals for Parent Feedback

Increase the percentage of parents who say "Always" to the statement "My child's teacher communicates with parents," from 68% to 90%.

Examples: Individual Goals which support School-

Based Goals

School-Based Goals	Individual Goals
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%. Decrease the percentage of parents who say their *first* choice for information about our school is 'other people' (63% to 40%) while increasing the percentage of parents who say their *first* choice for information is the school webpage (52% to 70%).	• I will send home progress reports for math with each child every two weeks. • Every other Friday, my 6th grade students will use their work folders to write a brief letter to their parents summarizing their progress in reading and math. • 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 15th to encourage communication. • I will update my classroom webpage weekly on Mondays.

- I will submit classroom news items for the webpage once per month.

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (at least one is required)
Eighth Grade Science	My students will master critical concepts of science inquiry.	1. 82% of my students will score at the goal or higher level on the science CMT in March 2013.
Fourth Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013.	1. All 17 students assessed on the standard CMT will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4th grade CMT Reading in March 2013. 2. All 5 students (23%) assessed on the MAS for Reading CMT will achieve at the proficient or goal level on 4th grade CMT Reading MAS in March 2013.

The indicators of growth must be SMART Goals: Specific and Strategic, Measureable, Aligned and Attainable, Results-oriented and Time-bound.

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

While teachers and evaluators should confer during the goal-setting process to select a mutually agreed upon SLO. The evaluator will examine each SLO relative to the following criteria to ensure that SLOs across subjects, grade levels and schools are both rigorous and comparable:

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (at least one is required)

Seventh Grade Science	My students will master critical concepts of science inquiry.	1. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry.
High School Visual Arts	My students will demonstrate proficiency in applying the five principles of drawing.	2. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts teachers in our District.

Priority of Content	Quality of Indicators	Rigor of Objective / Indicators
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).

Additional content-specific samples are available in the appendix and on the *Connecticut Seed* website. Once SLOs are approved, teachers will monitor students' progress towards the objectives. Teachers can, for example, examine student work; administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. Progress towards SLO/IAGDs and action steps for achieving progress should be referenced in feedback conversations throughout the year.

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

During the school year, the teacher will collect the evidence required by their IAGDs, upload artifacts to Bloomboard, and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment, which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

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

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

3. Describe what you did that produced these results.

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

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

Ratings of Teacher Goals

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

For SLOs with more than one IAGD, the evaluator may score each indicator separately, and then average those scores for the SLO score, or he/she can look at the results as a body of evidence regarding the accomplishment of the objective and score the SLO holistically. It is expected that there will be multiple assessments used as evidence. For subjects that are state tested, interims must be used during the school year as well.

The final student growth and development rating for a teacher is the average of their IAGDs. For example, if one SLO was "Partially Met," for a rating of 2, and the other SLO was "Met," for a rating of 3, the Student Growth and Development rating would be 2.5 [(2+3)/2]. The individual SLO ratings and the Student Growth and Development rating will be shared and discussed with teachers during the End-of-Year Conference. 22 ½ % of the SLO will be non-standardized assessments.

The full 45% will be based on the teacher's non-state assessments. Likewise, SPI's will not be available to count toward 5% resulting in the Student Growth & Development Rating counting as 50% of the summative evaluation. The administrator's Teacher Effectiveness Outcome will count as the 5%.

TEACHER PRACTICE RELATED INDICATORS
The Teacher Practice Related Indicators (Teacher Performance and Practice and Parent Feedback) constitute half of the SEED teacher evaluation model, and evaluates the teacher's knowledge of a complex set of skills and competencies and how these are applied in a teacher's practice.

The Teacher Performance and Practice (40%) category of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three performance conversations at the beginning, middle, and end of the year.

Teacher Practice Framework – CT Rubric for Effective Teaching
The CCT Rubric for Effective Teaching is available in the appendix of this document and represents the most important skills and knowledge that teachers need to successfully educate each and every one of their students. The Rubric was developed through the collaborative efforts of the CSDE and representatives from the regional educational service centers (RESCs), the Connecticut Association of Schools (CAS), pilot districts and the statewide teachers' unions. The CCT Rubric for Effective Teaching is aligned with the four domains of CT Common Core of Teaching and includes Common Core State Standards throughout the domains. The CCT Rubric for Effective Teaching is organized into four domains (domains 1-4), each with three indicators. Forty percent of teachers' final evaluation is based on their performance across all four domains. The domains represent essential practice and knowledge and receive equal weight when calculating the summative Performance and Practice rating.

Observation Process
Research, such as the Gates Foundation's Measures of Effective Teaching study, has shown that multiple snapshots of practice conducted by multiple observers provide a more accurate picture of teacher performance than one or two observations per year. These observations don't have to cover an entire lesson to be valid. Partial period observations can provide valuable information and save observers precious time.

Observations in and of themselves aren't useful to teachers – it's the feedback based on observations that helps teachers to reach their full potential. All teachers deserve the opportunity to grow and develop through observations and timely feedback. In fact, teacher surveys conducted nationally demonstrate that most teachers are eager for more observations and feedback that they can then incorporate into their practice throughout the year.

The guidelines for observations are reiterated below.

- *Formal*: Announced or unannounced observations or reviews of practice that last at least 30 minutes and are followed by a post-observation conference, which includes both written and verbal feedback.

- *Informal*: Non-scheduled observations or reviews of practice that last at least 10 minutes and are followed by written and/or verbal feedback.

- All observations should be followed by feedback, either verbal (e.g., a post-conference, conversation in the hallway) or written (e.g., via email, comprehensive write-up, quick note in mailbox) or both, within two days of an observation.

- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that the majority of observations be unannounced.

Pre-Conferences and Post-Conferences

Pre-conferences may provide context for the lesson, providing information about the students to be observed and setting expectations for the observation process. Pre-conferences are optional for

observations except where noted otherwise. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against the CCT Rubric for Effective Teaching and for generating action steps that will lead to the teacher's improvement. A good post-conference:

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

Classroom observations provide the most evidence for domains 2 and 4 of the CCT Rubric for Effective Teaching, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching). Pre- and Post-Conference Forms are available in the appendix.

Non-Classroom Reviews of Practice

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

Teacher Performance and Practice Focus Area (in-class)

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

Each teacher will work with his or her evaluator to develop a practice and performance focus area through mutual agreement. All focus areas should have a clear link to student achievement/progress and should move the teachers towards proficient or exemplary on the CCT Rubric for Effective Teaching. Schools may decide to create school-wide or grade-specific focus areas aligned to a particular indicator (e.g., 4b: Leading students to construct new learning through use of active learning strategies).

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

Teacher Performance and Practice Scoring

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

SUMMATIVE RATING

Primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. Within the SEED model, each domain of the CCT Rubric for Effective Teaching carries equal weight in the final rating. The final teacher performance and practice rating will be calculated by the evaluator in a three-step process:

1)   Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine indicator ratings for each of the 12 indicators.

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

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

Each step is illustrated below:

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

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

- Consistency: What rating have I seen relatively uniform, homogenous evidence for

- Trends: Have I seen improvement over time that overshadows earlier observation throughout the semester/year? Does the evidence paint a clear, unambiguous picture of the teacher's performance in this area? outcomes? Have I seen regression or setbacks over time that overshadows earlier observation outcomes?

- Significance: Are some data more valid than others? (Do I have notes or ratings from "meatier" lessons or interactions where I was able to better assess this aspect of performance?) Once a rating has been determined, it is then translated to a 1-4 score.

SAMPLE SCORING FOR DOMAIN 1

CCT - Domain 1	Indicator Rating	Evaluator's Score
1a	*Developing*	2
1b	*Developing*	2
1c	*Proficient*	3
AVERAGE SCORE		**2.3**

The evaluator follows this same process by averaging indicators to a tenth of a decimal to calculate level scores. A completed sample is shown below.

SAMPLE AVERAGE SCORING FOR ALL DOMAINS

CCT - Domains	Average Results for each Domain
1	*2.3*
2	*2.6*
3	*3.0*
4	*2.5*
OVERALL AVERAGE SCORE	**2.6**

These calculation steps can be performed by district administrators and/or using tools/technology that calculates the averages for the evaluator.

SUMMATIVE RATING

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

As shown in Figure 3, the Outcome Rating and the Practice Rating constitute the final summative rating (100%).

Figure 3

Pie chart showing: School Indicator 5%; Student Outcome Rating- 50% (Student Growth 45%); Teacher Practice Rating - 50% (Teacher Performance 40%); Parent Feedback 10%
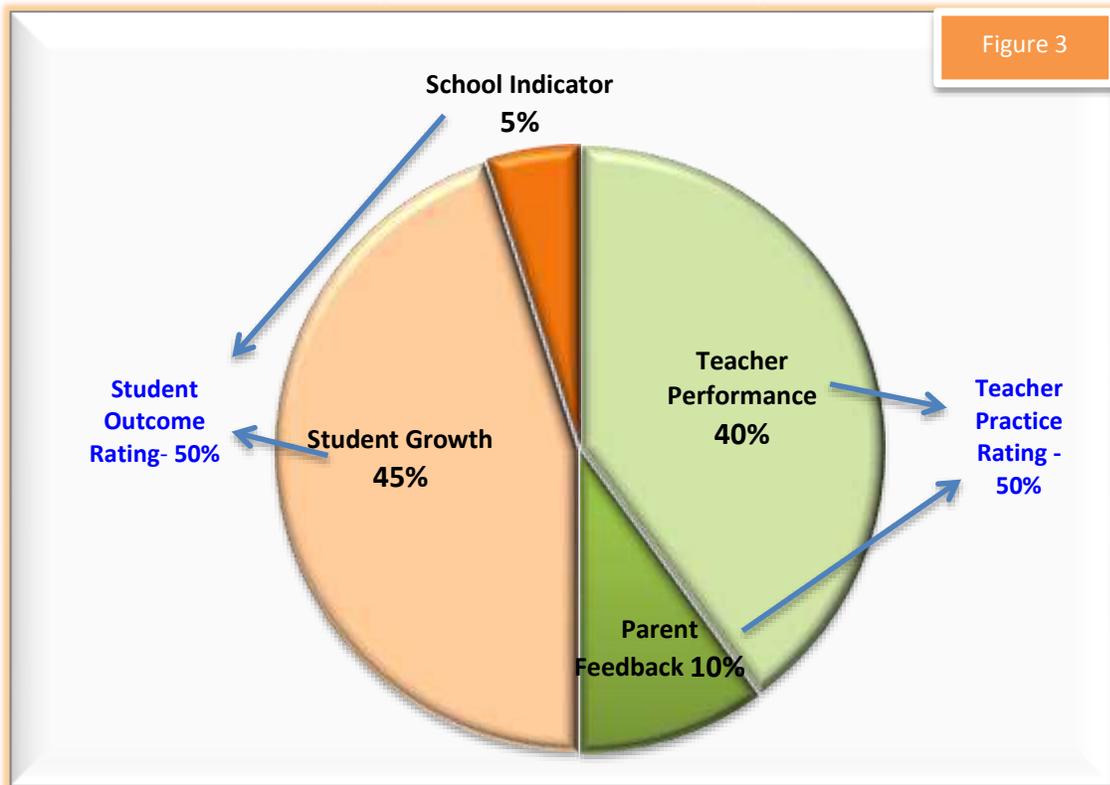
Every educator will receive one of four summative performance ratings:

Levels of Performance

4. **Exemplary**   **Substantially exceeded target/indicators**

3. **Proficient**   **Met target/indicators**

2. **Developing**   **Made progress but did not meet target/indicators**

1. **Below Standard**   **Made little or no progress toward target/indicators**

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

Most teachers will fall within the Proficient rating. All teachers should strive for, and some may attain, "**Exemplary**," which represents the ideal -- a reachable, but truly exceptional goal.

SAMPLE SUMMATIVE CALCULATION

Category	Score	Weight	Points
Observation of Teacher Performance and Practice (40%)	2	40	80
Parent Feedback (10%)	3	10	30
Total Teacher Practice Related Indicators Points		110 (Developing) *Level 2*	

+

Category	Score	Weight	Points
Student Growth and Development (SLO) (45%)	3.5	45	157.5
Whole School Student Learning Indicator or Student Feedback (5%)	3	5	15
Total Student Outcome Related Indicators Points		173 (Proficient) *Level 3*	

For the above example, the chart below is used to determine the final summative rating of Proficient.

TEACHER PRACTICE

Summative Rating Matrix	4	3	2	1
STUDENT GROWTH 4	Exemplary	Exemplary	Proficient	*Gather More Information*
3	Exemplary	Proficient	PROFICIENT	Developing
2	Proficient	Proficient	Developing	Developing
1	*Gather More Information*	Developing	Developing	Below Standard

DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS AND TENURE LAW

Effectiveness and ineffectiveness are defined as follows:

Effectiveness:

> Teachers are deemed effective if their rating is at least "Proficient". Most teachers will fall within this rating. All teachers should strive for, and some may attain, "Exemplary." Teachers, who meet the Proficient category or above are considered effective.

Ineffectiveness:

1. **Post-Tenure** teachers whose rating falls below "Proficient" are considered to be in need of assistance. An 'Assistance Plan' for the following year is required. A post-tenure teacher shall be deemed ineffective if the teacher receives *two sequential* overall ratings below "Proficient". In extreme cases, a pattern *may* consist of one year's rating.

2. A **Novice** teacher is ineffective if the teacher receives a rating of "Below Standard."

Teacher Tenure

- Public Act 12-116 makes significant changes to the Teacher Tenure Act, but these changes are not effective until July 1, 2014. While teachers will continue to achieve tenure after forty months of continuous employment for the same board of education (and teachers on the fast track may still achieve tenure in twenty months), tenure will only be achieved under the new law if the superintendent offers the teacher a contract for the following year " on the basis of effective practice as informed by performance evaluations conducted pursuant to section 10-151b".

- There are also changes in the nonrenewal and termination processes. A teacher who   is non-renewed will have three days after notice of non-renewal to request a statement of the reason or reasons for nonrenewal. The Superintendent will then have to respond not later than four days after receiving the teacher's request. The teacher will be entitled to a hearing no later than ten days after receipt of a notice of termination, rather than the twenty days currently provided. Hearings will take place before the board of education   or a subcommittee thereof. Both parties will be able to agree to have the hearing before a single impartial hearing officer. The option to conduct the hearing before a three-person panel has been eliminated.   As is currently the case, teachers continue to have no right   to a hearing if the reason for non-renewal is elimination of the position or loss of the   position to another teacher.

- The Act will change the law as regards to tenured teachers as well. It adds "ineffectiveness" to "inefficiency or incompetence" as a reason to terminate a teacher's contract.

- For terminations after July 1, 2014, determination of incompetence or ineffectiveness must be based on performance evaluations developed in accordance with statute and the State's evaluation guidelines. When the superintendent gives written notice that the teacher's contract in under consideration for termination, he or she will then be required simultaneously to give the teacher a statement of the reasons for such consideration.

- The timelines for hearings concerning the termination of tenured teachers have been shortened as well, including a requirement that the process be concluded within forty-five days (subject to an extension of fifteen days) and the provision for a three-member hearing panel will be eliminated.

- There are more significant changes when the reason for termination is "incompetence" or "ineffectiveness". The Act provides that the hearings must be completed in a total of twelve hours (six hours allotted to each side), with a timeline extension granted only when good cause is shown.

- Under the current law, the burden is on the superintendent to show that the teacher is incompetent. That is very time-consuming because the various classroom observations must be reviewed and arguments made to show how the teacher's performance was incompetent.

- The scope of the hearing under the new law will be dramatically different. Now, the hearing will be limited to whether the performance evaluation ratings of the teacher were determined and developed in good faith, in accordance with the program developed by the local or regional board, and were reasonable in light of the evidence presented. These welcome changes will simplify the termination process in such cases. (Section 57)

Dispute-Resolution Process

When a staff member disagrees with an evaluator's assessment of objectives/goals, the evaluation period, or feedback on performance and practice, he/she is encouraged to discuss the areas of concerns with the evaluator. The determination regarding the issue may be brought to the superintendent.

CORE REQUIREMENTS FOR THE EVALUATION OF STUDENT AND EDUCATOR SUPPORT SPECIALISTS

As provided in Sec.10-151b of the 2012 Supplement (C.G.S.) as amended by section 51 of P.A. 12-116, "The superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each Student and Educator Support Specialist," in accordance with the requirements of this section. Local or regional boards of education shall develop and implement Student and Educator Support Specialist evaluation programs consistent with these requirements.

Flexibility from Core Requirements for the Evaluation of Teachers

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

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

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

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

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

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

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

iv. The educator and evaluator will identify the learning standard to measure: the educator is responsible for his/her role, individual teacher, a team of teachers, a grade level or the whole school population of students which would impact student growth (e.g. high absenteeism, highly mobile population in school).assessment, data or product for measuring growth; the timeline for instruction and measurement; how baseline will be established; how targets will be set so they are realistic yet rigorous; the strategies that will be used; and the professional development the educator needs to improve their learning to support the areas targeted.

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

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

ADMINISTRATOR EVALUATION AND DEVELOPMENT

Administrators are the catalyst for student achievement as their leadership influences teacher outcomes. Similarly to the teacher evaluation, the evaluation of administrators are based on four categories:

Two areas contribute to the *Administrator's Leadership Practice Rating (50%)*:

1. Leadership practice (40%)- An evaluation of the core leadership practices and skills that positively affect student learning– by direct observation of practice and the collection of other evidence; as defined in the Common Core of Leading (CT School Leadership Standards).

   ▪ Administrators who are new to the district, school or assignment/setting, or who received ratings of developing or below standard, will have a minimum of four school site observations.

   ▪ Administrators who are not new or who have successful ratings will have a minimum of two school site observations.

2. Stakeholder feedback (10%)- assessed by the administration of a survey with measures that align to the Connecticut Leadership Standards. The surveys will be anonymous and the questions used will be from Panorama.

Two areas contribute to the *Administrator's Student Outcomes Rating (50%)*:

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. 22 ½% must be based on at least two locally-determined indicators of student learning. At least one of the local indicators must be from subjects and/or grades that are not assessed by the state. All local indicators must align to CT learning standards. High school administrators must select indicators that include the cohort graduation rate and the extended graduation rate.

   ➢ Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrators' evaluation.

4. Teacher Effectiveness (5%) – as measured by an aggregation of teachers' student learning objectives.

The collective results of the aforementioned areas determine the overall rating for an administrator defined below.

   ➢ Overall = Practice Rating (50%) + Outcomes Rating (50%) = Summative Rating (100%)

   A visual representation of a sample yearly evaluation cycle is shown below.

Process and Timeline

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. The superintendent can determine when the cycle starts. The superintendent will spend more time in schools observing practice and giving feedback. The superintendent, as the evaluator of administrators, will participate in training that includes effective observations and provides high-quality feedback. In addition, the superintendent will participate in state-sponsored training of this rubric.

The superintendent will provide administrators with materials outlining the evaluation process, including the rubric used for assessing administrator practice, the instruments to be used to gather feedback from stakeholders and their alignment to the rubric, and the process and calculation by which all evaluation elements will be integrated into the overall rating.

The table shown below further outlines the process.

Step 1: Orientation and Context-Setting

Region 12 administrators will utilize the district's SEED document and review student learning data, SPI Index, stakeholder survey data, superintendent's learning priorities, and the developed school improvement plan that includes student learning goals prior to establishing goals.

Step 2: Goal-Setting and Plan Development

Region 12 administrators will identify a minimum of two 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 will also determine a minimum of one focus area for their practice; choosing from among the CT School Leadership Standards. The administrator and evaluator are to discuss the supports and professional learning needed to assist the administrator achieve her goal. The locally-determined measures must align to CCSS or Connecticut Content Standards. For administrators in high school, one measure must include the cohort graduation rate and the extended graduation rate.

Step 3: Plan Implementation and Evidence Collection

As the plan is implemented, the evaluator and administrator both collect evidence. For building administrators this includes a minimum of two site visits. For new administrators, or those receiving a rating of *developing* or *below standard*, a minimum of four visits is required. Besides school visits, there are no prescribed evidence requirements. This model relies on the professional judgment of the administrator and evaluator to determine appropriate sources of evidence and ways to collect evidence.

Step 4: Mid-Year Formative Review

A formal check-in between the evaluator and administrator will be scheduled for Jan/Feb. Available student achievement data is reviewed. In addition, evidence of the practice focus area will be discussed. Changes may be made to the goals during the mid-year review. The mid-year review is meant to be a focused discussion.

Step 5: Self Assessment

In the spring, the administrator reviews all the data and completes a summative self-assessment on all 18 elements of the CCL: CT School Leadership Standards for review by the evaluator. Due by May 30.

End of Year Expected Outcome

It is expected that the administrator can connect improvement in the practice focus area to the outcome goals and survey targets, creating a logical through-line from practice to outcomes. Following the end of year conference, the evaluator uses the preponderance of evidence to assign a summative rating for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the chart on page. The superintendent will also create a summary report completed by June 30. If the results of standardized tests impacts the summative rating, an adjustment may be made by September 15.

OBSERVATION OF LEADERSHIP PRACTICE (40%)

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

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

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

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

3.   *Organizational Systems and Safety*: Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

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

5.   *Ethics and Integrity*: Education leaders ensure the success and achievement of all students by being ethical and acting with integrity.

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

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

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

Exemplary: The Exemplary Level focuses on the concepts of developing capacity for action and leadership beyond the individual leader. Collaboration and involvement from a wide range of staff, students and stakeholders is prioritized as appropriate in SEED: Connecticut's System for Educator Evaluation and Development State Model	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.
Page 58 8/14/2013 distinguishing Exemplary performance from Proficient performance.			

Additional criteria is specified for the Leadership Practice Rating (based on Common Core of Leading):

Principals and Central Office Administrators

Exemplary	Proficient	Developing	Below Standard
Exemplary on Teaching and Learning + Exemplary on at least two other performance expectations + No rating below Proficient on any other performance expectation	At least proficient on Teaching and Learning + At least Proficient on at least three other performance expectations + No rating below Developing on any performance expectation	At least Developing on Teaching and Learning + At least Developing on at least three other performance expectations	Below Standard on Teaching and Learning OR Below Standard on at least three other performance expectations

Assistant Principals and Other School-Based Administrators

Exemplary	Proficient	Developing	Below Standard

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

STAKEHOLDER FEEDBACK (10%)

For each administrator, 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 staff/community/students. Sample surveys are included on the SEED website as well as in the appendix of this document. Surveys must align to at least some of the Connecticut School Leadership Standards. Surveys will be administered twice a year, fall and spring. One target for growth will be selected based on the initial results. The scale used for the rating is as follows:

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

STUDENT LEARNING (45%)

Student learning is weighted equally by (a) performance and progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth 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. At least one indicator will be from a grade/subject that is not state tested.

State Measures of Academic Learning - The SPI goal for a school is 88. Currently, the state's accountability system includes two measures: SPI progress for the whole school and SPI progress for student subgroups. Administrators who work in schools with two SPIs will use the average of the two SPI ratings. A sample goal calculation for a school that has an SPI below 88 is shown below.

Step 1: Determine SPI Progress

If SPI is greater than or equal to 88	Did not maintain	Maintain	
	1	4	

If SPI is below 88	Less than 50% of target progress	If 50-99% of target progress	If 100-125% of target progress	If greater than 125% of target progress
	1	2	3	4

<u>Example</u>: Current SPI of 64.

A reasonable achievement target is 1/12 of the growth needed to reach 88.

(88-64)/12 = 2

The rating of SPI Progress is shown below.

Step 2: Subgroup SPI Progress is also weighted

The weights recommended for SPI Progress is 100% minus the subgroup % (if applicable). A reasonable percentage for the SPI Subgroup Progress is 10%. A sample weighted score is shown below.

❖ If the SPI Progress score is 3, and the Subgroup Progress score is 2, then the Summary Score would be calculated as follows:

Measure	Score	Weight	Summary Score
SPI Progress	3	.9 (90%)	2.7
SPI Subgroup Progress	2	.1 (10%)	.2
Total			**2.9**

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

<u>SAMPLE SLOs</u>

 By June, 2014, 80% of students who attend school from September, will make at least one year's growth in reading as measured by MAP/NWEA assessments.

 80% of students will attain Goal or higher on the science inquiry strand of the CMT.

 By June, 2014, 100% of 9th grade students will accumulate sufficient credits to be in good academic standing as sophomores.

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 use s 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 devel ops clear and measurable SLOs for the chosen assessments/indicators (see the SLO Form and SLO Quality Test).

☐ The administrator shares the SLOs with her/his evaluator, informing a conversation designed to ensure that:

- The objectives are adequately ambitious.

- There is adequate data that can be collected to make a fair judgment about whether the administrator met the established objectives.

- The objectives are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.

- The professional resources are appropriate to supporting the administrator in meeting the performance targets.

The administrator and evaluator collect interim data on the SLOs to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

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

Exemplary	Proficient	Developing	Below Standard
Met all objectives and substantially exceeded both targets	Met one objective and made progress on the other target	Met one objective and made substantial progress on the other	Did not meet either objective

Student Learning Summative Rating

The overall student learning rating is based on the State Measures of Academic Learning and the locally determined Measures of Academic Learning.

Student Learning Rating Matrix	STATE MEASURES OF ACADEMIC LEARNING			
	4	3	2	1
Locally Determined Measures 4	Exemplary	Exemplary	Proficient	*Gather More Information*
3	Exemplary	Proficient	Proficient	Developing
2	Proficient	Proficient	Developing	Developing
1	*Gather More Information*	Developing	Developing	Below Standard

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. The rating chart is shown below.

Exemplary	Proficient	Developing	Below Standard
Over 80% of teachers are rated at least proficient on their SLOs	Over 60% of teachers are rated at least proficient on their SLOs	Over 40% of teachers are rated at least proficient on their SLOs	Less than 40% of teachers are rated at least proficient on their SLOs

SUMMATIVE OVERALL ADMINISTRATOR EVALUATION RATING

Each administrator shall annually receive a summative rating in one of four levels: Exemplary, Proficient, Developing or Below Standard.

Levels of Performance

4. **Exemplary**   **Substantially exceeded target/indicators**

3. **Proficient**   **Met target/indicators**

2. **Developing**   **Meeting some indicators of performance but not others**

1. **Below Standard**   **Not meeting indicators of performance**

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 2 student learning objectives aligned to school and district priorities

☐ 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 rated developing is expected. If, by the end of three years, performance is still rated developing, there is cause for concern.

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

SUPPORT AND DEVELOPMENT

➢ *Evaluation-Informed Professional Learning*
Administrators will pursue opportunities to enhance one's own skills as it relates to student learning results, observations of professional practice and/or the results of stakeholder feedback. This may include professional reading, web-based resources, out-of-district professional development, collaborative exchanges with colleagues, and/or other inter-district shared offerings. The process may also reveal areas of common need among administrators, which can then be targeted with district-wide professional development opportunities.

➢ *Improvement and Remediation Plans*
Administrators will receive support when an area(s) of concern is identified. Support may include professional reading, web-based resources, observations, and is intended to provide short-term assistance to address a concern in its early stages.
Improvement and remediation plans should be developed in consultation with the administrator and his/her exclusive bargaining representative and be differentiated by the level of identified need and/or stage of development. Plans must have clear timeframes, specific targets and expectations of improvement. These requirements are further outlined below.

Improvement and remediation plans must:

▪ identify resources, support and other strategies to be provided to address documented deficiencies;

- indicate a timeline for implementing such resources, support and other strategies, in the course of the same school year as the plan is issued; and

- include indicators of success including a summative rating of proficient or better at the conclusion of the improvement and remediation plan.

Levels of Improvement Plans:

- <u>Structured Support</u> is a short term plan (less than 60 days) that is well defined. If this plan does not result in satisfactory improvement, then a special assistance plan will be developed.

- <u>Special Assistance</u> is intended to assist an educator who is having difficulty consistently demonstrating proficiency throughout the year or if the overall performance rating is developing or below standard. Goal setting will be determined based on documented deficiencies. Union representation is recommended. Resources may include coaching, observations of proficient or exemplar administrators, accessing professional reading, we-based resources, district professional development, collaborative exchanges with colleagues and or other inter-district offerings. Timeline must be specified. Meeting the outlined goals of the plan will be the indicators of success. If success is not met, then an intensive assistance plan will be developed.

- <u>Intensive Assistance</u> is offered when the goals of the special assistance plan are not met within the identified timeline. Goal setting will be determined based on the documented deficiencies. The timeline is not to exceed 180 school days. Resources may include additional administrator support/observations, coaching, observations of proficient or exemplar administrators, accessing professional reading, web-based resources, district professional development, collaborative exchanges with colleagues, and/or other inter-district shared offerings. Success will be based on a summative rating of proficient or exemplary.

➢ *Career Development and Growth*

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all administrators. Educators who exemplify strengths that are instrumental in improving student achievement will have opportunities to expand that success. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career administrators; participating in development of educator improvement and remediation plans for peers whose performance is developing or below standard; leading Professional Learning; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

➢ *Dispute Resolution Process*

Administrators will be evaluated by the superintendent. When an administrator disagrees with the superintendent's assessment of objectives/goals, the evaluation period, feedback or other concern raised during the evaluation process, he/she may seek to meet with the superintendent, a union representative and a neutral third party to discuss the concerns. The superintendent shall decide the determination of the issue. If the administrator is not satisfied, he/she may choose to write a commentary to attach to the evaluation.

The rating will be determined using the following steps:

    1. Determining a Leader Practice Rating;

    2. Determining a Student Outcomes Rating; and

    3. Combining the two into an overall rating using the Summative Matrix.

Each step is illustrated below:

Step 1: 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 as demonstrated with the rating table shown below.

Component	Score (1-4)	Weight	Points
Observation of Leadership Practice	2	40	80
Stakeholder Feedback	3	10	30
Total Leader Practice-Related Points			**110**

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

Step 2: OUTCOMES: Student Learning (45%) + Teacher Effectiveness (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 (http://www.connecticutseed.org/wpcontent/uploads/2013/07/Summative_Rating_Form.pdf), 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 as demonstrated with the sample below.

Component	Score (1-4)	Weight	Points
Student Learning (SPI Progress and SLOs)	3	45	135
Teacher Effectiveness Outcomes	2	5	10
Total Student Outcomes-Related Points			145

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

Step 3: 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. *For the sample shown above, the overall rating is Proficient.*

OVERALL LEADER PRACTICE RATING

Overall Summative Rating Matrix

Overall Student Outcomes Rating

	4	3	2	1
4	Exemplary	Exemplary	Proficient	Gather More Information
3	Exemplary	Proficient	Proficient	Developing
2	Proficient	Proficient	Developing	Developing
1	Gather More Information	Developing	Developing	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

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.

APPENDIX

A. COMMON CORE OF TEACHING/TEACHER JOB DESCRIPTION
Link to Connecticut's Common Core

B. CONNECTICUT SEED WEBSITE

Link to Connecticut's SEED Website

SEED = System for Educator Evaluation and Development

C. TEN EFFECTIVE RESEARCH-BASED INSTRUCTIONAL STRATEGIES

Robert J. Marzano (2000) identified ten research-based, effective instructional strategies that cut across all content areas and all grade levels. Each requires specific implementation techniques to produce the effects reported; therefore, learning to use them correctly meets Canton's CPG expectations.

1. **Vocabulary**. Research indicates that student achievement will increase by 12 percentile points when students are *Classroom Instruction* and *A Handbook* taught 10-12 words a week; 33 percentile points when *for Classroom Instruction That Works* vocabulary is focused on specific words important to what students are learning. Requires specific approaches.

These two resources, *What Works in Classroom Instruction* and *A Handbook for Classroom Instruction That Works* by Robert J. Marzano, are available in

your school's professional library.

2. **Comparing, contrasting, classifying, analogies, and metaphors**. These processes are connected as each requires students to analyze two or more elements in terms of their similarities and differences in one or more characteristics. This strategy has the greatest effect size on student learning. Techniques vary by age level.

3. **Summarizing and note-taking.** To summarize is to fill in missing information and translate information into a synthesized, brief form. Note-taking is the process of students' using notes as a work in progress and/or teachers' preparing notes to guide instruction.

4. **Reinforcing effort and giving praise**. Simply teaching many students that added effort will pay off in terms of achievement actually increases student achievement more than techniques for time management and comprehension of new material. Praise, when recognizing students for legitimate achievements, is also effective.

5. **Homework and practice**. These provide students with opportunities to deepen their understanding and skills relative to presented content. Effectiveness depends on quality and frequency of teacher feedback, among other factors.

6. **Nonlinguistic representation**. Knowledge is generally stored in two forms -- linguistic form and imagery. Simple yet powerful non-linguistic instructional techniques such as graphic organizers, pictures and pictographs, concrete representations, and creating mental images improve learning.

7. **Cooperative learning**. Effective when used right; ineffective when overused. Students still need time to practice skills and processes independently.

8. **Setting objectives and providing feedback**. Goal setting is the process of establishing direction and purpose. Providing frequent and specific feedback related to learning objectives is one of the most effective strategies to increase student achievement.

9. **Generating and testing hypotheses**. Involves students directly in applying knowledge to a specific situation. Deductive thinking (making a prediction about a future action or event) is more effective than inductive thinking (drawing conclusions based on information known or presented.) Both are valuable.

10. **Cues, questions, and advanced organizers**. These strategies help students retrieve what they already know on a topic. Cues are straight-forward ways of activating prior knowledge; questions help students to identify missing information; advanced organizers are organizational frameworks presented in advance of learning.

D. ADDITIONAL INSTRUCTIONAL RESOURCES

Connecting research recommendations to classroom practice can improve instruction. These key

research-based strategies have impact on student achievement—helping all students, in all kinds of classrooms. Strategies are organized into categories of familiar practices in order to help teachers finetune their teaching and improve student achievement.

Focus on Effectiveness and Researched-Based Strategies

http://www.netc.org/focus/strategies/

E. GLOSSARY

21st Century Skills:	Skills emphasized in a global-economic (vs. industrial) society, such as scientific and technology literacy, visual and media literacy, global awareness, cultural literacy, adaptability, self-direction, creativity, risk-taking ability, higher-order thinking, reasoning ability, collaboration, interactive communication, prioritizing, long-range planning ability, use of real-world digital tools, knowledge of realworld applications, imagination, vision 21st Century Skills Framework for 21st Century Learning ThinkFinity 21st Century Skills
Below Standard:	A seriously deficient teacher performance rating based on or more of the Teacher Evaluation Plan Rubrics. After notice in writing, the teacher is faced with the immediate responsibility of alleviating the concerns outlined in the teacher Rubrics. An Action Plan must be written with the support of the Supervisor within 10 days, and implemented within the next 5 days. The inability to achieve a "Meets Standards" rating within six (6) months could result in a recommendation for dismissal.

| Authentic Assessment: | A form of assessment in which students are asked to perform realworld tasks that demonstrate meaningful application of essential knowledge and skills. Authentic assessment drives the curriculum. That is, the teacher first determines the tasks that students will perform to demonstrate their mastery, and then a curriculum is developed that will enable students to perform those tasks well, which would include the acquisition of essential knowledge and skills. This has been referred to as *backward design.*

Wiggins *Case for Authentic Assessment*

New Horizons for Learning

Edutopia |
|---|---|

| Classroom Walk-Through: | A strategy for school improvement. Three-to-five minute nonthreatening, non-evaluative walk-throughs with a relevant data collection tool, give school leaders a quick snapshot of the school's or a grade-level team's instruction and student learning. That snapshot is used to engage teachers in conversations about how to improve instruction. Walk-throughs are intended to be separate from the teacher evaluation process, except when the teacher is individually working with a specific data collection.

Education World |
|---|---|

Collaboration:	Collaboration is process where two or more people work together for common goals by sharing their knowledge, learning together, and building consensus. Collaboration does not require leadership and teams that work collaboratively can obtain greater resources, recognition, and results than individuals working alone. Collaboration is the most effective method of transferring 'know how' among individuals, therefore it is critical to creating and sustaining a competitive advantage. Collaboration refers to the work among teachers in grade-level teams, content area teams, departments, or collegial partnerships. It also refers to the work among teachers, specialists, and paraprofessionals and tutors. Collaboration among pairs or small groups of students to complete a task or solve a complex problem is called collaborative learning and is an important instructional strategy. Collaborative Problem-Solving Collaborative Learning Eureka!
Common Core of Teaching:	The CCT, or Common Core, is Connecticut's comprehensive definition of the knowledge, skills, and competencies that teachers need to ensure students learn and achieve at high levels. These skills and competencies were the foundation of the five Teacher Evaluation Plan Rubrics. Common Core of Teaching
Data-Driven Decision Making (DDDM) **(See also Professional Learning Community - PLC)**	DDDM engages a team of teachers in an ongoing cycle of instructional improvements which involves: 1. developing common assessments; 2. analyzing student work following the assessment; 3. planning instruction to improve student performance; 4. reassessment and analysis

	E-Lead: Leadership for Success Taking Data Analysis to the Next Level Making Sense of Data-Driven Decision Making

Differentiation:	Differentiated instruction is the art of modifying instruction, materials, content, student projects, and assessments to meet the learning needs of individual students. In a differentiated classroom, teachers recognize that all students are different and require varied teaching methods to learn. In differentiated classrooms, teachers include a wide range of strategies and methods, including: behavior modification plans, using audio books, turning on closed captioning to improve reading during videos, using manipulatives in math instruction, and so on. Individualized Instructional Strategies A Differentiation Resource UConn's National Research Center on the Gifted and Talented
DPI (District Performance Index)	District Performance Index (DPI) indicates overall District-level student performance based on Connecticut Mastery Test (CMT) results.
Higher-Order Thinking Skills **[HOTs]**	Higher-order thinking skills involve logical thinking and reasoning including skills such as comparison, classification, sequencing, cause/effect, patterning, webbing, analogies, deductive and inductive reasoning, forecasting, planning, hypothesizing, and critiquing. Teacher Tap Higher Order Thinking Skills HOTS Official Site
IAGD (Indicator of Academic Growth and Development)	An Indicator of Academic Growth and Development (IAGD) is the specific evidence, with quantitative targets, that will demonstrate whether a Student Learning Objective (SLO) was met. Each SLO must include at least one IAGD. Each IAGD must 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.
Inquiry-based Instruction:	Memorizing facts and information is not the most important skill in today's world. Facts change and information is readily available.

What's needed is an understanding of how to get and make sense of the mass of data. Inquiry implies involvement that leads to understanding. Furthermore, involvement in learning implies possessing skills and attitudes that permit students to seek resolutions to questions and issues while they construct new knowledge.

Characteristics:

- focuses students' inquiry on questions that are challenging, debatable, and difficult to solve

- teaches students specific procedures, strategies, or processes that are essential to the attempts at answering the focus questions (i.e., teaches thinking and problem-solving skills)

- structures lessons to include opportunities for students to access information that is crucial to the inquiry

- structures lessons so that students have opportunities to work with peers

- sequences a series of activities and lessons so that they work together in moving students toward a general goal

- builds into lessons the opportunities for performance

- involves students in the process of developing the standards for performance

- relies on authentic assessment of learning Tripod eMints

  Teaching Tips

Intervention: **[see also RTI, SRBI]**	Intervention applies to children of school age or younger who are discovered to have a special learning need that is affecting their achievement. Intervention consists of providing classroom support for these children to lessen the effects of the condition. Intervention can be remedial or preventive in nature – remediating existing learning problems or anticipating and preventing future learning problems. Intervention requires immediate attention by the teacher in the classroom rather than waiting for the gap to worsen and making a recommendation for future identification.
Observation:	There are two layers of observation: • The classroom walk-through, used to gather data about instructional practices among grade-level team members and/or among the building's teachers. CWT data is not evaluative, but may trigger classroom observation and evaluation • Classroom observation and evaluation, using the District's Performance Rubrics and evaluation form, with follow-up feedback. Classroom observation may occur at any time. Observation is also extended beyond the classroom to teachers' additional professional responsibilities, such as but not limited to, recess duty, team meetings, Curriculum Nights, parent conferences, and so on.
RTI **[Response to Intervention]** **[See also: SRBI]**	Response to Intervention (RTI) is the name and acronym for the federal mandate which is the counterpart to Connecticut's SRBI. (See SRBI below) RTI Network
SEED (System for Educator Evaluation and Development)	Connecticut's **S**ystem for **E**ducator **E**valuation and **D**evelopment, known as SEED, outlines a new model for the evaluation and support of educators in Connecticut and is aligned to the Connecticut Guidelines for Educator Evaluation approved by the State Board of Education on June 27, 2012. Detailed information about the model can be found in the SEED Handbook. SEED Website

SLO (Student Learning Objective)	A Student Learning Objective (SLO) is an academic goal that teachers/administrators and evaluators set for groups of students. In the SEED Handbook, there are differences between how SLOs are defined within the teacher model and the administrator model. The table below outlines these differences.

Administrator SLOs	**Teacher SLOs**
Administrator SLOs combine the three areas of teacher SLOs into one SMART statement. They are written like a SMART goal and include target, measurement, and time within a single SLO. They should: • Align to district and school learning goals • Provide a measure • Be written in SMART Goal format • Focus on priority areas	Teacher SLOs contain three component parts: broad goals for student learning that address a central purpose, a rationale that explains why this is an important area of improvement, and at least one IAGD which is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met.	
Smarter Balanced Assessment [Consortium]	Smarter Balanced Assessments, which will replace the CMT in the near future, go beyond multiple-choice questions to include extended response and technology-enhanced items, as well as performance tasks that allow students to demonstrate critical-thinking and problem-solving skills. Performance tasks challenge students to apply their knowledge and skills to respond to complex real-world problems. They can best be described as collections of questions and activities that are coherently connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, writing and research skills, and complex analysis, which cannot be adequately assessed with traditional assessment questions. The performance tasks will be taken on a computer (but will not be computer adaptive) and will take one to two class periods to complete. The Smarter Balanced Assessments are aligned with the Common Core State Standards (CCSS) and will replace CMT assessments.

SMART Goal	At the start of the school year, each educator will work with his or her evaluator to develop their practice and performance goal(s) and SLOs through mutual agreement. All goals should have a clear link to student achievement and school/district priorities. Goals should be SMART:
	S=Specific and Strategic M=Measurable A=Aligned and Attainable R=Results-Oriented T=Time-Bound
SPI (School Performance Index) **(See also DPI)**	SPI is the School Performance Index and indicates overall student performance in a school based on Connecticut Mastery Test (CMT) results. Beginning in 2012, each school receives its SPI from the State. In Canton, at all three schools, the SPI Index goals were to "maintain."
SRBI: **[Scientific Research Based Intervention]**	SRBI is *Connecticut's* framework and acronym for the Federal RTI mandate. It is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both. In Tier 1, all students receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support. In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs. This instruction cannot be 'more of the same,' but must incorporate new strategies. This instruction can take place in or out of the classroom in small groups with these guidelines: 2 – 3 times a week for 20 – 30 minutes. In Tier 3, students receive individualized, intensive interventions that target the students' specific skill deficits and capitalize on the student's specific strengths for the remediation of existing problems and the prevention of more severe problems. Tier 3 follows these guidelines: 3 – 5 times per week for 30 – 40 minutes.

Supervisor:	Supervisor refers to administrators (such as superintendent, assistant superintendent, director, principal, assistant principal) who are working under a valid 092 Certificate and serving as evaluators. Supervisors have completed 15 hours of evaluation training. Supervisors may act as coaches and mentors; but coaches and mentors cannot act as supervisors.

F. PROFESSIONAL DEVELOPMENT

The General Assembly passed An Act Concerning Educational Reform, Public Act 12 116, which includes substantive changes to the requirements for the professional educator certificate and new requirements for professional development in public schools. The law in its entirety may be accessed at: Public Act No. 12-116

The following outlines the specific changes that impact current holders of and future applicants for a professional educator certificate and new requirements for planning and implementing professional development programs.

Continuation of the Professional Educator Certificate
Effective July 1, 2012, continuing education units (CEUs) will not be required for applicants requesting continuation of the professional educator certificate. Section 36 of P.A. 12-116 eliminates the requirement for professional educator certificate holders to complete 9.0 CEUs (90 contact hours) during the five-year period for which the professional educator certificate was issued. Anyone applying on and after July1, 2012, for a continuation of the professional educator certificate will no longer be required to provide verification of completion of CEUs. Form ED 179 Application for Continuation of Professional Educator Certificate has been revised to reflect this change. Administrators will continue to need CEUs.

Degree Requirements for the Professional Educator Certificate
Section 36 of P.A. 12-116 requires anyone applying for a professional educator certificate on and after July 1, 2016, to have completed a master's degree in an appropriate subject matter area related to such person's certification endorsement area, as determined by the State Board of Education, in order to be issued a professional educator certificate. The CSDE, in consultation with the Educator Preparation Advisory Council, will be developing a policy related to "appropriate subject matter degrees" and will seek State Board approval for such policy. Once approved, these guidelines on appropriate subject matter degrees will be provided and applied. Principals and administrators may use these guidelines to advise teachers on advanced degrees that will enhance their ability to improve student learning.

Program of Professional Development (PD) Requirements

The following is a summary of Section 39 of P.A. 12-116, subsections (a) through (d), inclusive, pertaining to the mandate for PD. While implementation of professional development as outlined below is not required until 2013-2014, **we strongly encourage district leadership, in collaboration with teacher representatives, to begin the PD planning process during the 2012-2013 school year and begin to align the PD with the individualized teacher needs identified through the current evaluation process.** In addition, it is the responsibility of the individual teacher, in collaboration with his/her administrator, to identify and participate in appropriate professional development activities to address the needs identified in his/her annual evaluation. Districts and teachers should create a log or

other tracking method for the professional development that has been completed which may be reviewed and audited by the CSDE going forward.

The law in its entirety may be accessed at: http://www.cga.ct.gov/2012/ACT/PA/2012PA-00116-R00SB00458-PA.htm

Educator Certificate Information and Applications:
http://www.sde.ct.gov/sde/cwp/view.asp?a=2613&Q=321230&sdePNavCtr=|#45442

CONNECTICUT STATE DEPARTMENT OF EDUCATION
COMMON CORE OF TEACHING (CCT) RUBRIC FOR EFFECTIVE TEACHING

Pre-Observation Plan for Classroom Teachers

Teacher _____ Grade Level_____ Date of lesson _____

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

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

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

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

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

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

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

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

Lesson Development/Instructional Strategies

• Identify the instructional grouping/s (whole class, small groups, pairs, individuals) you will use in each lesson segment and approximate time frames for each.

• Describe what instructional strategies you will use and the learning activities in which students will be engaged in order to gain the key knowledge and skills identified in the learning objective(s). This may also include a description of how you will *initiate* (set expectations for learning and purpose) and *close* (understanding the purpose) the lesson.

Also include a description of how you will *initiate* (set expectations for learning and purpose) and *close* (understand the purpose) the lesson.

<u>Students Needing Differentiated Instruction:</u>

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

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

Which students do you anticipate may struggle with the content/learning objectives of this lesson?		
Student initials or group	Evidence that the student needs differentiated instruction	How will you differentiate instruction **in this lesson** to support student learning?
Which students will need opportunities for enrichment/a higher level of challenge?		
Student initials or group	Evidence that the student needs differentiated instruction	How will you differentiate instruction **in this lesson** to support student learning?

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Common Core of Teaching (CCT) Rubric for Effective Teaching

Pre-Observation Conference Protocol

Teacher_____ School _____ Date_____

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

1. Will you still be implementing the plan you submitted or has it changed?

2. Do you have any additional data, artifacts or information about the lesson or the students' learning or behavior you wish to share?

3. On what assessment data/evidence did you base your determination of prior or present level of student knowledge and skills for the class versus those needing differentiation?

4. Do you anticipate any student misconceptions, misunderstandings or challenges?

5. How do you know that the strategies/tasks/questions are appropriately challenging for students? How will students be engaged in problem-solving or critical thinking?

6. How did you decide upon the lesson-based assessment strategies you will use?

CONNECTICUT STATE DEPARTMENT OF EDUCATION

Common Core of Teaching (CCT) Rubric for Effective Teaching
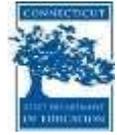
Post-Observation Reflection

Teacher_____ School _____ Date_____

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

1. As you think about your lesson and how it progressed, which of your instructional strategies were most effective in helping students learn? What evidence supports your conclusions?

2. If you made changes or adjustments during your lesson, what were they, and what led you to make them?

3. To what extent did students achieve the learning outcomes you intended? What evidence from student work or assessment do you have that provides you with sufficient information about student learning/progress towards the learning outcome? (Bring student work or assessments from the lesson to the Post-Observation Conference.)

4. During our Pre-Observation Conference we discussed students requiring differentiated instruction. **Briefly** describe what you observed about the performance of the students for whom the instruction was differentiated.

5. What have you learned from this lesson or others that will affect your planning for future lessons, either in terms of your own instructional skills or in addressing students' instructional needs? If you were to teach this lesson again, would you do anything differently? If yes, why?

6. As you reflect on your overall instruction and ability to support student learning, what have you identified as areas for your own professional growth?

SLO Development Guide

Does not	Meets	Meets or			
			Teacher:	Reviewer:	
			SLO Title:	Grade:	Date:
			Content Area:	School:	

Does not	Meets	Meets or	
			Student Learning Objective *What is the expectation for student improvement related to school improvement goals?*
			SLO focus statement describes a broad goal for student learning and expected student improvement
			Reflects high expectations for student improvement and aims for mastery of content or skill development
			Is tied to the school improvement plan
			Baseline – Trend Data *What data were reviewed for this SLO? How do the data support the SLO?*
			Identifies ***source(s)*** of data about student performance, including pre-assessment, trend data, historical data, prior grades, feedback from parents and previous teachers, and other baseline data
			Summarizes student data to ***demonstrate specific student need*** for the learning content tied to specific standards *(including strengths and weaknesses)*
			Student Population *Who are you going to include in this objective? Why is this target group/class selected?*
			Justifies why this class and/or targeted group was selected, ***as supported by data comparing the identified population of students to a broader context of students*** (i.e., other classes, previous year's students, etc.)
			Describes characteristics of student population ***with numeric specificity*** including special needs relevant to the SLO (e.g., I have 6 English language learners, 4 students with reading disabilities…)
			Includes a large proportion of students including specific target groups where appropriate
			Standards and Learning Content *What are the standards connected to the learning content?*
			SLO is a goal for student learning that identifies ***big and core*** ideas, domains, knowledge, and/or skills students are expected to acquire ***for which baseline data indicate a need***
			Aligns to specific applicable standards (Common Core, Connecticut, National or industry standards)
			Interval of Instruction *What is the time period that instruction for the learning content will occur?*
			Specifies ***start and stop dates*** which includes the majority of the course length
			Assessments *How will you measure the outcome of your SLO?*
			Identifies ***by specific name*** the pre-assessments, post-assessments, and/or performance measures
			Aligns ***most*** of the assessment items and/or rubric criteria to the learning content tightly
			Assessment or performance measure is designed to assess student learning objectively, fairly, and includes plans for consistent administration procedures
			Emphasizes constructed-response or performance tasks ***and*** requires higher order thinking skills
			Performance or outcome measures allow all students to demonstrate application of their knowledge/skills
			Indicates that there are clear answer key, scoring guides, and/or rubrics for all assessment items or performance tasks
			Indicators of Academic Growth and Development (IAGDs)/Growth Targets *What are the quantitative targets that will demonstrate achievement of the SLO?*
			Sets individual or differentiated growth targets/IAGDs for a large proportion of students that are rigorous, attainable, and ***meet*** or ***exceed*** district expectations (rigorous targets reflect both greater depth of knowledge and complexity of thinking required for success)

			Baseline and trend data support established targets
			Growth targets are based on state test data where available
			Instructional Strategies/Supports *What methods will you use to accomplish this SLO? How will progress be monitored?* *What professional learning/supports do you need to achieve this SLO?*
			Identifies and describes the key instructional strategies to be taken during instruction
			States how formative assessments will be used to guide instruction
			Identifies professional learning/supports needed to achieve the SLO
			Defines how each educator contributes to the overall learning content when more than one educator is involved in the SLO

Student Growth Indicators
Student Growth and Development-SLO#1 and SLO #2 (45%)

Provide any evidence specific to each SLO/Goal and indicate your overall progress by rating "Attainment of the Objective."

Criteria	Did Not Meet	Partially Met	Met	Exceeded
Attainment of Objective	1	2	3	4
Enter Notes:				

Whole School Student Learning Indicators OR Student Feedback (5%)

Describe what you did to achieve your goal. Include any specific evidence that supports your achievement of your goal.

Indicate your overall progress by rating attainment of the goal.

Criteria	Did Not Meet	Partially Met	Met	Exceeded
Attainment of Objective	1	2	3	4
Enter Notes:				

Parent Feedback (10%)

Describe what you did to achieve your goal. Include any specific evidence that supports your achievement of your goal.

Indicate your overall progress by rating attainment of the goal.

Criteria	Did Not Meet	Partially Met	Met	Exceeded
Attainment of Objective	1	2	3	4
Enter Notes:				

Teacher Practice and Performance (40%)
Practice and Performance Focus Area

Describe the action steps you took to develop your Focus Area and your growth related to student achievement.

Student Learning Objective (SLO) Form

Teacher: _____   Administrator: _____

SLO Title: _____   Grade: _____   Date: _____

Content Area: _____   School: _____

Student Learning Objective (What is the expectation for student improvement related to school improvement goals?)

SLO Focus Statement:

Baseline Trend Data (What data were reviewed for this SLO? How does the data support the SLO?)

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

Standards and Learning Content (What are the standards connected to the learning content?

Interval of Instruction (What is the time period that instruction for the learning content will occur?)

Assessments (How will you measure the outcome of your SLO?

Indicators of Academic Growth and Development (IAGDs)/Growth Targets (What are the quantitative targets that will demonstrate achievement of the SLO?)

Instructional Strategies/Supports (What methods will you use to accomplish this SLO? How will progress be monitored? What professional learning/supports do you need to achieve this SLO?)

Teacher Focus Area for Professional Growth Form
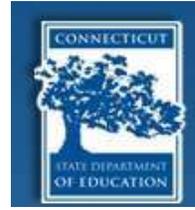
Teacher Name: _____ **School Year:** _____

Focus Area (*Clearly identify growth goal linked to student achievement and aligned to CCT Rubric for Effective Teaching.***):**

Rationale (*Why is the focus area important? How will achieving this focus area improve learning and student achievement?***):**

Alignment to CCT Rubric *(Where does this focus area align to the Domain, Indicator, and Attribute of the CCT Rubric?):*

Action Steps *(What steps will be taken to accomplish this goal?)*:

Timeline *(By what dates will the action steps take place so that monitoring progress can be analyzed?)*:

Monitoring Progress *(What evidence/data will be collected to chart progress towards attainment of this focus area?):*

Resources Needed *(What resources will be needed, including people, to assist in attaining this goal.):*

PARENT GOAL

Teacher:	Date:	Grade:
School:	Content area:	

Teacher Parent Goal

Data Analysis
What data were reviewed for this Parent Goal? How does the data support the Parent Goal?

Strategies
What actions will you take to achieve this Parent Goal? Include timeline.

Evidence
What evidence will you collect to support your goal? Include quantitative and qualitative indicators of success.

Mid-Year Conference January / February: Guidance for Evaluators of Teachers

Outcomes

The goal of the Mid-Year Conference is to engage the teacher and the evaluator in examining progress toward established year long goals, especially the student learning objectives (SLOs) and performance and practice goals. Additionally, the Mid-Year Conference is an opportunity for the teacher to share artifacts, experiences, data and anecdotal information about student performance and professional practice that might provide evidence for Domains 1 and 4 of the CT Framework for Evaluation and Support. Examining progress toward SLOs is an important discussion. ***Determining supports for teachers, necessary to ensure success, are a priority.*** If it becomes clear that SLOs can be improved or are no longer appropriate, adjustments may be considered if:

- Based on new information gathered since the SLOs were set, the objectives fail to address the most important learning challenges in the classroom and/or school.
- New, more reliable sources of evidence are available.
- Class composition has significantly changed.
- Teaching schedule, assignment or personal circumstance has significantly changed.

Tips to Ensure a Productive Conference

- **Establish a specific timeframe (15-30 minutes).**

- **Communicate expected outcomes for the Mid-Year Conference to teachers.** Suggest that teachers use the Mid-Year Conference Form to guide their own preparation. Teachers should be prepared to share interim results and predictions, using multiple measures related to student performance, as established within their Initial Goal Setting Conference. The following list describes possible sources of evidence to assist teachers in their preparation:

*Analysis of classroom assessments	*Examples of collaborative work with colleagues
*Evidence of communication with families	*Record of PD activities
*Reflective teacher and/or student journals	*Student Work Samples
*Differentiated lesson plan samples	*Graphs, tables or rubrics describing student results
*Student intervention plans	*Video/audio samples of instruction
*Annotated photographs of classroom activities	

- **Plan the conference around progress toward SLOs within the 45%**. Post observation conferences and feedback have likely provided opportunities for discussion and evidence collection within the 40%. Discussions around progress for the Parent/Peer Feedback (10%) and the Whole School Student Learning Indicator/Student Feedback (5%) can occur as a part of team/faculty meetings.

- **Provide a "general impression" of the teacher's evaluation rating.** Teachers may want to know where you see them within the continuum of performance at this point in the year. This is your opportunity to further discuss a specific professional learning plan to move the teacher along the performance continuum.

- **Complete the Mid-Year Summary**

Mid-Year Conference January / February: Guidance for Evaluators of Teachers

Suggested Conference Discussion Prompts

45% Student Learning Objectives
Tell me about your students' progress relative to the goals you've set for their learning this year. What evidence/data do you have to support your thinking about student progress? Tell me what we have to celebrate. What might explain the successes you've documented? Tell me about your challenges. What might explain slower progress than you expected? Based on your current review of student progress, what short-term objectives are you considering to assist you in reaching your end of year targets? Are there additional supports or professional development that I can provide?   *Note:* If revisions are mutually agreed upon, consider determining an additional check in to determine progress. Additionally, refer to the

criteria used to approve SLOs at the initial goal setting conference.

40% Observation of Practice
Tell me about your learning relative to your performance and practice goal. Are you working with a colleague(s) to develop and/or expand instructional strategies? Can I connect you with someone who may be able to offer additional guidance (e.g. special education teacher, ELL teacher, library media specialist, counselor etc.). What are you learning about your practice that is helping you to grow as a teacher? Have you shared your new learning with your colleagues? Let me share some of my observations with you. Let's talk about how I can assist you moving forward.

10% Parent and/or Peer Feedback

Tell me about your ongoing communication with families as it relates to our school wide goal. (Parent Feedback)
What level of response have you observed from families? (e.g. attendance at school sponsored events, greater number of views on classroom web page, willingness to volunteer in class, homework completion etc.).
Tell me about your collaborative work with a colleague(s). (Peer Feedback)
What is your contribution to the partnership/team and what have you gained through the collaborative process?

5% Whole-School Student Learning Indicator and/or Student Feedback
Tell me about student progress as it relates to our whole school student learning indicator goal. (This may already have been addressed in the 45% conversation). As you review the goal for student feedback, what strategies/actions have you put into place that you expect to positively influence your expected outcome?

End-of-Year Teacher Self-Assessment

1. Describe the results of your SLOs and provide evidence for each indicator (IAGD).

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

3. Describe what you did that produced these results.

4. Describe what you have learned and how you will use it going forward.

5. List the professional learning activities you participated in throughout the year.

6. What professional learning and/or other type of support would help you to continue to make progress into the coming academic year?

Teacher

Parent Surveys
State Model for Educator Evaluation

Introduction

To ensure that districts use effective survey instruments in the educator evaluation process, and to allow educators to share results across district boundaries, CSDE has adopted a recommended parent survey instrument as part of the SEED State Model for educator evaluation. Panorama Education developed the survey for use in the State of Connecticut, and CSDE has arranged to make the survey available to Connecticut districts at no cost. Districts are strongly encouraged to use the State Model survey.

The Survey Instruments

This parent survey includes questions about teaching as well as questions about the school as a whole. Accordingly, the survey can be used for the parent feedback component of the teacher evaluation model and as one form of stakeholder feedback for the administrator evaluation model.

The questions align with the Connecticut Common Core of Teaching and with Connecticut's Leadership Standards. In addition to objective observation questions, the survey includes subjective questions about the respondent's feelings and perceptions in cases where parent perceptions have been shown by research to affect educational outcomes.

This survey was written with the intention that every question should provide valuable feedback to teachers and administrators. Per the SEED model, however, only one question, or a small selection of questions, will be used for goal-setting and evaluation. Therefore, educators and their evaluators will have the opportunity to use their professional judgment to decide which question(s) are most appropriate or relevant in terms of setting their goals.

Panorama Education will be releasing a full reliability and validity study of this survey later this year.

The Question Bank and Survey Customization

Panorama Education has also provided a bank of additional survey questions, and districts may add items to the model survey. To ensure survey integrity, districts are encouraged to consult with Panorama before removing questions from the model survey or changing their order. Additionally, districts may customize certain question wording to match district terminology for phrases such as "Open House".

Survey Administration

In administering this survey, districts should pay special attention to ensuring that response rates are high, that respondents are representative of the district, and that parents only complete one survey for each child. CSDE has partnered with Panorama Education to support the survey components of SEED. Districts are encouraged to reach out to Panorama for advice (no cost to districts) and survey implementation services.

Survey Data

CSDE asks that districts using this survey share copies of their survey data with Panorama Education in order to improve the survey.

Future Revisions

During the pilot year and beyond, Panorama Education and CSDE will continue improving the survey instruments and may release revised versions.

Questions?

Please contact Panorama Education at ct_support@panoramaed.com.

SEED
Connecticut's
System for Educator Evaluation and Development

1. Adults at this school challenge my child to do better.

2. Adults at this school treat students with respect.

3. Bullying is a problem at my child's school.

4. Classroom discipline at the school is consistent.

5. Classroom discipline at the school is fair.

6. Collaboration and feedback are valued at this school.

7. Did you attend Open House/Back to School Night this year?

8. Discipline is enforced fairly at my child's school

9. Do students bully other students?

10. Do students threaten other students at this school?

11. Drugs are a problem at this school.

12. Gangs are a problem at this school.

13. Good teaching is important at this school.

14. Homework is productive and supports learning in the classroom.

15. How many report card conferences have you attended?

16. How often do you communicate with your child's teacher(s), whether in person, by phone, or by email, or in some other way?

17. How often do you go to meetings at the school?

18. How often do you help out at your child's school?

19. How often have you been invited to a program, performance, or other event at your child's school?

20. How often have you received information about what your child is studying in school?

21. I am able to read/understand all aspects of my child's report card.

22. I am aware of my child's progress or problems before progress reports are sent home.

23. I am aware of the educational goals for my child.

24. I am satisfied with before-school and after-school programs and activities.

SEED
Connecticut's
System for Educator Evaluation and Development

25. I am satisfied with my child's academic progress.

26. I am satisfied with the response I get when I contact my child's school with questions or concerns.
27. I am satisfied with the technology and other instructional resources available to my child.
28. I am satisfied with the textbooks and classroom materials available to my child.
29. I feel respected at this school.
30. I feel that the technology available in the classroom is adequate to support my child's learning needs.
31. I feel welcome in my child's school.
32. I feel well-informed about what is going on at the school.
33. I have high academic expectations for my child.
34. I have opportunities for involvement at the school.
35. I know how my child is doing in school before I get my child's report card.
36. I know what is going on at my child's school.
37. I regularly access [PowerSchool or another the student information system].
38. I talk with my child's teacher(s) about my child's schoolwork, challenges, and academic progress.
39. I talk with my child's teacher(s) about what I can do to help my child learn.
40. I understand the school rules.
41. I would recommend this school to other families.
42. If I have questions or concerns, I know whom to contact.
43. If my child has a problem, there is someone at school who can help.
44. My child feels comfortable asking his or her teachers for help.
45. My child has a close relationship with at least one adult at the school.
46. My child has access to extra help outside the classroom when he/she needs it.
47. My child has been a victim of bullying at this school during this school year.

48. My child has sufficient time to complete his or her homework each night.

49. My child is challenged to meet high expectations at this school.

50. My child is learning a lot in school this year.

51. My child is learning what he or she needs to know to succeed in later grades or after graduating from high school.

52. My child is safe at school.

53. My child likes to go to school.

54. My child receives extra help when needed.

55. My child understands the school rules.

56. My child's school is clean.

57. My child's school work and homework assignments are challenging.

58. My child's teacher(s) are sensitive to my child's individual learning style.

59. My child's teacher(s) communicate grades and class performance to my child in a timely fashion.

60. My child's teacher(s) communicate with me as frequently as needed.

61. My child's teacher(s) encourage my child to develop to his/her potential.

62. My child's teacher(s) expect my child to go to college.

63. My child's teacher(s) give helpful comments on homework, class work, and tests.

64. My child's teacher(s) have helped my child develop effective work habits.

65. My child's teacher(s) have helped my child learn how to manage his or her time.

66. My child's teacher(s) help me understand how I can best support my child's learning at home.

67. My child's teacher(s) manage the classroom effectively.
68. My child's teacher(s) motivate my child to learn.
69. Order and discipline are consistently maintained at this school.
70. Overall, I am satisfied with my child's education at this school.

Parent survey Question Bank

Page 4

71. Parents at this school treat teachers with respect.

72. Parents feel comfortable talking to teachers at this school.
73. Students at this school treat teachers with respect.
74. Students treat one another with respect.
75. Teachers are accessible when I have a concern.
76. Teachers communicate grades and performance to their students in a timely manner.
77. Teachers communicate with parents as frequently as needed.
78. Teachers or other adults address bullying issues immediately.
79. The academic class work is interesting to my child.
80. The amount of homework my child receives is appropriate for his or her grade level.
81. The school communicates well with me.
82. The school environment is caring and supportive.
83. The school environment supports learning.
84. The school facilities are clean and well-maintained.
85. The students treat parents with respect.
86. The teacher(s)/school contact me when they have concerns about my child.
87. The teacher(s)/school tells me about my child's academic progress, challenges and successes.
88. The teachers treat parents with respect.

89. There is a clear vision for how parents can be involved at this school.
90. There is at least one adult at the school that my child trusts and can go to for help with a school problem.
91. This school challenges my child.
92. This school does a good job of preparing my child for college.
93. This school does a good job of teaching my child math skills.
94. This school does a good job of teaching my child responsibility and accountability.
95. This school does a good job of teaching my child writing skills.

96. This school expects all students to go to college.

97. This school has high academic expectations for its students.

98. This school has improved my child's confidence.

99. This school helps students learn to resolve conflicts 100. This school is a safe place for my child.

101. This school is preparing my child for college or a career.

102. This school is sensitive to issues regarding race, gender, sexual orientation and disabilities.

103. This school makes it easy for me to attend meetings.

104. This school offers a wide variety of opportunities for parental   involvement.

105. This school offers me many ways to be involved in my child's education.

106. This school offers projects, trips, and other hands-on learning opportunities that interest my child.

107. This school provides students with helpful information about preparation for [high school or college].

108. This school values parent feedback.

P ar ent Sur vey, A l l G r ades

State Model for Educator Evaluation

k you for taking this survey. Please answer honestly. No one at your child's school will see your answers.

Instructions

Than

	Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
1. I talk with my child's teacher(s) about my child's schoolwork, challenges, and academic progress.		○	○	○	○
2. I feel welcome at this school.		○	○	○	○
3. This school offers me many ways to be involved in my child's education.					
4. My child is challenged to meet high expectations at this school.					
5. I often communicate with my child's teacher(s), whether in person, by phone, by email, or in some other way.					
6. I know how my child is doing in school before I get my child's report card.					
7. I am satisfied with the response I get when I contact my child's school with questions or concerns.					
8. Bullying is a problem at my child's school.					
9. Parents feel comfortable talking to teachers at this school.					
10. The school environment supports learning.					
11. If my child has a problem, there is someone at school who can help					
12. I talk with my child's teacher(s) about what I can do to help my child learn.					
13. My child's school is sensitive to issues regarding race, gender, sexual orientation and disabilities.					
14. This school provides students with helpful information about preparation for college or other career choices. [HIGH SCHOOL ONLY]					

15. My child's teacher(s) treat me with respect.					
16. My child is learning a lot in school this year.					
17. My child is safe at this school.					
18. The school facilities are clean and well-maintained.					

G. CCT RUBRIC

[CCT Rubric for Effective Teaching 2014.pdf](#)

Connecticut State Department of Education 2013

H. RIGOR MATRICES

Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions – ELA

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	• Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts • Read words orally in connected text with fluency & accuracy			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare/contrast, match like ideas, explain, construct models	• Identify or describe literary element (characters, setting, sequence, etc.) • Select appropriate words when intended meaning/definition is clearly evident • Describe/explain who, what, where, when, or how • Define/describe facts, details, terms, principles • Write simple sentences	• Specify, explain, show relationships; explain why, cause-effect • Give non-examples, examples • Summarize results, concepts, ideas • Make basic inferences or logical predictions from data or texts • Identify main ideas of accurate generalizations of texts • Locate information to support explicit-implicit central ideas	• Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) • Identify/make inferences about explicit or implicit themes • Describe how word choice, point of view, or bias may affect the readers' interpretation of a text • Write multi-paragraph composition for specific purpose, focus, voice, tone & audience	• Explain how concepts or ideas specifically relate to *other* content domains or concepts • Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	• Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words • Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use • Apply basic formats for documenting sources	• Use context to identify the meaning of words/phrases • Obtain and interpret information using text features • Develop a text that may be limited to one paragraph • Apply simple organization structures (paragraph, sentence types) in writing	• Apply a concept in a new context • Revise final draft for meaning of progression of ideas • Apply internal consistency of text organization and structure to composing a full composition • Apply word choice, point of view, style to impact readers'/viewers' interpretation of a text	• Illustrate how multiple themes (historical, geographic, social) may be interrelated • Select or devise an approach among many alternatives to research a novel problem
Analyze	☐ Identify whether specific information is contained in graphic representations (e.g.,	☐ Categorize/compare literary elements, terms, facts/details, events	• Analyze information with data sets or texts • Analyze interrelationships	☐ Analyze multiple sources of evidence, or multiple words by the same author, or across genres, time periods, themes

	Webb's DOK Level 1	Webb's DOK Level 2	Webb's DOK Level 3	Webb's DOK Level 4
Break into constituent parts, determine how parts relate, differentiate between relevant/irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	map, chart, table, graph, Tchart, diagram) or text features (e.g., headings, subheadings, captions) ▫ Decide which text structure is appropriate to audience and purpose	• Identify use of literary devices • Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts	among concepts, issues, problems Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text Use reasoning, planning, and evidence to support inferences	▫ Analyze complex/abstract themes, perspectives, concepts ▫ Gather, analyze, and organize multiple information sources ▫ Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			▫ Cite evidence and develop a logical argument for conjectures ▫ Describe, compare, and contrast solution methods ▫ Verify reasonableness of results ▫ Justify or critique conclusions drawn	▫ Evaluate relevancy, accuracy, & completeness of information from multiple sources ▫ Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept.	Generate conjectures or hypotheses based on observations or prior knowledge and experience	▫ Synthesize information within one source or text ▫ Develop a complex model for a given situation ▫ Develop an alternative solution	▫ Synthesize information across multiple sources or texts ▫ Articulate a new voice, alternate theme, new knowledge or perspective

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions – M/Sci

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	• Recall, observe & recognize facts, principles, properties • Recall/identify conversions among representations or numbers (e.g., customary and metric measures)			

Understand	• Evaluate an expression • Locate points on a grid or number on number line	☐ Specify and explain relationships (e.g., non-examples/examples; cause-effect)	• Use concepts to solve <u>non-routine</u> problems • Explain, generalize, or connect	☐ Relate mathematical or scientific concept s other content areas, other domains, or other concepts
Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare/contrast, match like ideas, explain, construct models	• Solve a one-step problem • Represent math relationships in words, pictures, or symbols • Read, write, compare decimals in scientific notation	• Make and record observations • Explain steps followed • Summarize results or concepts • Make basic conferences or logical predictions from data/observations • Use models/diagrams to represent or explain mathematical concepts • Make and explain estimates	☐ ideas <u>using supporting evidence</u> ☐ Make <u>and justify</u> conjectures Explain thinking when more than one response is possible ☐ Explain phenomena in terms of concepts	☐ Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	• Follow simple procedures (recipetype directions) • Calculate, measure, apply a rule (e.g., rounding) • Apply algorithm or formula (e.g., area, perimeter) • Solve linear equations • Make conversions among representations or numbers, or within and between customary and metric measures	• Select a procedure according to criteria and perform it • Solve routine problem applying multiple concepts or decision points • Retrieve information from a table, graph, or figure and use it to solve a problem requiring multiple steps • Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table) • Construct models given criteria	☐ Design investigation for a specific purpose or research question ☐ Conduct a designed investigation ☐ Use concepts to solve non-routine problems ☐ <u>Use & show reasoning, planning and evidence</u> ☐ Translate between problem & symbolic notation when not a direct translation	☐ Select or devise approach among many alternatives to solve a problem ☐ Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	• Retrieve information from a table or graph to answer a question • Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram) • Identify a pattern/trend	• Categorize, classify materials, data, figures based on characteristics • Organize or order data • Compare/contrast figures or data • Select appropriate graph and organize & display data • Interpret data from a simple graph • Extend a pattern	☐ Compare information within or across data sets or texts ☐ Analyze and <u>draw conclusions from data, citing evidence</u> ☐ Generalize a pattern ☐ Interpret data from complex graph ☐ Analyze similarities/differences Between procedures or solutions	☐ Analyze multiple sources of evidence ☐ Analyze complex/abstract themes ☐ Gather, analyze, and evaluate information
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			☐ <u>Cite evidence and develop a logical argument</u> for concepts or solutions ☐ Describe, compare, and contrast solution methods ☐ <u>Verify reasonableness of results</u>	☐ Gather, analyze & evaluate information to draw conclusions ☐ Apply understanding in a novel way, provide argument or justification for the application

Create	Brainstorm ideas, concepts, or perspectives related to a topic	Generate conjectures or hypotheses based on observations or prior knowledge and experience	☐ Synthesize information within one data set, source, or text ☐ Formulate an original problem give a situation ☐ Develop a scientific/mathematical model for a complex situation	☐ Synthesize information across multiple sources or texts Design a mathematical model to inform and solve a practical or abstract situation
Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce				

2009 Karin K. Hess: Hess' Cognitive Rigor Matrix

PE SAMPLE Student Learning Objective (SLO) Form

Teacher:	Administrator:	
SLO Title: Locomotor Skills	Grade: 2	Date:
Content Area: Physical Education	School:	

Student Learning Objective *What is the expectation for student improvement related to school improvement goals?*
SLO Focus Statement: **Students will** successfully and safely perform 5 different locomotor skills (skipping, galloping, hopping, running, and walking), using a variety of pathways and speeds, in a modified game situation, while maintaining body control. (Reference Laban's Movement Framework and Wheel)

Baseline – Trend Data *What data were reviewed for this SLO? How do the data support the SLO?*
During the first few classes of the term, students will be observed and pre-assessed on 5 different locomotor skills (skipping, galloping, hopping, running, and walking). Data is collected using a performance-based rubric. Based on the previous year's data, students will demonstrate progress in the variety of ways students use locomotor movement in advanced game-like situations. Level 3 Proficiency is characterized by the student being able to successfully perform all 5 locomotor movements, while maintaining body control, in the modified game situation. [See Assessment Rubric] [include specific **pre-assessment** baseline data here – percentages to be determined by pre-assessment] At the beginning of the year _____% of students can perform all 5 locomotor skills at level 3-Proficient.

Student Population *Who are you going to include in this objective? Why is this target group/class selected?*
All students in Grade 2 will be included in this objective. Locomotor skills are an age-appropriate skill set and students in Grade 2 need to learn to advance this skill into more complex movement patterns.
Standards and Learning Content *What are the standards connected to the learning content?*

Standards addressed:

CT HBLCF Standard 9: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
P.9.2 Demonstrates the ability to stop and start on a signal, combine sequences of several motor skills in an organized way and move through an environment with body control.

NASPE Standard (2013) 1: The physically literate individual demonstrates competency in a variety of

CTAC SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

1

motor skills and movement patterns.

Possible connections [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject's content.] :

CCSS ELA/Literacy: College and Career Readiness Anchor Standard for Reading 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes.
Example: Ask students, "How is the jump different than the hop? How are they the same?"

CCSS ELA/Literacy Anchor Standards for Speaking and Listening: Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Example: Describe, listen to others, and discuss with a partner and small groups, "How is the jump different than the hop? How are they the same?" Deeper questions can be cued by the teacher as appropriate.

CCSS Mathematics: Grade 2 Operations and Algebraic Thinking. Work with equal groups of objects to gain foundations for multiplication 3. Determine whether a group of (objects/movements) has an even or odd number of (members/steps or beats).
Suggested activity: Students are asked to create a movement pattern using skip, hop and slide step using 18 movements in continuous combination. *Grade 1 would be 9 continuous movements.
Example: Demonstrate a pattern of skip, hop, slide step with 36 movements. Can you make each movement the same number of steps?

Interval of Instruction
What is the time period that instruction for the learning content will occur?

The interval of instruction is one school year.

A pre-assessment will be implemented in September to collect a baseline data of the students' skills.

Formative assessments will be given periodically throughout the year to measure present level of ability and progress, and a summative assessment will be conducted in June to measure the student's yearly growth.

| **Assessments** |
| *How will you measure the outcome of your SLO?* |

The performance-based rubric will be used to assess the locomotor skills of Grade 2 students. Teachers will use the same performance-based rubric for the pre-assessment, formative assessment(s), and the summative assessment. [See Assessment Task, Assessment Protocol, Assessment Rubric, and Assessment Score Sheet]

ctac SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

<table>
<tr><td>Indicators of Academic Growth and Development (IAGDs)/Growth Targets What are the quantitative targets that will demonstrate achievement of the SLO?</td></tr>
</table>

At the end of the year ____ % of students will perform all 5 locomotor skills at level 3-Proficient or higher.

Level 3 Proficiency is characterized by the student being able to successfully perform all 5 locomotor movements, while maintaining body control, in the modified game situation. [See Assessment Rubric]

<table>
<tr><td>Instructional Strategies/Supports
What methods will you use to accomplish this SLO? How will progress be monitored?
What professional learning/supports do you need to achieve this SLO?</td></tr>
</table>

Teaching methods and strategies include:
- Exploration
- cooperative learning
- reciprocal/peer teaching
- guided discovery   debate discussion

Progress will be monitored using
- self check
- peer assessment
- formative assessments administered by the teacher

<u>Student Perspective Focus Statement</u> will be displayed and reviewed during each instructional session: **I can** successfully and safely perform 5 different locomotor skills (skipping, galloping, hopping, running, walking), using a variety of pathways and speeds, in a modified game situation, while maintaining body control.

PE SAMPLE Student Learning Objective (SLO) Form

Teacher:	Administrator:	
SLO Title: Components of Physical Fitness	Grade: 8	Date:
Content Area: Physical Education	School:	

Student Learning Objective *What is the expectation for student improvement related to school improvement goals?*
SLO Focus Statement: **Students will** understand and apply the elements of the 4 main components of fitness (muscular strength, muscular endurance, flexibility and cardiovascular endurance) through a variety of learning tasks throughout the school year.

Baseline – Trend Data *What data were reviewed for this SLO? How do the data support the SLO?*
The data reviewed for this SLO is a pre-test given to the students at the beginning of the year to assess their level of understanding for the components of fitness. Data is collected using a performance-based rubric. Based on the data, students will demonstrate progress throughout the year toward their understanding and application of the components of fitness. [include specific **pre-assessment** baseline data here – percentages to be determined by pre-assessment] At the beginning of the year _____ % of students performed at Level 3-Proficient on the assessment. **Level 3 Proficient:** Student accurately matches 9-10 tasks to specific component of fitness. Student sometime explains why they selected the fitness component that aligns with each fitness task through written reflection.

Student Population *Who are you going to include in this objective? Why is this target group/class selected?*
All students in Grade 8 will be included in this objective. Students in Connecticut public schools are administered the Connecticut Physical Fitness Assessment. This test measures students' abilities in muscular strength, muscular endurance, flexibility and cardiovascular endurance (components of fitness). It is important and age-appropriate that each student fully understand and is able to apply the elements of each component.

Standards and Learning Content *What are the standards connected to the learning content?*
Standards assessed:

CT HBLCF (2006) Standard 12: Physical Fitness. Students will incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.

M.12.1. Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component.
(addressed in HBLCF E.12.1, developmentally elevated to M.12.1 for this assessment task.)

NASPE (2013) Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Possible connections [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject's content.] :

CCSS ELA/Literacy: English Language Arts Standards for Science & Technical Subjects Grade 6-8
RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

CCSS Math: K-12 Standards for Mathematical Practice 5. Model with mathematics. Mathematically proficient students: Model problem situations symbolically, graphically, and contextually. Connect and explain the connections between different representations. Use all the different representations as appropriate to a problem context.

Example linking ELA/Literacy and Math with Physical Education: Students accurately link the task performed with one of the specific components of fitness. Students accurately explain their alignment of tasks and fitness components.

Interval of Instruction
What is the time period that instruction for the learning content will occur?

The interval of instruction is one school year.

A pre-assessment will be implemented in September to collect a baseline data.

Formative assessments will be given periodically throughout the year to measure present level of understanding and progress.

A summative assessment will be conducted in June to measure students' yearly growth.

Assessments
How will you measure the outcome of your SLO?

The performance-based rubric will be used to assess the understanding of the components of fitness of all Grade 8 students. Teachers will use the same performance-based rubric for the pre-assessment, formative assessment(s), and the summative assessment. [See Assessment Protocols, Assessment Rubric]

Indicators of Academic Growth and Development (IAGDs)/Growth Targets *What are the quantitative targets that will demonstrate achievement of the SLO?*

At the end of the year ___% of students will perform at Level 3-Proficient on the assessment.

Level 3 Proficient: Student accurately matches 9-10 tasks to specific component of fitness. Student sometime explains why they selected the fitness component that aligns with each fitness task through written reflection.

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

Teaching methods and strategies include:
- Exploration
- cooperative learning
- reciprocal/peer teaching
- guided discovery
- debate discussion

Visually Display Student Perspective Focus Statement:

I can understand and apply the elements of the 4 main components of fitness (muscular strength, muscular endurance, flexibility and cardiovascular endurance).

Progress will be monitored using
- self check
- peer assessment
- formative assessments administered by the teacher

Professional Resources and Support Needed to Achieve This Objective:

- Class scheduling that is conducive to student acquisition of knowledge and skills related to understanding and application of the elements of the 4 main components of fitness

- Opportunity to attend professional development for review and updating of information and methodology related to physical fitness education and assessment

PE SAMPLE Student Learning Objective (SLO) Form

Teacher:	Administrator:	
SLO Title: **Racquet Sports Performance Analysis**	Grade: **9-12**	Date:
Content Area: **Physical Education**	School:	

Student Learning Objective
What is the expectation for student improvement related to school improvement goals?

SLO Focus Statement:

Students will utilize proper shot placement and selection at least 70% of the time during modified game play in a racquet activity.

Students will watch, analyze and write a one-paragraph summary of a peer's performance to aid in performance improvement.

Baseline – Trend Data
What data were reviewed for this SLO? How do the data support the SLO?

At the start of the year (or unit), students will take a pre-assessment. Student's performance during the modified racquet activity will be graded with a peer-assessment skill rubric. Student summaries will be graded by the teacher using a holistic rubric. The data supports the SLO by providing a baseline measurement for future assessments in order to provide valid evidence of growth at the end of the year.

[include specific **pre-assessment** baseline data here – percentages to be determined by pre-assessment]

Using the holistic rubric at the beginning of the (year, term or unit – see Interval of Instruction options) _% of students scored at Level 3-Proficient on the pre-assessment.

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

All of the students in Grade 10 will be included in this objective.

Focusing on shot placement and selection is a developmentally appropriate activity for sophomores to practice. Skills learned can transfer to multiple activities. Shot selection can be applied to any racquet sport (i.e. badminton, tennis, and racquetball).

Standards and Learning Content
What are the standards connected to the learning content?

Standards addressed:

CT HBLCF (2006) Standard 9: Motor Skill Performance. Students will demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. **H.9.4.** Develop advanced skills in selected physical activities.

NASPE (2013) Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

CT HBLCF (2006) Standard 10: Applying Concepts and Strategies. Students will demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
H.10.1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skilled performances.

NASPE (2013) Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Possible connections [Note: interdisciplinary connections to Common Core Standards for ELA/Literacy, Mathematics and Science should be made collaboratively, with teachers of each subject contributing to the design of learning activities and assessments, and sharing of learning goals. Evaluation of assessment activities and products is also a shared responsibility, with each subject-area teacher contributing to the effort to ensure that achievement of learner outcomes is maximized without compromising either/any subject's content.] :

CCSS ELA/Literacy: English Language Arts Standards for Science & Technical Subjects Grades 9-12.
W.9. Draw evidence from informational texts to support analysis, reflection, and research. Example: Students will be given a sheet with the following criteria identified:
You will be required to write a paragraph that has five to eight sentences, addresses strengths and weaknesses, includes suggestions for improving future play, and incorporates several terms from the unit in the response.

CCSS Math: K-12 Standards for Mathematical Practice 8. Look for and express regularity in repeated reasoning. Use repeated reasoning to: understand algorithms, make generalizations about patterns, derive formulas and evaluate the reasonableness of intermediate results.
Example: Categorize and collect data on offensive shots and on the success of opponents in returning the shots. Analyze the types of shots used and their statistical effectiveness.

Interval of Instruction
What is the time period that instruction for the learning content will occur?

Depending on the curriculum structure and scheduling configuration, multiple instructional interval options exist for this SLO. The interval must align with the frequency and duration of instructional episodes and curriculum focus.

Instructional Interval Examples:

Interval of Instruction 1:
- A pre-assessment will be implemented in September to collect baseline data of the students' skills.
- Students participate in number of different racquet units (badminton, pickleball, tennis) throughout the course. At the end of each unit students take a formative assessment to check progress.
- A summative assessment will be conducted in June to measure the student's yearly growth.

Interval of Instruction 2:
• Instead of multiple units, students participate in one quality racquet unit.
• Students still complete a pre-assessment, formative assessments, and a summative assessment to measure growth.

Assessments *How will you measure the outcome of your SLO?*

Assessment Task: Students will be peer assessed on the use of offensive shot selection during modified game play (3 min/singles or 6 min/doubles or ten hits per student) in a racquet activity (example: badminton). Students will analyze their partner's performance based upon the performance-based assessment rubric and videotaped footage. A 5-8 sentence paragraph will be created utilizing discipline specific vocabulary in order to describe and provide constructive feedback to improve future performance. The summaries will be graded using a holistic rubric. Students will do this task for the pre-assessment and summative assessment. [See Assessment Task, Performance and Analysis Rubrics]

Indicators of Academic Growth and Development (IAGDs)/Growth Targets *What are the quantitative targets that will demonstrate achievement of the SLO?*

Using the holistic rubric*, by the end of the (year, term or unit – see Interval of Instruction options) _% of students will score at Level 3-Proficient or higher.   *The holistic rubric combines the 2 rubrics below: skill rubric (performance-based) and analysis rubric (summary).   **Skill Rubric:**

Level	Hitting Placement	Shot Selection
4 Exemplary	Returns the birdie to the best placement 85% of the time.	Chooses appropriate return 85% of the time.
3 Proficient	Returns the birdie to the best placement 70% of the time.	Chooses appropriate return 70% of the time.
2 Developing	Returns the birdie to the best placement 50% of the time.	Chooses appropriate return 50% of the time.
1 Below Standard	Returns the birdie to the best placement <50% of the time.	Chooses appropriate return <50% of the time.
0	Violates safety procedure and/or does not complete the task	

Analysis Rubric:

Level	Analysis

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

Teaching methods and strategies include:
- Application of prior knowledge
- Question & answer
- Modeling & Mimicking
- Guided practice
- Group practice
- Reteaching
- Flexible grouping
- Exploration
- Peer teaching
- Scaffolding questions
- Formative assessment activities
- Teaching by invitation
- Intratask variation
- Closure

Visually Display Student Perspective Focus Statements:
I can use proper shot placement and selection at least 70% of the time during modified game play in a racquet activity.
I can watch and analyze a peer's performance, along with writing a one-paragraph summary to help them improve.

Progress will be monitored using
- self checks
- peer assessment
- formative assessments administered by the teacher

4 Exemplary	Five to eight sentences, addresses strengths and weaknesses, includes suggestions for improving future play, and incorporates several terms from the unit in the response.
3 Proficient	Incorporates 4 of the 5 indicators listed above.
2 Developing	Incorporates 3 of the 5 indicators listed above.
1 Below Standard	Incorporates 1-2 of the 5 indicators listed above.
0	Violates safety procedure and/or does not complete the task

□
□
□
□
□
□
□
□
□
□
□ □

Draft 9/13/2013

SEED

Connecticut's System for Educator
Evaluation and Development

CONNECTICUT

SEED

ctac | SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

Student and Educator Support Specialists Guidance Document

Special Education Teachers

DRAFT 9/16/2013
Special Education Teachers

This document provides guidance to administrators and Student and Educator Support Specialists (SESS) on the application of the Connecticut SEED educator evaluation system to **Special Education Teachers.** Student and Educator Support Specialists are those individuals who by the nature of their job description do not have traditional classrooms, but serve a "caseload" of students, staff or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students. The following document provides guidance on the evaluation of **Special Education Teachers** in public school settings.

OVERVIEW:

o   Most commonly used names:

-)>-   Special Education Teacher
-)>- Resource Room Teacher
-)>-   Special Education Teacher in co-taught classroom
-)>-   Case Manager
-)>- Inclusion Facilitator
-)>-   Special Education Teacher in self-contained classroom in district
-)>-   Special Education Teacher in approved private special education facility or RESC program

o   Roles of Special Education Teachers:

Special Education Teachers have a wide variety of roles and responsibilities in public school districts. The individual roles of Special Education Teachers in public schools will *vary* and may be best addressed through the application of the guidance for teacher evaluation and/or the guidance for the evaluation of Student and Educator Support Specialists. Some Special Education Teachers *have* roles that are more similar to other disciplines defined as Student and Educator Support Specialists, while others may have roles that are very similar to general education classroom teachers. At times, Special Education Teachers may be responsible for a group of students and the primary instructor of their content, at other times they are part of a team of educators supporting students' access to and modification and accommodation of content.

Special Education Teachers may teach in a resource room setting where students come in for a short periods of time,they may teach in a self-contained classroom in which students spend the majority of their day,or they may spend their day in general education settings. In addition,special teachers often act as the case manager of the students on their caseload. In some districts,they may also be used to provide Tier II or Tier Ill instruction to non-identified students as part of the Scientific Research Based Intervention (SRBI) process. Special Education Teachers may be assigned to their own classroom or resource room, but also may be assigned to work in general education settings throughout the school and not have a designated classroom of their own.

A key role of Special Education Teachers in the public school setting, in addition to working directly with students,is working with their general education colleagues, paraprofessionals and parents of students with disabilities.   The roles that Special Education Teachers play in collaboration with others and case management of students is an important aspect of the evaluation of these professionals.

The evaluation of Special Education Teachers,as with other case load educators, needs to begin with defining the role for that individual and the population of students they are responsible for. Once this is established, then the identification of Student Learning Objectives can begin. It is worth noting, that although Special Education Teachers may

3

CTAC | SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

have multiple roles in a school, all students with disabilities are included in the state wide assessment
system. Sometimes these students may take the modified assessment or the checklist is administered as a measure of their annual progress. Student learning objectives for Special Education Teachers should not necessarily vary dramatically from that of their general education colleagues. Often it is appropriate for the SLOs and IAGS identified by the Special Education Teacher to be done in collaboration with general education teachers.

o Caseload (s) that may be served by discipline:
Special Education Teacher caseloads may include students identified in any of the 13 categories of special education designated in the Individual with Disabilities Education Act.

In the context of the Connecticut SEED educator evaluation system, educators will work in conjunction with their evaluators to identify objectives for student learning and corresponding measures of student performance to evaluate progress made towards those learning objectives. Educators will draft Student Learning Objectives (SLOs) that specify:

1. a learning objective focus statement;
2. baseline or trend data relative to that objective;
3. the population of students that will be assessed on the objective (e.g. caseload,grade level, course, etc...);
4. the standards and learning content that are represented by the objective;
5. the length of time across which intervention will occur in order to support students in obtaining the objective;
6. assessments that will be used to evaluate student performance;
7. quantitative indicators of academic growth and development (IAGOs) based on student performance on assessments;and
8. instructional strategies that will be employed to support students in realizing the learning objective.

The following pages provide sample SLO focus statements and corresponding IAGOs that may be appropriate for **Special Education Teachers** given their unique role within school settings.

4

Sample 1

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
- **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT(IAGD) Subject Area:**

Executive Functioning

Population of Students: Students in grade 9 - 12 identified to receive support.in the Student Support Center

Student Learning Objective Focus Statement:
Students with disabilities will be prepared and organized for the school day.

Baseline Data:
Fifteen students who receive support from the Student Support Center have been identified to improve their organizational skills. Of a possible 25 items on a tracking sheet,students average missing 14- 18 items on a weekly basis.

Rationale:
Executive functioning is an area that effects the entire school day. If a student cannot find or bring what they need to class, it interferes with learning..

Indicator(s) for Academic Growth and Development:
1. 100% of my students will exhibit growth in the area of preparedness and organization as evidenced by the use of a checklist to be filled out weekly (progress monitoring
    schedule) with student and case manager. Each student will increase their weekly average by a
    minimum of 4 points for 3 consecutive weeks by May.

Standards and Learning Content:
Common Core State Standards (CCSS) ELA & Literacy:
 SL 11-12 1.a.: Come to a discussion prepared,having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thought, well-reasoned exchange or ideas.

ctac SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

5

Special Education Teachers

Sample 2

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
- **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD) Subject Area:**

Reading

Population of Students: 7'h grade students with disabilities in general education setting

Student Learning Objective Focus Statement:
Identified students in Grade 7 will show improvements in the application of reading comprehension skills
2012-2013 school year.

Baseline Data:
Ten students on my caseload lack reading comprehension skills based on 2012 CMT results.
This SLO addresses strand D of the CMT standardized test: Examining the content and structure, the reader will
elaborate on the text and make judgments about the test's quality and themes.

Rationale:
Student's ability to read significantly impacts their ability to succeed in all academic areas as well as a student who
will be college and career ready upon graduation.

Indicator(s) for Academic Growth and Development: ,

1. 80% of identified students in 7'h grade will increase MAS/CMT reading scaled scores by 3 points
    on the reading comprehension portion of the 2013 CMT.

2. 80% of identified students in 7'h grade will demonstrate mastery (4 out of 6 points) on strand Don the reading comprehension portion of the 2013 CMT.

Standards and Learning Content:

Common Core State Standards (CCSS) ELA & Literacy:

RL 7.10: By the end of the year,read and comprehend literature, including stories, dramas and poems in the grades 6-8 text complexity band proficiently.

6

NORTHEAST COMPREHENSIVE CENTER

Sample 3

- • STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT
- • INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD) Subject Area:

_____

Self Advocacy

Population of Students: Grade 9 students with disabilities entering high school

Student Learning Objective Focus Statement:
Identified students in grade 9 will improve their self-advocacy skills.

Baseline Data:
80% of the grade 9 students receiving special education services scored below 50% on the Self Determination Checklist Student Self-Assessment from the I'm Determined Project.

Rationale:
Students with disabilities need to develop self-advocacy skills in the general education setting in high school. Often students will fall behind in their work, impacting their grades,because they are not willing to ask for help or accommodations when needed.   Students will need to acquire these skills in order to be successful in high school,higher education or in their future careers.

Indicator(s) for Academic Growth and Development:
1.   90% of the grade 9 students receiving special education services will earn a combined score of 129 or higher (75%) on the Self-Determination Checklist Student Self- Assessment,Parent Assessment and Educator Assessment from the I'm Determined Project by the end of the 2012-13 school year.

Standards and Learning Content:

Common Core State Standards (CCSS) ELA & Literacy:

SL 9-10.1: Initiate and participate effectively in a range of collaborative discussions (one- on-one,in groups and teacher-led) with diverse partners on grade 9-10 topics,texts,and issues,building on others' idea and expressing it clearly and persuasively.

Sample 4

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
- **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD) Subject Area:**

Students involved in the SRBI Process

Population of Students: All students in grades K-1in need of individualized support to meet grade level benchmarks

Student learning Objective Focus Statement:
Students will demonstrate improvement in attaining early literacy skills in order to read and understand text.

Baseline Data:
District wide universal screening identified 36 students in need of more intensive support. Data on district common assessments will be reviewed in January to determine if additional students need intervention and to assess student progress.

Rationale:
As the coordinator of the school SRBI process,early intervention provided in kindergarten and first grade increases students' opportunities to meet grade level expectations by grade 3 and become readers.

Indicator(s) for Academic Growth and Development:
1. 80% of student identified for support through intervention in kindergarten and grade 1 will improve at least 3 - DRA2 levels by June 2013.

Standards and learning Content:

Common Core State Standards (CCSS) Reading Foundational skills (K-5): K- Read emergent
    reader texts with purpose and understanding
    K,1- Phonological Awareness skills: Demonstrate understanding of spoken words, syllables and
    sounds
    1- Read with sufficient accuracy and fluency to support comprehension
    1- Know and apply grade level phonics and word analysis skills in decoding words

8

Sample 5

- SHJDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT
- INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (JAGD) Subject Area:

English/Language Arts

Population of Students: Seven students with disabilities in general education classroom of 20 students

Student Learning Objective Focus Statement:
All students in a co-taught English-language arts class will improve their writing skills.

Baseline Data:
The students with disabilities in the class all scored at the basic and below basic categories.
Four gen€ral education students were below basic and the rest of the class was in the proficient range.

Rationale:
The SLO and IAGD were set collaboratively with the general and Special Education Teacher. This co-taught
classroom was created with a high staff to student ratio to assist students with improving their writing skills.

Indicator(s) for Academic Growth and Development:

CTAC |SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

1. During the 2012-13 school year,all students in the class will improve their informative/explanatory/persuasive writing skills by two rubric levels in one or more sub areas as measured by the CAPT Writing Rubric over the course of quarterly writing assignments.
2. During the 2012 -13 school year, all students will complete quarterly writing pieces utilizing the wiring process as demonstrated by completion of all five writing steps which include pre-writing techniques, draft,edit/revise,rewrite and publishing in the areas of Reflective Writing, Expository Writing and two Persuasive Writing pieces.

Standards and Learning Content:
Common Core State Standards (CCSS) 9-12 Language Arts Writing:

Standard#2: Write informative/exploratory texts to examine and convey complex ideas, concepts,and information clearly and accurately through the effective section, organization and analysis of content.

9

GTAG | SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

RECOMMENDATIONSfOR CUSTOMIZING THE OBSERVATION RUBRIC:

The Common Core of Teaching Rubric for Effective Teaching is appropriate *to* use with Special
Education Teachers.

RECOMMENDATIONS FOR STUDENT, PARENT AND PEER FEEDBACK:

The same feedback methods used for general education teachers should be used for Special
Education Teachers.

RESOURCES:

> Common Core State Standards Initiative {2012}. *Implementing the common core state standards.* Retrieved from http://www.corestandards.org
>
> Connecticut's System for Educator Evaluation and Development {SEED). {ND). Retrieved from http://www.connecticut seed.org
>
> Council for Exceptional Children, {2012). Position on Special Education Teacher Evaluation. Arlington, VA: Council for Exceptional Children.

CREDITS:

Deborah Richards
Director of Student Services
Capitol Region Education Council {CREC}

Colleen Hayles
Education Consultant
CT State Department of Education

PEAC STUDENT AND EDUCATOR SUPPORT SPECIALISTS WORK GROUP:

Maureen Honan
Special Education Teacher/504 Coordinator
CT Education Association
North Haven Public Schools

Sharon Solomon-McCarthy Special
Education Instruction Coach
American Federation of Teachers
New Haven Public Schools

10

DRAFT 9/13/2013

SEED

Connecticut's System for Educator
Evaluation and Development

CONNECTICUT SEED

Student and Educator Support Specialists

Guidance Document

School Psychologists

DRAFT 9/13/2013

School Psychologists

This document provides guidance to administrators and Student and Educator Support Specialists (SESS) on the application of the Connecticut SEED educator evaluation system to **School Psychologists.** Student and Educator Support Specialists are those individuals who by the nature of their job description do not have traditional classrooms, but serve a "caseload" of students,staff or families. In addition,they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students. The following document provides guidance on the evaluation of **<u>School Psychologists</u>** in public schoolsettings.

2

OVERVIEW:

o Roles of School Psychologists:

School Psychologists are uniquely qualified to help children and youth succeed academically,socially,behaviorally and emotionally. They collaborate with educators, parents and other professionals to create safe,healthy and supportive learning environments that strengthen connections between home, school and the community for all students. With expertise in both mental health and education,School Psychologists are highly trained in the areas of child development,learning,social/emotional

development, curriculum and instruction,evaluation and assessment practices,consultation, collaboration,school law, and systems approaches to learning.

Given their specialized training and skills, School Psychologists are able to provide a multitude of interventions that contribute to overall student achievement (e.g. supporting academic and social-emotional learning, addressing positive school climates,enhancing academic engagement,promoting positive behavioral supports). They work as integral members of both school-based and district-wide teams to support the academic success of students through a variety of means including consultation and review of student performance data. Research findings have shown that students who receive this type of support demonstrate greater overall achievement in school (Bierman et al.,2011;Durlak et al., 2011).

In the context of the Connecticut SEED educator evaluation system,educators   will work in conjunction with their evaluators to identify objectives for student learning and corresponding measures of student performance to evaluate progress made towards those learning objectives. Educators will draft Student Learning Objectives (SlOs) that specify:

1. a learning objective focus statement;
2. baseline or trend data relative to that objective;
3. the population of students that will be assessed on the objective (e.g. caseload,grade level, course,etc...);
4. the standards and learning content that are represented by the objective;
5. the length of time across which intervention will occur in order to support students in obtaining the objective;
6. assessments that will be used to evaluate student performance;
7. quantitative indicators of academic growth and development (IAGOs) based on student performance on assessments; and
8. instructional strategies that will be employed to support students in realizing the learning objective.

The following pages provide sample SLO focus statements and corresponding IAGDs that may be appropriate for **School Psychologists** given their unique role within school settings.

2

Sample 1
• STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT
• INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)

Subject Area: School Psychology

Population of Students: All Elementary Students

ctac|SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

Student Learning Objective Focus Statement:
Out of classroom behavior will improve as demonstrated by a decrease in office referrals.

Baseline Data:
Based on the School Wide Information System (SWIS) there were 1542 out of classroom area office referrals in the 2012-2013 school year.

Rationale:
This objective was chosen to decrease behaviors occurring in non-classroom areas that typically interfere with the delivery of instruction and student learning. As part of the school-wide PBIS team, the school psychologist will implement the "Stop/Walk/Talk" curriculum to teach and promote social responsibility skills.

Indicator(s) for Academic Growth and Development:
1. student office referrals will decrease by 25% during the 2013-2014 academic year, in comparison to the 2012-2013 academic year.

Standards and Learning Content:
Performance Expectation 3:
    Element A,Welfare and Safety of Students,Faculty and Staff

Sample 2

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
- **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**

Subject Area: School Psychology

Population of Students: Students with Autism Spectrum Disorder (ASD) at Parker Elementary School

Student learning Objective Focus Statement:
Improve Social Competency of ASD students through initiating peer interaction(s).

Baseline Data:
There are 5 students identified with ASD who have an average daily interaction rate with peers of 1.2 interactions.

Rationale:
Students with ASD require direct instruction and support to generalize social skills to natural settings. The Social Emotional Regulation and Transactional Support (SCERTS) model will be implemented with these students.

Indicator(s) for Academic Growth and Development:
1. Three out of five students will successfully initiate 3 peer interactions with 3 different peers in 3 different situations/environments on a daily basis as measured by frequency data on daily point sheets and documented in observations by school psychologist by January 2014.
2. Two out of five students will successfully initiate 2 peer interactions in two different situations/environments on a daily basis as measured by frequency data on daily point sheets and documented in observations by school psychologist by May 2014.

Standards and learning Content:
Common Core State Standards (CCSS) ELA & literacy:
> CCRA L.3 Apply knowledge of language to understand how language functions in different contexts,to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

ctac SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

5

Sample 3
- STUDENT LEARNING OBJECTIVE (SLO} FOCUS STATEMENT
- INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD}

Subject Area: School Psychology

Population of Students: 22 students in 2"d grade

Student Learning Objective Focus Statement:
Students currently found to be below targeted benchmarks in reading will increase their reading proficiency by June.

Baseline Data:
22 students did not achieve the target DRA score (18} and are scheduled to receive Tier II and Tier lll intervention. They currently read at 12 words per minute or below on AIMsweb Fluency test.

Rationale:
This objective was collaboratively set with the school psychologist and second grade teachers. The school psychologist will attend   weekly data team meetings and provide recommendations for intervention using item analysis of student work, and when necessary, conduct classroom observations for students below target.

Indicator(s} for Academic Growth and Development:
1. AIMSweb score will improve by 1.8 words per minute per week for students with targeted interventions by June.
2. AIMSweb score will increase to 35 words read correctly on a second grade passage by end of the school year by June.
3. Increase of 3 DRA levels by the end of the school year.

ctac | SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

Standards and Learning Content:

Common Core State Standards (CCSS} ELA & Literacy:

   RF 2.4- Read with sufficient accuracy and fluency to support comprehension.

6

9/13/2013
School Psychologists

RECOMMENDATIONS FOR CUSTOMIZING THE OBSERVATION RUBRIC:

The School Psychology working group makes the following recommendations to the PEAC for the development of state evaluation guidelines for School Psychologists:

> In lieu of the draft rubric currently proposed, that performance criteria for the school psychologist are based on the *Model for Comprehensive and Integrated School Psychological Services* (National Association of School Psychology, 2010). This evaluation process is based on a set of rigorous research-based standards and NASP standards for training and practice. In keeping with the four guiding principles for evaluating the performance of school psychologists posited by the National Association for School Psychologists (NASP, 2012), the instrument is designed to accurately and fairly capture student and professional growth,have sufficient breadth to evaluate the wide scope of school psychological services, use measures that are valid,reliable and meaningful,and provide a uniform evaluation system. The evaluation focuses on the promotion of quality psychological services,effective leadership, enhanced student learning and professional practice. A fourth domain, Core Professionalism, has been added to illustrate the minimum competencies expected in any profession. This is separate from the other sections in the rubric because they have little to do with teaching and learning and more to do with basic employment practice and collegial collaboration. The School Psychologist is expected to meet these standards. If they do

CTAG SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

not, it will affect their overall rating negatively.

➤- As part of a professional growth model, the School Psychologist Self-Assessment is required as a component of the evaluation process. School Psychologists are well qualified to contribute to the design of their performance evaluations as well as establish professional development goals. In addition to their knowledge of school psychology preparation and practice, they have expertise in measurement theory, data- based decision-making and knowledge of a variety of applicable evaluation methods

➤- Every school district responsible for evaluating the School Psychologist is required to have a clear job description that delineates the full scope of practice to guide the setting of IAGOs, feedback and observation.

➤ The School Psychologist and their evaluator are required to discuss the specific characteristics of the school psychologist's role including the population served and the characteristics of the population to determine the appropriate application of standardized measures of student growth to this professional.

➤- The School Psychologist and evaluator need to determine a priori the appropriate venue for observation and the rubric by which the observation of practice will be conducted.

➤- The School Psychology Working Group recommends that the CSDE establish formal regional networks of professionals within these disciplines who can assist with individual or group supervision, support and evaluation consistent with national standards (NASP, 2012). The following excerpt from the Guidelines for the Practice of School Psychology, Connecticut State Department of Education (2004) provides direction in best practices for supervising and evaluating School Psychologists.

7

➢ Competent supervision of clinical skills (i.e.,specialized skills required for the practice of school psychology,but not common to educators) promotes, enhances and updates the professional growth of the School Psychologist. As it relates to school psychology, the term "supervision" incorporates activities performed at two levels. At the individual level, clinical supervision refers to face-to-face supervision sessions between the School Psychologist and the supervising school psychologist. These sessions are designed to improve clinical skills related to assessment, counseling, consultation and other school psychology role requirements. Group supervision has the same goal - the enhancement of clinical skills - but refers to sessions with a group of two or more School Psychologists and the supervising School Psychologist. Group and individual clinical supervision require technical proficiency in school psychology and should only be

provided by a certified School Psychologist, preferably with training in the area of supervision and evaluation (CSDE,1999b;NASP, 2000c).

➢ Administrative supervision may be provided by appropriately credentialed individuals who are knowledgeable about school psychology, such as a building or district administrator (CSBE, 2001). Administrative supervision includes such activities as adherence to school policy and state and federal regulations, and the day-to-day nonclinical duties performed by the School Psychologist.

➢ Districts should provide adequate clinical supervision and professional resources to meet the needs of their school psychology staff members. Clinical supervision of School Psychologists requires discipline-specific training and expertise (Connecticut State Board of Education,1999) and experience in the practice of school psychology. A lead School Psychologist should be designated by a school system to respond to practice issues in school psychology such as appropriate assessment techniques,best practice methods in counseling and consultation and skill building in all role functions. Supervision should be offered on an individual basis for all new staff members,interns and veteran professionals. For interns and first-year School Psychologists, face-to-face supervision should be provided for at least two hours weekly (NASP, 2000d; NASP, 2000e). Individual clinical supervision for the experienced School Psychologist should be arranged based on individual and district needs. Peer/group supervision is a viable

source for staff supervision and development. Peer mentoring is another means of ensuring sufficient opportunities for professional growth and development for novice School Psychologists.

➢ Supervision also includes professional development activities offered through department meetings, workshops and conferences. These activities are part of a

comprehensive clinical supervision plan developed for a school psychology staff. Professional development days offer an excellent opportunity for School Psychologists to pursue leadership opportunities, learn new counseling techniques, review new assessment methods and participate in program review and planning. School systems should provide professional development activities such as peer supervision and workshops specific to school psychology training and expertise. The Connecticut Association of School Psychologists,the National Association of School Psychologists, the American Psychological Association and the Connecticut State Department of

Education Consultant for school psychology are all valuable resources in this regard.

CTAC SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

➤- Supervisors should encourage School Psychologists to participate in state and national associations to maintain professional identity and an up-to-date knowledge of the field of school psychology. Supervisors should promote and support the participation of School Psychologists in professional development workshops offered outside the school system to obtain knowledge and to network with fellow School Psychologists (pages 15- 16}.

➤- Under state law, evaluation of professional school district employees is conducted in

accordance with State Board of Education guidelines,in addition to whatever guidelines

are established through the local school district's labor agreement. The latter typically assigns exclusive responsibility for staff evaluation to administrators. In order to promote professional growth,the evaluation of School Psychologists' clinical skills is

best conducted by an appropriately certified School Psychologist. Many school districts, however,do not have an administrator who is certified in school psychology. In this situation,innovative arrangements for evaluating and supervising School Psychologists (and other support services specialists) might be explored. For example: 1. a School Psychologist with administrator's certification might be designated as a supervisor, or coordinator,and have a split position as both administrator and school psychologist,or

2. a special arrangement might be made for smaller districts to share an administrator (page 17}.

RECOMMENDATIONS FOR STUDENT, PARENT AND PEER FEEDBACK:

It is recommended that the school/district utilize information gathered from the CT School Climate Survey,the National School Climate Survey or customize a survey that focuses on the initiative specific to school psychologists.

RESOURCES:

Bierman,K. L., Coie,J.D.,Dodge, K. A.,Greenberg, M. T.,Lochman,J. E., McMahon,R. J., & Pinderhughes,E. (2010). The effects of a multiyear universal social-emotional learning program: The role of student and school characteristics. Journal of Consulting and Clinical Psychology,78,156-168.

Connecticut State Department of Education (2004}. Guidelines for the Practice of School Psychology. Hartford,CT.

Connecticut's System for Educator Evaluation and Development (SEED). (ND}. Retrieved from http://www.connecticutseed.org

Durlak,J. A., Weissberg, R. P.,Dymnicki, A. B.,Taylor,R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development,82, 405-432.

National Association of School Psychologists, (2012). A framework for the personnel evaluation of school psychologists utilizing the NASP Practice Model, *Comminuque Handout: November,* Volume 41,Number 3. Bethesda,MD: National Association of School Psychologists.

National Association of School Psychologists, (2010). Model for Comprehensive and Integrated School Psychological Services. Bethesda, MD: National Association of School Psychologists.

CREDITS:

Dr. John Desrochers
CT Association of School Psychologists

Carla D'Orio
Director of Psychological Services Bridgeport
Public schools

Dr. Paula Gill-Lopez
Dept. Chair and Director
School Psychology,Fairfield University

Dr. Jocelyn Mackey
Education Consultant- School Psychology
CT State Department of Education

Karla Vazquez
CT Association of School Psychologists

PEAC STUDENT AND EDUCATOR SUPPORT SPECIALISTS WORK GROUP:

Ron Benner

SLGs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

School Psychologist
Bridgeport Public Schools

Dr. Michael Regan
Director of Special Education
Cooperative Educational Services (CES)

10

DRAFT 9/13/2013

SEED

Connecticut's System for Educator
Evaluation and Development

CONNECTICUT SEED
Student and Educator Support Specialists
Guidance Document

Comprehensive School Counselors

DRAFT 9/13/2013

Comprehensive School Counselors

This document provides guidance to administrators and Student and Educator Support Specialists (SESS) on the application of the Connecticut SEED educator €Valuation system to Professional **Comprehensive School Counselors.** Student and Educator Support Specialists are those individuals who by the nature of their job description do not have traditional classrooms,

but serve a "caseload" of students, staff or families.   In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students.   The following   document provides guidance on the evaluation of **Comprehensive School Counselors** in public school settings.

1

OVERVIEW:

- o The most commonly used names in districts are:

    - :» Comprehensive School Counselors

    - :» School Counselors

o Roles of Comprehensive School Counselors:

The Connecticut Comprehensive School Counseling Program provides an updated focus on key student competencies based on the American School Counselor Association (ASCA) national standards. The nine standards shift the focus from a traditional service-provider model to a program model that defines what students "will know and be able to do" as a result of participating in the comprehensive program. School Counselors use their skills in the areas of leadership, advocacy and collaboration to support school districts in their mission to prepare each student to meet high academic standards and to complete school fully prepared to choose from an array of substantial post-secondary options. The model focuses on student development of 21st century skills such as critical thinking, creativity, self-direction and leadership; as well as teaching essential professional skills such as teamwork, time management, interpersonal skills and cultural awareness.

The Comprehensive School Counseling program has been developed to guide school districts as they endeavor to link school counseling program goals and content with their school improvement efforts. It can also assist school districts to evaluate their current programs and implement changes based on data and best practice. As this model is implemented across the state,School Counselors will substantially increase their ability to foster academic, personal/social and career development for Connecticut's students.

o Professional School Counselors' Caseload(s): The recommended national School Counselor/ Student ratio requirement is: 1:250.

School Counselors provide direct and indirect services to the school community. Direct services are face-to-face with students and families delivered through school counseling core curriculum, individual student planning and responsive services. School Counselors review school data to inform decisions about strategies to use within each element based on students' needs. In addition School Counselors use data

to identify students with achievement, attendance and/or behavioral needs impeding student success. School Counselors also use data to determine how the school counseling activities will be delivered (ASCA, 2012}.

2

Comprehensive School Counselors

School Counselors provide indirect student services as a means to support student achievement and to promote equity and access for all students. School Counselors may interact with the school community to promote student achievement and systematic change. Indirect services include referrals, consultation and collaboration (ASCA, 2012}.

o Supervision and Observation of Professional School Counselors Professional School Counselors should be supervised and evaluated by a professional who has certification in both administration and school counseling.

(http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/counseling.pdf). School Counselors require clinical,developmental and administrative supervision. Together, this three-pronged approach allows Counselors to hone counseling skills, build and improve school counseling programs and to assure they are being held accountable for their practice. School counselors are evaluated based on national competencies that serve as best practices in the field. It is recommended that rubrics be adjusted to reflect these competencies
(http://www.schoolcounselor.org/files/SCCompetencies.pdf).

Professional School Counselors, unlike other certified staff, are bound by confidentiality due to the nature of the work. School Counselors practice under the American School Counseling Association's Ethical Standards for School Counselors (http://schoolcounselor.org/files/Ethica1Standards2010.pdf}. Therefore, there are some situations that are considered inappropriate venues for observation such as individual counseling sessions, small groups and phone calls or meetings with parents, agencies, or mental health providers where confidential student issues are being discussed. It may also become necessary to terminate an observation session in the event highly confidential information is brought to the surface. Case presentations in a clinical supervision setting would be appropriate as long as identifying information was not included.

Venues that are appropriate for observations may include the following: individual planning sessions, parent and/or student programs, Developmental Guidance Lessons, Planning and Placement Team (PPT) meetings, data team meetings,

NORTHEAST COMPREHENSIVE CENTER

Scientific Research Based Intervention (SRBI} meetings or other venues where the School Counselor is collaborating with colleagues in the building to improve student achievement.

In the context of the Connecticut SEED educator evaluation system, educators will work in conjunction with their evaluators to identify objectives for student learning and corresponding measures of student performance to evaluate progress made towards those learning objectives. Educators will draft Student Learning Objectives (SLOs} that specify:

1. a learning objective focus statement;
2. baseline or trend data relative to that objective;

3

Comprehensive School Counselors

3. the population of students that will be assessed on the objective (e.g. caseload, grade *level,* course, etc...);
4. the standar:ds and learning content that are represented by the objective;
5. the length of time across which intervention **will** occur in order to support students in obtaining the objective;
6. assessments that will be used to evaluate student performance;
7. quantitative indicators of academic growth and development (IAGDs) based on student performance on assessments; and
8. instructional strategies that will be employed to support students in realizing the learning objective.

The following pages provide sample SLO focus statements and corresponding IAGDs that may be appropriate for **School Counselors** given their unique role within school settings.

4

Sample 1
- STUDENT lEARNING OBJECTIVE (SlO) FOCUS STATEMENT
- INDICATORS OF ACADEMIC GROWTH AND DEVElOPMENT (IAGD)

Subject   Area: Academic   Goals-   School   Success

Population of Students:12'h-grade students (40/200)

Student learning Objective (SlO) Focus Statement:
Students will implement strategies to achieve post-secondary college goals.

Baseline Data:
Based on the 2012-2013 data, 40 out of 200 (80%) students did submit a college application.

Data collection was based on quantitative data:
1. Use of Naviance - school-wide data
2. Number of college applications submitted
3. Comparison of data of the subgroups
    i.   students did not apply to post-secondary institution
    ii. identify first generation students
    iii. identify students who intended to,but did not apply
4. Pre and post surveys for students

Rationale:
After identifying,disaggregating and using multiple sources of data, our high school needs to promote a college-going culture for all students. College-going rates differ disproportionately by student's family income level,racial/ethnic group and students with disabilities and the problem of unequal access to higher education is a concern within our school community. This unequal access to higher education has immediate and long-term implications for our community's infrastructure and economy.
Identified subgroups:
1. First generation students;
2. Traditionally underserved students;and
3. Any student that has not applied to a post-secondary institution.
Based on the data collected for the above-mentioned subgroups,40 students (20%) were identified and had not applied to college.

Indicator(s) for Academic Growth and Development (IAGD):
1. 95% of students in identified sub-groups will submit a completed college application by December 2013.

Standards and learning Content:
Connecticut Comprehensive School Counseling Guide:

> A2.11-12.1: Implement strategies to achieve postsecondary goals learners will prepare themselves academically to choose from a range of choices following graduation. Concepts include, but are not limited to, self-understanding and development,educational planning and choices and consequences.

5

Sample 2

- STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT
- INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)

Subject Area: Personal Goals- Survival and Safety Skills Population of

Students: 1st grade students (100)

Student Learning Objective (SLO) Focus Statement: Students will demonstrate healthy ways of dealing with conflict.

Baseline Data:
In the 2012-13, there were 50 incidents of verbal and physical altercation involving 1" graders on the playground. The evidence was collected from the following sources:

1. ED166 discipline report
2. School Wide Information System (SWIS} data
3. Teacher discipline referrals
4. Parent Safe School Climate Survey

Rationale:
Both qualitative and quantitative data was used to analyze the playground verbal and physical altercations involving 1st graders this past year. Students who attend our school with a positive, respectful climate are able to focus on learning and realize their academic, interpersonal and athletic potential (U.S. Department of Education, 1999}. When students perceive they have a stake in their school community, negative behaviors tend to decrease and participation in school community programs and projects, including academic activities, tends to increase. The Parent Safe School Climate Survey identified 62% of parents felt their child was not safe with other peers during recess. Additionally, the school reviewed data on policy, procedures and practices to prioritize needs for the School Improvement Plan.

lndicator(s) for Academic Growth and Development (IAGD):

1. Decrease 1st grade incidents of conflict by 10% from June 2013 to June 2014 as measured by teacher documentation and office referrals.

Standards and Learning Content:

Connecticut Comprehensive School Counseling Guide:

P/S9.K-2.7: Demonstrate healthy ways of dealing with conflicts

Learners will demonstrate the proper application of safety and survival skills to their personal and physical well-being. Concepts include, but are not limited to, the influence of peer pressure, communication and conflict resolution skills and anger management.

6

Sample 3

- STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT
- INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)

Subject Area: Career Goals: Investigate Careers

Population of Students: All 7'h grade students

Student learning Objective (SLO) Focus Statement:

All students will develop an academic and career plan that reflects their interests, abilities and goals and that includes appropriately rigorous, relevant coursework and experiences.

Baseline Data:

In 2012-2013, approximately 100 students indicated on the Naviance Interest Inventory that they had little or no knowledge/skills about the teaching profession and would like to explore a teaching career as indicated by an overall score of 1/5.

Rationale:

To ensure all students develop an academic and career plan reflecting their interests, abilities and goals and including rigorous, relevant coursework and experiences appropriate for the student. The focus of academic and career planning is threefold: to help students acquire the skills to achieve academic success, to make connections between school and life experiences and to acquire knowledge and skills to be college and career ready upon high school graduation (ASCA, 2012). As part of the 7'h grade developmental guidance curriculum, 350 students took an interest inventory to explore and indicate areas for potential careers. After analyzing the data, 100 students self-identified an interest in pursuing a career in teaching or education. Students who have

indicated they wish to become a teacher on the interest inventory will become familiar with teacher preparation programs and job expectations.

Indicator(s) for Academic Growth and Development (IAGD):
1. Increase students' (100) knowledge and skills by 2 levels on the Naviance scale from 1 to 3 (total of 5 levels) as measured by a Naviance post-test by June 2014.

Standards and learning Content:
Connecticut Comprehensive School Counseling Guide:
    C4.7-8.7: Describe the relationship between career interests, high school course selection and post-secondary education options.
    learners will demonstrate the skills to make career choices in relation to knowledge of self and knowledge of the world of work. Concepts include, but are not limited to, career readiness, locating and evaluating career resources, and understanding the global workplace.

*Or other relevant career field as indicated by baseline data

7

RECOMMENDATIONS FOR CUSTOMIZING THE OBSERVATION RUBRIC:

The annuaLperformance evaluation of Professional School Counselors should accurately reflect the unique professional training and practices of school counselors working within a comprehensive school counseling program. It is recommended that observation of School Counselors be conducted using the modified *Common Core of Teaching Rubric for Effective Teaching for Student Educator and Support Specialists*. In addition, documents such as: School Counselor Performance Standards from the ASCA National Model and the ASCA School Counselor Competencies (ASCA, 2009} should be used for guidance.

RECOMMENDATIONS FOR STUDENT, PARENT AND PEER FEEDBACK:

It is recommended that the school/district utilize information gathered from the CT School Climate Survey, National School Climate Survey or a customized survey that focuses on the initiatives unique to School Counselors.

RESOURCES:

American School Counselors Association. (2004}. *ASCA national standards for students-one vision, one voice.* Retrieved from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

American School Counselors Association. (2012). *ASCA school counselor competencies.* Retrieved from http://www.schoolcounselor.org/files/SCCompetencies.pdf

American School Counselors Association. (2009}. *The professional school counselor and annual performance evaluation.* Retrieved from http:/*fwww*.schoolcounselor.org/files/PS_Evaluation.pdf

Connecticut State Department of Education. (2008}. *Comprehensive school counseling a guide to comprehensive school counseling program development.* Retrieved from http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Specia1/counseling.pdf

Connecticut's System for Educator Evaluation and Development (SEED}. (ND}. Retrieved from http://www.connecticutseed.org

NOSCA: National Office for School Counselor Advocacy. (2013). *The eight components of college and career readiness counseling.* Retrieved from http://nosca.coliegeboard.org/eight-components

8

DRAFT 9/13/2013
Comprehensive School Counselors

CREDITS:

Kim Traverso,LPC, Education Consultant
CT State Department of Education

Verna Sodano-Richards, Coordinator

dtaG|SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

Professional and Career Services
LEARN Regional Education Service Center

PEAC STUDENT AND EDUCATOR SUPPORT SPECIALISTS WORK GROUP:

Nicole DeRonck
School Counseling Coordinator
Newington Public Schools

9

SEED

Connecticut's System for Educator
Evaluation and Development

CONNECTICUT SEED
Student and Educator Support Specialists
Guidance Document

SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

Library Media Specialists

This document provides guidance to administrators and Student and Educator Support Specialists (SESS) on the application of the Connecticut SEED educator evaluation system to **Library Media Specialists** . Student and Educator Support Specialists are those individuals who by the nature of their job description do not have traditional classrooms,but serve a "caseload" of students, staff or families. In addition,they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students. The following document provides guidance on the evaluation of **Library Media Specialists in** public school settings.

1

Media Specialists

OVERVIEW:

o   The most commonly used names in districts are:

> Library Media Specialist (LMS)

> School Librarians

o   Roles of Library Media Specialists:

Building leader: The LMS shows leadership through:

> benchmarking the School Library Media Program (SLMP) to school,state and national

program standards

> sharing expertise by presenting at faculty meetings, parent meetings and school board

  meetings

> creating an environment that is conducive to active and participatory learning, resource-

  based instructional practices, and collaboration with teaching staff

> sharing with the learning community collaboratively developed and up-to-date

  district policies concerning such issues as materials selection, circulation,
  reconsideration of materials copyright, privacy and acceptable use

> encouraging the use of instructional technology to engage students and to improve

  learning

> providing 24/7 access to digital information resources for the entirelearning community

Instructional Partner: The LMS is an instructional partner by:

> participating in the curriculum development process at both the building and district level
  to ensure that the curricula include the full range of literacy skills (information, media,
  visual,digital and technological literacy) necessary to meet content
  standards and to develop lifelong learners

> collaborating with teachers and students to design and teach engaging inquiry and learning

  experiences and assessments that incorporate multiple literacies and foster
  critical thinking

> participating in the implementation of collaboratively planned learning experiences by

  providing group and individual instruction,assessing student progress and
  evaluating activities

Teacher: The LMS teaches **all students** in a building by:

> empowering students to become critical thinkers,enthusiastic readers,skillful researchers

  and ethical users of information. Some LMS teach a fixed schedule,
  where classroom teachers drop off their students in the media center; in this scenario,the
  LMS teaches all students in the building once a week.
  Other LMS will be on a flexible schedule, where teachers may bring their classes to the
  media center for research assistance or for finding resources.

Program Administrator: The LMS is a program administrator by: supervising and evaluating support staff, which may include educational media

assistants,computer education assistants, volunteers   and student assistants preparing,justifying and administering the library media program budget to support specific   program   goals   establishing   processes   and   procedures   for selection,acquisition,circulation, resource sharing, etc. that assure appropriate resources are available when needed

creating and maintaining in the school library media center a teaching and learning environment that is inviting,safe, flexible and conducive to student learning selecting and using effective technological applications for management purposes InformationalSpecialist: The LMS is an informational specialist by:

evaluating,promoting and using existing and emerging resources and technologies to support teaching and learning, supplement school resources,connect the school with the global learning community,communicate with students and teachers and provide 24/7 access to library services

Caseload (s) that may be served by the discipline

LMSs service an entire school including all students and staff. If the specialists are on a fixed schedule, they teach all students once a week and, technically,give classroom teachers their mandated prep time. On a flexible schedule,library media specialists meet with students and classroom teachers when the classroom teachers schedule their students into the media center. The weekly caseload would then vary.

In the context of the Connecticut SEED educator evaluation system, educators will work in conjunction with their evaluators to identify objectives for student learning and corresponding measures of student performance to evaluate progress made towards those learning objectives. Educators will draft Student learning Objectives (SLOs) that specify:

1. a learning objective focus statement;
2. baseline or trend data relative to that objective;
3. the population of students that will be assessed on the objective (e.g. caseload,grade level, course,etc...);
4. the standards and learning content that are represented by the objective;
5. the length of time across which intervention will occur in order to support students in obtaining the objective;
6. assessments that will be used to evaluate student performance;
7. quantitative indicators of academic growth and development (IAGOs) based on student performance on assessments; and
8. instructional strategies that will be employed to support students in realizing the learning objective.

CTAC SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

The following pages provide sample SLO focus statements and corresponding IAGOs that may be appropriate for <u>library Media Specialists</u> given their unique role within school settings.

3

Sample 1
Media Specialists

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
- **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**

Subject Area: Information Text and literature

Population of Students: All kindergarten students

Student Learning Objective Focus Statement:
Kindergarten students will identify the differences between reading informational text and literature. They will discover common features of nonfiction and fictional texts and compare nonfiction and fiction books on the same topic.

Baseline Data:
Before the lesson,create and give a survey (by raising of hands) about stories and information. After the lesson, give them the identical survey. They will then, with assistance,create their own modified Venn Diagram to show what the similarities and differences are in fiction and non-fiction books. Their diagrams will be used and edited throughout the year,as the students continue to discuss fiction and nonfiction books on the same topics.

Rationale:
After students listen to fiction and nonfiction books read to them on the same topic, and have monitored table discussions on the differences between the two types of texts,the students will be able to understand what to read for pleasure and what to read for information. They will also understand why reading a variety of books on the same topic is essential for understanding. This SLO and IAGD are developed collaboratively with the kindergarten teacher and library Media Specialist.

Indicator{s) for Academic Growth and Development:
1. 90% of Kindergarten students will correctly discriminate between nonfiction and fiction books by the spring of the academic year using a district developed survey/common assessment.

Standards and Learning Content:
Common Core State Standards (CCSS):
CC.K.R.1.10: Range of Readingand Level ofText Complexity: Actively engage in group reading activities with purpose and understanding.

ctac|SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

CC.K. W. 2: Text types and Purposes: use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

CC.K.R.L.S: Craft and Structure: Recognize common types of texts.

American Association of School librarians (AASL) Standards:

4.3.2. Recognize that resources are created for a variety of purposes.

2.   1.6: Use the writing process, media and visual literacy and technology skills to create products to express new understandings.

3.   1.2: Participate and collaborate as members of a social and intellectual network of learners.

4

Sample 2

- **STUDENT lEARNING OBJECTIVE (SIO) FOCUS STATEMENT**
- **INDICATORS OF ACADEMIC GROWTH AND DEVElOPMENT (IAGD)**

Subject Area: Conduct Short Research Project

Population of Students: All Grade 6 students

Student learning Objective Focus Statement:

Students will access information in a variety of media formats to complete an inquiry-based research project on the topic of alternative energy sources;students will draw conclusions and take a critical stance on the topic, presenting their findings in written form and/or oral presentations.

Baseline Data:

Data team meeting with Grade 6 Science teachers revealed 90% of students had no previous research experience. Conducting a short research project is new to the curriculum this school year.

Rationale:

As part of a science unit on conservation, 6th grade students will research alternative energy sources and communicate their knowledge by participating in a mock panel discussion on alternative energy solutions. An essential question framing their inquiry is: Which alternative energy sources will sustain a healthier and cleaner environment?

Indicator(s) for Academic Growth and Development:

1. 82% of students will produce a-research-based argument in favor of a particular energy source that meets at least 8 of the 10 criteria on the teacher developed rubricJor the mock panel discussion performance task in the spring of the academic year.

ctac|SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

Standards and learning Content:

Common Core State Standards (CCSS}:

> CC.6.W.7: Research to Build and Present Knowledge: Conduct short research projects o answer a question, drawing on server sources and refocusing the inquiry when appropriate.
>
> CC.6.Sl1a: Comprehension and Collaboration: Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text,or issue to probe and reflect on ideas under discussion.

American Association of School librarians (AASl) Standards:

> 1.   1.4: Find,evaluate and select appropriate sources to answer questions.
>
> 2.   1.1: Continue an inquiry-based research process by applying critical-thinking skills (analysis,synthesis,evaluation,organization} to information and knowledge in order to construct new understandings,draw conclusions and create new knowledge.
>
> 3.   1.5: Connect learning to community issues.
>
> 4.   4.5: Develop personal criteria for gauging how effectively own ideas are expressed.

5

Sample 3

- STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT
- INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)

Subject Area: Research Skills for Health Career Students

Population of Students: High School students enrolled in Health Career classes

Student Learning Objective Focus Statement:
Students enrolled in Health Career classes will be able to use print and electronic resources to effectively access, evaluate, synthesize, and communicate information. Health Career students will understand and be able to demonstrate the responsible,legal, and ethical use of credible information resources.

Baseline Data:
Data taken from the previous school year indicates 65% of Health Career students scored at the proficient level at the end of the course on both assessments.

Indicator(s) for Academic Growth and Development:
1. At least 75% of Health Careers students will perform at the proficient level (3) or better on their note-taking and source evaluation forms for their anatomy and physiology research using the school wide rubric, "1. Uses Research Tools to access, evaluate, and document information."
2. At least 75% of Health Careers students will perform at the proficient level (3) or better on Parenthetical Documentation and Works Cited lists for their infectious disease research using the school-wide rubric "1. Uses Research Tools to access, evaluate and document information."

Standards and Learning Content:
Common Core State Standards (CCSS):
CC.9-10WH/SS/S/T8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas,avoiding plagiarism and following a standard format for citation.

American Association of School Librarians (AASL) Standards:
1.1.4: Find,evaluate and select appropriate sources to answer questions.
1.1.5: Read, view and listen to information presented in any format (e.g. textual,visual, media, digital) in order to make inferences and gather meaning.
1.3.1: Respect copyright/intellectual property rights of creators and producers.
1.3.3: Follow ethical and legal guidelines in gathering and using information.

6

RECOMMENDATIONS FOR CUSTOMIZING THE OBSERVATION RUBRIC:

The Connecticut Common Core of Teaching Rubric for Effective Teaching is appropriate for evaluating these professionals.

RECOMMENDATIONS FOR STUDENT, PARENT AND PEER FEEDBACK:

It is recommended that the school/district utilize information gathered for all teachers in the school or a customized survey be developed specific to the role of the Library Media Specialist.

RESOURCES:

American Association of School Librarians (AASL) (1996-2013). *AASL learning standards*
   & *common core state standards crosswalk.*
   Retrieved from
   htt://www.ala.org/aasl/standards-
   guidelines/crosswalk
American Association of School Librarians (AASL) (2009) *Standards for the 21" century learner in action.* Retrieved from htt://www.ala.org/aasl/standards-
   guidance/learning-standards
Connecticut's System for Educator Evaluation and Development (SEED).
   (ND). Retrieved from http://www.connecticutseed.org

CREDITS:

Robin Metaj
Education Specialist
ACES- Regional Education Service Center

dtag SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

PEAC STUDENT AND EDUCATOR SUPPORT SPECIALSIST WORK GROUP:

MaryEllen
Minichiello
Library Media
Coordinator
 Milford Public
Schools

DRAFT 9/13/2013

SEED

Connecticut's System for Educator
Evaluation and Development

CONNECTICUT SEED

Student and Educator Support Specialists.
Guidance Document

English Language Learner, World Language Educators

DRAFT 9/13/2013
ELL,World Language Educators

This document provides guidance to administrators and Student and Educator Support Specialists (SESS) on the application of the Connecticut SEED educator evaluation system to **English language learner, World language Educators.** Student and Educator Support Specialists are those individuals who by the nature of their job description do not have traditional classrooms, but serve a "caseload" of students, staff or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments

directly measure their impact on students. The following document provides guidance on the evaluation of **English language learner. World language Educators** in public school settings.

OVERVIEW:

- o The most commonly used names in districts are:
    - J>. Teacher of English to Students of Other Languages (TESOL)
    -)'> TESOL Tutor
    -)'> TESOL/Bilingual Tutor
    - J>. TESOL Instructional Coach
    - J>. English to Non-English Speaking Adults
    - J>. Bilingual Teacher
    - J>. World Language Teacher

o Roles of ELL, World Language Educators:

Teacher of English to Students of Other Languages (TESOL) (111)
The method of delivery of instruction, whether push-in, pull-out or co-teaching, should depend on the student's level of linguistic proficiency and individual needs.

Definitions:
1. Push-in: supportive instruction differentiated by linguistic needs in small group settings within the classroom as determined and planned by the TESOL and classroom teachers for a specified amount of time
2. Pull-out: individual or small group instruction by the TESOL teacher outside of the traditional elementary classroom setting for a specified amount of time;TESOL may be offered as a course at the secondary level.
3. Co-teaching: shared planning and delivery of differentiated instruction, and linguistic data-driven decision making based on students' level of English proficiency and individual needs. One teacher works with a small group of students to pre-teach, re-teach,and/or supplement instruction; the other teacher instructs the large group

TESOL Teacher

J>. Provides instruction to develop English language skills in the domains of listening, speaking, reading and writing to ensure that ELLs meet or exceed linguistic and academic learning targets

J>. Teaches and reinforces concepts and academic vocabulary

J>. Prepares and maintains Jesson plans to meet the individual academic,social, emotional and linguistic needs of students

J>. Collaborates with general education teachers to align Common Core State Standards with the CSDE ELL Framework, K-12

ctac|SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

)' Fosters systematic and appropriate use of technological tools to enhance TESOL and content area language instruction for ELL students

J>. Provides support to general education teachers to develop modified content area strategies to help ensure the linguistic and academic success of ELL students enrolled in their classes

2

)> Uses student-Jed conferences, report cards,and informal talks to give parents detailed and helpful feedback on student's progress

)> Establishes protocols to engage families with school and community resources at the local,state and/or federal levels

)> Administers Language Assessment Scales (LAS) Links annually to assess language proficiency and progress in English language acquisition of ELL students

TESOL Tutor Definitions:
1. Push-in: supportive instruction differentiated by linguistic needs in small group settings within the classroom as determined and planned by the TESOL tutor and classroom teachers for a specified amount of time
2. Pull-out: individual or small group instruction by TESOL tutor under the supervision of a certified teacher outside of the traditional classroom setting for a specified amount of time

TESOL/Bilingual Tutor (Evaluated as non-instructional personnel)
Under the supervision of the TESOL/Bilingual teacher,a certified teacher and/or an administrator,implements instructional programs and Jesson plans for the purpose of presenting and/or reinforcing learning concepts and monitors ELL academic progress in collaboration with the TESOL/Bilingual or certified teacher. They ensure that the ELL student is in a safe,positive and culturally-responsible environment. The TESOL/Bilingual Tutor administers Language Assessment Scales (LAS) Links annually to assess language proficiency and progress in English language acquisition of ELL students and meets with their supervisor regularly to discuss student needs and progress.

TESOL Instructional Coach
Provides on-going job-embedded professional development to general education teachers in the implementation of effective instructional strategies and the delivery of services for English Language Learners

English to Non-English Speaking Adults (088)
Instruction is designed for adults who have limited proficiency in the English language or whose native language is not English. ESL programs assist individuals to improve their English skills in listening,speaking,reading and writing in order to find or maintain employment,attain citizenship, become more involved with their children's schooling and make greater use of community resources. Instruction is provided in English as a unifying means of serving the broad ethnic diversity of limited English speaking adults.

ctac|SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

Bilingual Teacher {009}

Makes instructional use of both English and an eligible student's native language; enables students to achieve English proficiency and academic mastery of subject matter content; provides for the continuous increase in the use of English and corresponding decrease in the use of the native language for the purpose of instruction;may include the participation

3

of Eng/ish-proficient students if the program is designed to enable all enrolled students to become more proficient in English and a second language. (CT General Statute Sec.10-17e) A bilingual teacher's position   may include, but is not limited to,the following delivery models: bilingual transitional,self-contained,resource,pull-out,push-in,native language support   or dual language.

World Language {018,019,020,021,022,023,024}

A World Language teacher provides a classroom environment conducive to developing

World Language competencies in the six domains (Communication, Cultures, Connections, Comparisons among Languages, Comparisons among Cultures and Communities) and nine content standards. Teachers are responsible for educating students linguistically and culturally to communicate successfully in a pluralistic American society and abroad. Teachers are also responsible for developing the student's knowledge and skills in listening, speaking, reading and writing. All students will develop and maintain proficiency in English and at least one other language, modern or classical. (ACTFL)

o Case/oad (s) that may be served by discipline

:»   Number of students within a case/oad varies depending on language level, grade and delivery model

In the context of the Connecticut SEED educator evaluation system, educators will work in conjunction with their evaluators to identify objectives for student learning and corresponding measures of student performance to evaluate progress made towards those learning objectives. Educators will draft Student Learning Objectives (SLOs} that specify:

1. a learning objective focus statement;
2. baseline or trend data relative to that objective;
3. the population of students that will be assessed on the objective (e.g. case/oad,grade level, course,etc...);
4. the standards and learning content that are represented by the objective;
5. The length of time across which intervention will occur in order to support students in obtaining the objective;
6. assessments that will be used to evaluate student performance;
7. quantitative indicators of academic growth and development (lAGOs) based on student performance on assessments;and
8. instructional strategies that will be employed to support students in realizing the learning objective.

The following pages provide sample SLO focus statements and corresponding lAGOs that may be appropriate for English Language Learner, World Language Educators given their unique role within school settings.

Sample 1

- **STUDENT IEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
- **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**

Subject Area: English Language Acquisition

Population of Students: All currently identified English Language Learners (Ells)

Student Learning Objective Focus Statement:
Students will demonstrate progress in their English language acquisition.

Baseline Data:
At the end of the last school year, 70% of my ELL students had an increase in their LAS Links scale score of at least one level,indicating they made progress in their English language acquisition.

Rationale:
In order for students to master the same academic content and meet the same academic performance standards expected of students whose first language is English, English Language Learners (ELLs} must acquire English proficiency in listening,speaking, reading and writing.

Indicator(s) for Academic Growth and Development:
1. 80% of my ELL students will have achieved progress towards English language acquisition,as indicated by an increase in their overall scale score by one level on the LAS Links.

Standards and Learning Content:
State Department of Education ELL Frameworks

ctac |SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

5

9/13/2013

ELL,World   Educators

Sample 2

- STUDENT lEARNING OBJECTIVE (SlO) FOCUS STATEMENT
- INDICATORS OF ACADEMIC GROWTH AND DEVElOPMENT (IAGD)

Subject Area: English Language Acquisition

Population of Students: All currently identified Level 2 or 3 English Language Learners (ELLs)

Student learning Objective Focus Statement:
English Language Learners wiiJ demonstrate growth in English language reading comprehension skills.

ctac SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

Baseline Data:

At the beginning of this school year, 30% of my Level 2 and 3 ELL students were able to correctly interpret one simplified narrative and one descriptive grade-level appropriate passage.

Rationale:

ELL students must be able to read and comprehend grade level appropriate academic content in English to succeed academically.

Indicator(s) for Academic Growth and Development:

1. 80% of Level 2 and 3 ELL will correctly interpret at least one simplified narrative and one descriptive grade-level appropriate passage as measured by the follow-up comprehension assessment (open-ended comprehension questions,multiple choice, matching and complete sentence answers) by spring of the academic year.

Standards and learning Content:

State Department of Education ELL Frameworks:

Goal 2- Student will use English to achieve in all academic settings.

Content-Standard 2-2: Students will use English to read and write in academic settings.

6

Sample 3

- STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT
- INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)

Subject Area: English Language Acquisition

Population of Students: All currently identified English Language Learners (ELLs)

Student Learning Objective Focus Statement:
Students will improve their ability to communicate through writing in English.

Baseline Data:
10% of my Level 2 and 3 ELL students were able to respond in writing in English to the picture assessment.

None of my LevellE LL students were able to write basic vocabulary to describe a picture from the picture assessment.

Rationale:
Through my classroom observations and reviewing student work, I have noted that my ELLs are more advanced in communicating their thoughts through speaking than through writing.

Indicator(s) for Academic Growth and Development:
1. All Level 2 and 3 ELL students will demonstrate improvement in their ability to respond in writing in English as measured by a 10% increase in scores on the district developed writing rubric from the fall to the spring of the academic year.
2. All LevellELL students will demonstrate improvement in their ability to write basic vocabulary to describe a picture from the fall to the spring of the academic year as measured by an increase of 5 points on a districl' developed writing rubric from the fall to the spring of the academic year.

Standards and Learning Content:
State Department of Education ELL Frameworks:
Content Standard 2-2:
Students will use English to read and write in academic settings.
Students will develop writing skills in all academic areas including math,science and social studies.
Goal2: Students will use English to achieve in all academic settings.

Sample 4

- • STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT
- • INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)

Subject Area: World Language

Population of Students: Students enrolled in Spanish I

Student Learning Objective Focus Statement:
Students will improve in their ability to communicate aurally (listening and speaking) in the target language.

Baseline Data:
20% of my students enrolled in Spanish I achieved Level 7 on the district World Language Speaking Rubric.

80% of my students enrolled in Spanish I achieved Level 5 or lower on the District World Language Speaking Rubric.

Rationale:
Learning to communicate in a language other than English helps students become global citizens in the interconnected world of the 21"century skills.

Indicator(s) for Academic Growth and Development:
1. All students will advance at least 2 levels on the District World Language speaking rubric.
2. At least 85% of all students will reach Level 7 as defined by the District World Language Speaking Rubric.

Standards and Learning Content:
State Department of Education ELL Frameworks:

ctac|SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

Goal1- Use English to effectively communicate in social settings.

Standard 1.1: Students engage in conversations,provide and obtain information, express feelings and emotions and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3:Students present information,concepts and ideas to an audience of listeners or readers on a variety of topics.

8

RECOMMENDATIONS FOR CUSTOMIZING THE OBSERVATION RUBRIC:

The Common Core of Teaching Rubric for Effective Teaching is appropriate to use with English language learners, World languages teachers.

RECOMMENDATIONS FOR STUDENT, PARENT AND PEER FEEDBACK:

It is important to incorporate questions on surveys for staff, family members and students on the level of support Ells receive, as well as, effectiveness of communication from the school to non-English speaking families. Surveys need to be conducted in accessible language where practicable or offered via an impartial interpreter.

RESOURCES:

Connecticut State Department of Education. (2010). The Bilingual Education Statute: Questions and Answers: Revised by Connecticut Administrators of Programs of Ells, Bilingual Education Committee and the State Department of Education's Bureau of Accountability   and   Improvement.   Retrieved   from http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/bilingualeducationstatuteqanda. pdf

Connecticut State Department of Education. (2010). Bilingual Education Statute: Section 10-17e-j, inclusive, of the Connecticut General Statutes. Bilinguai/ESl Education law. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/esl801/sec1017.pdf

Connecticut State Department of Education. (2005). Ell Framework. Retrieved from http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/csde_ell_framework_2005.p df

Connecticut State Department of Education. (2012}. English as a Second language (ESl). Adult Education. Retrieved from http://www.sde.ct.gov/sde/cwp/view.asp?a=2620&q=320686&sdePNavCtr= 145467 1#45494

Connecticut State Board of Education. {2010). Position Statement on the Education of Students Who Are English language learners. Retrieved from http://www.sde.ct.gov/sde/LIB/sde/pdf/board/esl.pdf

Connecticut's System for Educator Evaluation and Development (SEED). (ND). Retrieved from http://www.connecticutseed.org

Connecticut World language Curriculum Framework. (2005). Retrieved from http://webcach e.googleuserconte nt.com/search?q =each e:ojv2aadv- fgj:www.sde.ct.gov/sde/lib/sde/word_docs/curriculum/wlfv2.doc+ct+world+langua ge+curriculum+framework&cd=2&hl=en&ct=clnk&gl=us

The American Council on the Teaching of Foreign languages. (2000). Standards For Foreign language learning. Retrieved From http://www.actfl.org/publications/all/national-standards-foreign-language- education

9

DRAFT 9/13/2013
ELL,World Language Educators

CREDITS:
Susan Caldwell,fSL Teacher Granby
Public Schools

Adela Jorge-Nelson ESL
Coordinator Waterbury Public
schools

Elizabeth Lapman
ESL and World Language Coordinator
Regional School District #10

Teresa L6pez-Lebr6n
Education Specialist
Capitol Region Education Council (CREC}

Marie Salazar G/owski
Bilingual/ELL Education Consultant
Connecticut State Department of Education

Vanessa Sosa
ELL Coordinator,Magnet Schools Capitol
Region Education Council (CREC}

 PEAC SWDENT AND EDUCATOR SUPPORT SPECIALISTS WORK GROUP:

Nancy Testa
World Languages,ELL/Bilingual, Gifted & Talented Coordinator
East Hartford Public Schools

DRAFT 9/16/2013

SEED

Connecticut's System for Educator
Evaluation and Development

CONNECTICUT SEED

Student and Educator Support Specialists Guidance Document

Mathematics and English Language Arts (ELA) Coaches

This document provides guidance to administrators and Student and Educator Support Specialists (SESS) on the application of the Connecticut SEED educator evaluation system to **Mathematics and English language Arts IELA) Coaches.** Student and Educator Support Specialists are those individuals who by the nature of their job description do not have traditional classrooms,but serve a "caseload" of students,staff or families. In addition,they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students. The following document provides guidance on the evaluation of **Mathematics and English language Arts IELA) Coaches** in public school settings.

DRAFT 9/16/2013

Mathematics and English Language Arts (ELA) Coaches

OVERVIEW:

o Roles of Mathematics and English Language Arts Coaches:

Mathematics and English Language Arts Coach roles vary within and among public school districts. The responsibilities may include,but are not limited to:

> - assisting classroom teachers and other school personnel in improving instruction in all content areas to support reading and or mathematics across the curriculum;

> - coordinating and providing professional development and training to teachers;

> - working with teachers and other school-wide and/or district-wide personnel in curriculum development and revision as it relates to literacy or mathematics;and

> - using assessment data to monitor student progress and design and implement interventions or enrichment to meet students' diverse learning needs.

Mathematics and English Language Arts Coaches may or may not work directly with students. Coaches will work with teachers, administrators and district curriculum coordinators.

In the context of the Connecticut SEED educator evaluation system, educators will work in conjunction with their evaluators to identify objectives for student learning and corresponding measures of student performance to evaluate progress made towards those learning objectives. Educators will draft Student Learning Objectives (SLOs) that specify:

1. a learning objective focus statement;
2. baseline or trend data relative to that objective;
3. the population of students that will be assessed on the objective (e.g. caseload, grade level,course, etc...);
4. the standards and learning content that are represented by the objective;
5. the length of time across which intervention will occur in order to support students in obtaining the objective;
6. assessments that will be used to evaluate student performance;
7. quantitative indicators of academic growth and development (IAGOs) based on student performance on assessments; and
8. instructional strategies that will be employed to support students in realizing the learning objective.

The following pages provide sample SLO focus statements and corresponding IAGOs that may be appropriate for <u>Math and English Language Arts IELA) Coaches</u> given their unique role within school settings.

2

Sample 1
- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
- **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**

Subject Area: English language Arts

Population of Students: All 4'h Grade Students

Student learning Objective Focus Statement:

CTAC SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

Students will read closely and analytically to comprehend a range of increasingly complex literacy and informational texts.

Baseline Data: On the school year assessment,75% of students had scored at the proficient level.

On the spring NWEA MAP Assessments,60% of my students were at-the $so'h$ percentile or higher in their RIT Score achievement;this was a slight increase from 45% of my students after the fall NWEA MAP Assessment administration.

Indicator(s) for Academic Growth and Development:
1. 85% of the students in grade 4 will perform at the proficient level on an end-of-year assessment of reading using school-based rubric.
2. 75% of students will achieve Reading RIT scores at the 50'h percentile or higher by the spring administration of the NWEA MAP assessment.

Standards and learning Content:
Common Core State Standards (CCSS) English Language Arts:
> Reading anchor standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

3

DRAFT 9/16/2013
Mathematics and English language Arts (ELA) Coaches

Sample 2

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
- **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**

Subject Area: Mathematics

Population of Students: All 7'h grade students

Student learning Objective Focus Statement:

Students can clearly and precisely construct viable arguments to support their own reasoning about appropriate grade level content,and to critique the reasoning of others.

Baseline Data:

At the beginning of this school year, 40% of grade 7 students scored at the proficient level on the Standards for Mathematical Practice-3 (SMP-3).

At the end of last school year, 80% of my grade 7 students scored at the proficient level on at least three of the benchmark assessments of SMP-3, up from 60% of my students at the beginning of the school year.

Indicator(s) for Academic Growth and Development:

1. 70% of the students in grade 7 will perform at the proficient level (using the school- based rubric) on at least three district benchmark assessments of SMP-3.

Standards and learning Content:

Common Core State Standards (CCSS) Mathematics:

Ratio and Proportional Relationships Expressions and Equations Number System

Sample 3
- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
- **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**

Subject Area: English Language Arts

Population of Students: All 1st grade students

Student Learning Objective Focus Statement:
Students can produce effective and well-grounded writing for a range of purposes and audiences.

Baseline Data:
At the beginning of last school year,30% of 1" grade students scored proficient on their writing assessment based on the school-wide writing rubric.

At the end of last school year, 80% of 1" grade students scored at or above the proficient level in their writing assignments based on the school-wide writing rubric.

Indicator(s) for Academic Growth and Development:
1. 90% of the students in grade 1will perform at least at the proficient level or higher, using the school-based writing rubric by the end of 1'' grade.

Standards and Learning Content:
Common Core State Standards (CCSS) English Language Arts:
Writing anchor standard 4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

5

Sample 4
- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
- **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**

Subject Area: Mathematics

Population of Students: Algebra II students

Student learning Objective Focus Statement:
Students can analyze complex,real-world scenarios and can use mathematical models to interpret and solve problems using high school content.

Baseline Data:
At the beginning of this school year,40% of my Algebra II students scored at the proficient level on the SMP-3.

At the end of last school year, 80% of my Algebra II students scored at the proficient level on at least three of the benchmark assessments of SMP-3, up from 60% at the beginning of the school year.

Indicator(s) for Academic Growth and Development:
1. 75% of the students in Algebra II will perform at the proficient level (using the school- based rubric) on three of the four benchmark assessments of SMP-4.

Standards and learning Content:
Common Core State Standards (CCSS) Standards for Mathematical Practice-3 (SMP-3): Measured through Claim #4 from the Smarter Balanced Assessment (SBAC)

6

DRAFT 9/16/2013
Language Arts (ELA) Coaches

RECOMMENDATIONS FOR CUSTOMIZING THE OBSERVATION RUBRIC:

The Common Core of Teaching Rubric for Effective Teaching is recommended for these professionals.

RECOMMENDATIONS FOR STUDENT, PARENT AND PEER FEEDBACK:

Feedback from stakeholders should measure the following indicators:

➢ Provides clear objectives to teachers and students;

➢ Designs and assists in planning learning opportunities that allow for the widest possible range of students to fully participate in the learning according to their needs and abilities;

➢ Designs and assists in planning that accurately reflects what all students should know and be able to do along the way to the goal of college and career readiness;

➢ Responds in a timely manner to teachers, parents and administrators;

CTAC SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

➢ Works with district staff and individual and teams of teachers to analyze data and to support the implementation of data-based instruction;

➢ Demonstrates and clearly communicates understanding of the standards and instructional shifts required to support student learning according to the standards; ➢ Is able to implement,support and explain curriculum and performance standards; and ➢ Is able to present the subject matter in a well-organized manner.

RESOURCES:

Common Core State Standards Initiative (2012). *Implementing the common core state standards.* Retrieved from http://www.corestandards.org

Connecticut State Department of Education (2002-2012). *Curriculum* & *instruction.* Retrieved from http://www.corestandards.org

Connecticut's System for Educator Evaluation and Development (SEED). (ND). Retrieved from http://www.connecticutseed.org

CREDITS:

Charlene Tate Nichols
Mathematics Education Consultant
Connecticut State Department of Education

Amy Radikas
Language Arts Education Consultant
Connecticut State Department of Education

Alexander Pitsas, Education Consultant
Connecticut State Department of Education
Mathematics- Connecticut Technical High Schools

7

DRAFT 9/16/2013
Language Arts (ELA) Coaches

Andrienne longobucco
Educational Consultant
Education Connection-Regional Education Service Center

PEAC STUDENT AND EDUCATOR SUPPORT SPECIAliSTS WORK GROUP:

Marlene Iovanio
Math Coordinator/Coach
Bristol Public Schools

William Rice
Math Coordinator/Coach
Waterbury Public schools

Joe Stefan language Arts
Coordinator Norwich Public
Schools

8

SEED

. Connecticut's System for Educator Evaluation
and Development

CONNECTICUT SEED
Student and Educator Support Specialists
Guidance Document

School Nurses

This document provides guidance to administrators and Student and Educator Support Specialists {SESS) on the application of the Connecticut SEED educator evaluation system to **School Nurses.** Student and Educator Support Specialists are those individuals who by the nature of their job description do not have traditional classrooms,but serve a "caseload" of students,staff or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students. The following document provides guidance on the evaluation of **School Nurses** in public school settings.

1

OVERVIEW:

- o Nurses do not carry State Department of Education certification,so districts are not obligated to include them in their districts' evaluation plan. This document provides guidance for districts that would like to include them in the same evaluation plan as other professionals in the district.

- o Most commonly used names in districts are:

  - :>- School Nurses
  - :>- Nurses

- o Roles of School Nurses:

  School nurses, just as teachers, demonstrate competencies in order to provide Connecticut with quality health services from the most highly qualified professional school nurses. Key roles of the school nurse are clinician, advocate, coordinator, case manager, health counselor, health educator, community educator, liaison, researcher, and inter-professionalstudent services team participant. School nurses work with individuals serving children from birth to age 21 as well as their families. Their practice is population-focused {School Nursing-Scope and Standards of Practice Second Ed. 2011).

- o Caseload(s) that may be served by discipline

  - :>- All students in a given school, district or region

CTAC |SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

National Association of School Nurses (NASN) recommends the following minimum ratio of school nurses to students depending on the needs of the student populations:
1:750 for students in the general population;1:225 in student populations that may require daily professional school nursing services or interventions;1:125 in student populations with complex health care needs; and 1:1as necessary for individual students who require daily and continuous professional nursing services (Garcia, 2009, pg 198).

In the context of the Connecticut SEED educator evaluation system, educators will work in conjunction with their evaluators to identify objectives for student learning and corresponding measures of student performance to evaluate progress made towards those learning objectives. Educators will draft Student Learning Objectives (SLOs) that specify:

1. a learning objective focus statement;
2. baseline or trend data relative to that objective;
3. the population of students that will be assessed on the objective (e.g. caseload,grade level, course,etc...);

2

4. the standards and learning content that are represented by the objective;
5. the length of time across which intervention will occur in order to support students in obtaining the objective;
6. assessments that will be used to evaluate student performance;
7. quantitative indicators of academic growth and development (lAGOs) based on student performance on assessments;and
8. instructional strategies that will be employed to support students in realizing the learning objective.

The following pages provide sample SLO focus statements and corresponding IAGOs that may be appropriate for **School Nurses** given their unique role within school settings.

CTAC |SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

Sample 1
- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
- **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**

Subject Area: School Nurse

Population of Students: All Students

CTAC | SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

Student Learning Objective Focus Statement:
Students will be up-to-date with all immunizations to ensure timely registration for incoming students.

Baseline Data:
Sixty-four students were out of compliance for at least one immunization on November 1, 2012.

Rationale:
The immunization requirements for students enrolled in public schools are in place to ensure the safety and well-being of the entire school community. Delays in enrollment of incoming students can have negative implications and interruptions in student learning.

Indicator(s) for Academic Growth a11d Development:
1. By November 1,2013 less than 32 students will be out of compliance with at least one immunization.
2. By June 1, 2014 98% of students will be compliant for all immunizations or have a medical or religious waiver.

Standards and Learning Content:
School Nursing Scope and Standards of Practice:
> Standard 1-Assessment- The school nurse collects comprehensive data pertinent to the healthcare consumer's health or to the situation.

4

DRAFT 9/16/2013
School Nurses

clac SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

Sample 2

- STUDENT LEARNING OBJECTIVE (SLO} FOCUS STATEMENT
- INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)

Subject Area: School Nurse

Population of Students: Students in grades 6 or 7,9 or 10

Student Learning Objective Focus Statement:
All legally mandated health assessments will be completed per Section 10-206 of the Connecticut General Statues (required prior to public school enrollment, in either grade 6 or grade 7 and in either grade 9 or grade 10}.

Baseline Data:
Sixty-four percent of 10th grade students entered the school year with required health assessments. Eighty-five percent of 10th grade students ended the year with required health assessments. Eighty percent of 7'h grade students entered the school with required health assessment. Ninety-two percent of 7'h grade students endecl the school year with the required health assessments.

Rationale:
In order to provide the best educational experience,school personnel must understand students' health needs.

Indicator(s} for Academic Growth and Development:
1. 95% of 7'h grade students will have required immunizations by the end of the year.
2. 90% of 10th grade students will have required immunizations by the end of the year.

Standards and Learning Content:
School Nursing Scope and Standards of Practice:
Standard !-Assessment- The school nurse collects comprehensive data pertinent to the healthcare consumer's health or to the situation.

Sample 3
- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
- **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (JAGD)**

Subject Area: School Nurse

Population of Students: All students

Student learning Objective Focus Statement:
All students with a diagnosed life threatening allergy will have an individualized health care and allergy action plan.

Baseline Data:
Eighty-two percent of students with health care needs or severe allergies entered school with an action plan in 2012-2013.

Rationale:
Children with life threatening allergies must have individualized health care and allergy action plans to address how their health and safety needs will be met in school.

Indicator(s) for Academic Growth and Development:
1. 100% of students with life threatening allergies will have individualized healthcare and allergy action plans.

Standards and learning Content:
School Nursing Scope and Standards of Practice:
> Standard 3-0utcomes Identification -The school nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.
> Standard 4-Pianning- The school nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

ctac|SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

RECOMMENDATIONS FOR CUSTOMIZING THE OBSERVATION RUBRIC:

The CT State Department of Education (2013) has developed the *Competency in School Nurse Practice {2"d Edition)* evaluation process. It is recommended that districts use this tool in their evaluation of school nurses.

RECOMMENDATIONS FOR STUDENT, PARENT AND PEER FEEDBACK:

The school nurse and his/her evaluator should determine appropriate methods of feedback based on the student learning objectives or goals set for the year.

RESOURCES:

American Nurses Association (ANA) and National Association of School Nurses (NASN).

School Nursing: Scope and Standards of Practice. Silver Spring,MD: ANA and NASN,

2011

Connecticut State Department of Education. Competency in School Nurse Practice

(2009) Retrieved from

http:/

jwww.sde.ct.govjsde/lib/sde/PDF*l*deps/studentjhealth/Nursing_Competencies.pd f Connecticut's System for Educator Evaluation and Development (SEED).

(ND). Retrieved from http://www.connecticutseed.org

National Association of School Nurses (NASN). *School Nurse Ratio.*

[Position Paper]. Silver Spring,MD: NASN (2010)

CREDITS:

Stephanie
Knutson,MSN
, RN CT State
Dept. of
Education

Mary Jo Terranova,Education Specialist
Capitol Region Education Council (CREe)

Suzanne Levasseur, Supervisor of Nursing
Westport Public Schools
Cheryl   Resha,Ed.D.   MSN,   RN,FNASN,   *Associate   Professor*
Southern CT State University

PEAC STUDENT AND EDUCATOR SUPPORT SPECIALISTS WORK GROUP:
Trish Vayda, RN, BSN,NCSN,Nursing Supervisor
Enfield Public schools

DRAFT 9/16/2013

NORTHEAST COMPREHENSIVE CENTER

SEED

Connecticut's System for Educator
Evaluation and Development

CONNECTICUT SEED
Student and Educator Support Specialists
Guidance Document

Transition Coordinators

DRAFT 9/16/2013
Transition Coordinators

ctac | SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

This document provides guidance to administrators and Student and Educator Support Specialists {SESS) on the application of the Connecticut SEED educator evaluation system to **Transition Coordinators.** Student and Educator Support Specialists are those individuals who by the nature of their job description do not have traditional classrooms,but serve a "caseload" of students,staff or families.   In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students. The following document provides guidance on the evaluation of **Transition Coordinators** in public school settings.

OVERVIEW:

o Roles of Transition Coordinators:

Over the past few years, there has been a rise in the number of students with disabilities graduating from high school without the self-advocacy skills needed to survive in the post- school world (Eckes & Ochoa,2005). Transition Coordinators play a critical role in facilitating the transition process from school to adult life for these students. Transition Coordinators are primarily responsible for the planning and delivery of transition services such as transition planning, interagency and intra-schoollinkages and family support (Asselin, Todd-Allen, & deFur, 1998). In addition to providing these services, the Transition Coordinator helps students master the twelve CT Core Transition Skills (CSDE, 2013). By mastering these skills, students with disabilities will be significantly better prepared to meet

their post-school goals after exiting from high school. Transition Coordinators are key members of the Planning and Placement Teams (PPTs) and should guide the PPT discussion to address post-school outcomes and develop IEP's that will provide the skills needed to achieve independence in adult life. In addition,they should encourage student participation in the process. Where possible,having students be active in developing their

own Individualized Education Program (IEP) and participating in their Planning and Placement Team (PPT) meetings supports future independence and encourages students to begin making choices for life after school while having a strong support team during secondary education (Asselin eta!.,1998)

According to Asselin eta!. (1998), Transition Coordinators' duties fall into nine major categories: Intra-school and intra-agency linkages;interagency;assessment and career counseling; transition planning; education and community training; family support;public relations; program development and program evaluation. Various roles within these categories may include,but are not limited to the following: liaison to adult service agencies; coordinator of school and community based learning opportunities: job development;job placement; direct instruction to assist students in meeting post-school goals; and managing student behavior and social interaction skills.

It is common for Transition Coordinators to possess at least a Bachelor's Degree in Education and a Special Education certification or a teaching certificate with required special education endorsements. Typically,the Transition Coordinator/Specialist may be responsible for overseeing the transition services for students with an IEP,ages 16 to 21. However, districts may expand the Transition Coordinator role to include working with all students in grades 6- 12 and beyond (to age 21for students with IEPs), to collaborate on district Student Success Plans (SSPs). In this case,Transition Coordinators,and others work together to ensure that the post-school needs of all students are addressed. Transition Coordinators may also have a caseload of students for whom they are providing direct services. The responsibilities of the persons in this position may vary depending on the needs of the district. It is recommended that prior to any evaluation process, the evaluator and person being evaluated clarity the specific roles and responsibilities in the job description under which the person is being evaluated.

dtai|SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

In general,review of the practice of student and educator support specialists may focus on a variety of available artifacts and data, such as individualized lesson plans, interventions, action plans,and associated data and documentation to support such artifacts. Equally (or, arguably,more) important are the data collected from pre-observation, post-observation, and specialist self-reflection forms, which create foundations for professional conversations that drive the purposes of supervision and evaluation toward professional learning. Information from reviews of practice, such as communication with families, collaboration with colleagues,participation in data teams,professional learning presentations by faculty members,participation in mentoring,instructional rounds,PPTs and action research, all provide rich data related to the CT Core Transition (CCT) standards,and the effectiveness of education specialists' performance and practice.

In the context of the Connecticut SEED educator evaluation system, educators will work in conjunction with their evaluators to identify objectives for student learning and corresponding measures of student performance to evaluate progress made towards those learning objectives. Educators will draft Student Learning Objectives (SLOs) that specify:

1. a learning objective focus statement;
2. baseline or trend data relative to that objective;
3. the population of students that will be assessed on the objective (e.g. caseload,grade level, course,etc...);
4. the standards and learning content that are represented by the objective;
5. the length of time across which intervention will occur in order to support students in obtaining the objective;
6. assessments that will be used to evaluate student performance;
7. quantitative indicators of academic growth and development (IAGDs) based on student performance on assessments;and
8. instructional strategies that will be employed to support students in realizing the learning objective.

The following pages provide sample SLO focus statements and corresponding IAGDs that may be appropriate for **Transition Coordinators** given their unique role within school settings.

9/16/2013
Transition

Coordinators

Sample 1

- STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT
- INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT {IAGD)

Subject Area: Career Planning

Population of Students: All12'h grade students

Student Learning Objective Focus Statement:
Over the course of a 12th grade vocational readiness curriculum, students will demonstrate the skills needed to access appropriate employment to meet his/her individual needs ("J" in CT Core Transition Skills).

Baseline Data:
Pre and post-student self-reflections indicating a growth in confidence and job readiness for their field

Rationale:
Students will be better prepared for job interviews and have confidence in showcasing their strengths and weaknesses to potential employers.

Indicator(s) for Academic Growth and Development:
1. 80% of 12'h grade students will have a written portfolio of student work indicating at least a 3 point growth in confidence and job readiness as measured by a district created rubric.
2. 20% of 12th grade students will have a written portfolio of student work indicating at least a 4 point growth in confidence and job readiness as measured by a district created rubric.

Standards and Learning Content:
CT Core Transition Skills:
3.c. Selecting appropriate assessment and intervention strategies to monitor ongoing student(s) progress.

CTAC SLOs
An evidence-based strategy

NORTHEAST COMPREHENSIVE CENTER

Sample 2
- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
- **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**

_____

Subject Area: Freshman Seminar

Population of Students: All gth grade students

Student Learning Objective Focus Statement:
Over the course of a freshman seminar that includes evidence-based social skills curriculum, students demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships ("L" in CT Core Transition Skills).

Baseline Data:
Pre-assessment using a social skills rubric measuring interviews skills indiCated to include 80% of the student's performance at the developing level or 1over.

Rationale:
Increasing student's positive social skills,specifically their ability to use appropriate social greetings, creates an understanding of safe,engaging, and conducive work and learning environments. Students also can practice and understand what is expected of them when they go into the work world while taking responsibility for their actions.

Indicator(s) for Academic Growth and Development:
1. 80% students who scored at the developing level or below will complete a role-played interview with their transition coordinator and demonstrate 3- S points of growth on social skills rubric by the end of the year.

Standards and Learning Content:
CT Core Transition Skills:
2. c.: Promoting appropriate standards of behavior
4.c.: Monitoring student's progress,adjusting services and providing to student(s) and others

Sample 3

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
- **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT (IAGD)**

Subject Area: Family and Consumer Sciences

Population of Students: All 11th grade students

Student learning Objective Focus Statement:

11th grade students will demonstrate and accept responsibility for his/her independence and activities of daily living ("C" in CT Core Transition Skills).

Baseline Data:

Pre and post-assessment of targeted skills; on a district created assessment

Rationale:

Students who know several life skills going into new experiences will have a much easier transition from student to adult life.

Indicator(s) for Academic Growth and Development:

1. Each student will demonstrate mastery (4S out of SO points) of basic life skills such as balancing a checkbook, following a recipe,and self-care, as identified on their IEP, using a district created assessment.

Standards and learning Content:

CT Core Transition Skills:

S.c.: Assessment criteria and feedback to improve student performance and responsibility for learning.

Sample 4

- **STUDENT LEARNING OBJECTIVE (SLO) FOCUS STATEMENT**
- **INDICATORS OF ACADEMIC GROWTH AND DEVELOPMENT {IAGD)**

Subject Area: Employment Skills

Population of Students: All 12th grade students

Student Learning Objective Focus Statement:
12'h grade students will demonstrate employability skills

Baseline Data:
Pre and post-assessment will be administered in the areas of time/space,social competence, physical characteristics and work performance on the district designed community based work evaluation.

Rationale:
Students who know several life skills going into new experiences will have a much easier transition from student to adult life.

1ndicator(s) for Academic Growth and Development:
1. Each student will improve their employability skills by at least 1point in 14/15 categories assessed by the community based work evaluation.

Standards and Learning Content:
CT Core Transition Skills:

S.c.: Assessment criteria and feedback to improve student performance and responsibility for learning.

RECOMMENDATIONS FOR CUSTOMIZING THE OBSERVATION RUBRIC:

In the attributes, "student(s)" could refer to other employees,customers or community members; "teachers" could refer to employers,supervisors or community members. Make a notation up front about the "definition" of each of these terms in relation to Transition Coordinators.

Throughout domain s; assessment includes transition assessments and tools. Make a notation up front about the inclusion of transition assessment and tools as part of **"assessment.**

Domain 6d- There is no Code of Professional Responsibility for Transition Coordinators, and there are currently no certification or licensure requirements for Transition Coordinators. CT currently uses a version of the Council for Exceptional Children (CEC) Transition Specialist Competencies adapted by the Transition Task Force in 2002 that includes a section on Professionalism and Ethical Practices.

RECOMMENDATIONS FOR STUDENT, PARENT AND PEER FEEDBACK:

Student, parent and peer feedback provide important information for school or district Transition Coordinators that can be used to improve delivery of services and professional practice. Data from feedback sources are used to inform professional learning plans for all educators and support specialists in schools;therefore,it is important to seek multiple sources of such data to create a comprehensive view of Transition Coordinators' practice and efficacy.

Sources for feedback may include,but are not limited to:

student self-reflections throughout the year (including pre- and post-reflections). Also student and parent surveys on perceptions of student preparation for life beyond high school; parent and colleague surveys - indicators in Domain 6 of the CCT rubric may provide additional information for ideas to develop survey questions, for example:

o 6.c. Communicating and collaborating with colleagues and families to develop and sustain a positive school climate and support student learning;

school climate surveys; and

follow-up interviews or surveys of students who have graduated- this will show if the Transition Coordinator has been successful in helping students transition into the adult world.

RESOURCES:

Asselin,S. B.,Todd-Allen,M., & deFur,S. (1998}. Transition Coordinators: Define Yourselves. *Teaching exceptional children, 30(3),* 11-15

Connecticut's System for Educator Evaluation and Development (SEED}. (ND}. Retrieved from http://www.connecticutseed.org

Connecticut Transition Task Force (2013,May}. *CT core transition skills.* Hartford,.CT: Connecticut State Department of Education

Eckes S.,Ochoa T. (2005}. Students with disabilities: Transitioning from high school to higher education. *American Secondary Education, 33(3),* 6-20

· **CREDITS:**

Patricia Anderson
Education Consultant
CT State Dept. of Education

Allison Chester
Project Assistant
EASTCONN

Miranda Corso
Regional District 19,STAAR Transition Coordinator
EASTCONN

Christine Lee
Regional District 19, STAAR,Special Education Teacher
EASTCONN

Amy Norton
Assistive Technology Specialist
EASTCONN

Denise Resonina
Program Director
EASTCONN

Toni Ryan
Director of Curriculum,Instruction and Assessment
EASTCONN

Heidi Zabilansky
Special Education Teacher
Regional District 19

PEAC STUDENT AND EDUCATOR SUPPORT SPECIAliSTS WORK GROUP:

Deborah Kohan
Division of Career Development & Transition
Meriden Public Schools

Rose McGurkin-Fuhr
Transition Resource Counselor
Capitol Region Education Council (CREe)

H. AMINISTRATOR SUPPORT DOCUMENTS, RUBRIC

STUDENT LEARNING OBJECTIVE GOAL SETTING FORM
FOR ADMINISTRATOR SLOs

Write the SLO below:	
Data Analysis How does the SLO address a critical area of growth, a grade or subject not included in state assessment data, or/and a subgroup that has been underperforming at your school? Is the target informed and driven by past performance? Describe.	

Alignment Explain how the SLO demonstrates alignment to district priorities. Does the SLO provide an opportunity for the school to move in a coordinated effort toward increases in student achievement? Provide a rationale.	
Measures	
Explain how the measures or assessments help you track progress on the SLO, how they allow you to track benchmarks throughout the year. Explain how the measures allow you to track growth in addition to attainment?	

Strategies	
Did the Administrator identify strategies that will support the SLO?	
Have teachers in appropriate grades and subjects linked their SLOs to the school-wide SLO?	
Is there a plan in place to monitor and adjust strategies?	

Common Core of Leading:

*Performance Expectations, Elements and Indicators

Overview of the Performance Expectations, Elements and Indicators

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 establish high expectations for all students and staff.

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

Element C. Continuous Improvement toward the Vision, Mission, and Goals: Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

PERFORMANCE EXPECTATION 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

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

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

Element C. Assessment and Accountability:
Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

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

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

Element C. Fiscal and Human Resources: Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

Overview of the Performance Expectations, Elements and Indicators

PERFORMANCE EXPECTATION 4: Families and Stakeholders

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

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

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

Element C. Community Resources: Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.

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

Element B. Personal Values and Beliefs: Leaders demonstrate a commitment to values, beliefs, and practices aligned with the vision, mission and goals for student learning.

Element C. High Standards for Self and Others: Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

PERFORMANCE EXPECTATION 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 social, cultural, economic, legal, and political contexts affecting education.

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

Element B. The Educational Policy Environment: Leaders uphold and contribute to policies and political support for excellence and equity in education.

Element C. Policy Engagement: Leaders engage policymakers to inform and improve education policy.

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

E Eduducacatitoionn l eleaaddeersr se ennsusure re ththee s usucccceess sa anndd a acchihieevevemmeennt to off all students

aby ll sgtuuiddeinntgs by the dguiedveinlogp tmhe dente avenlod pimpmelnetm aenndt ation of a shared vision of implearlenminegn,t aati sotnron ofg a o srhgaraneidza vtisionaonl omf ilsesarionin, and g, a histgronh egx pectations for osrtugandeinzta tipeorfnaorl manisscioe.n , and high expectations for student p erformance.

Dispositions exemplified in Expectation 1:
Education leaders believe in, value, and are committed to
- **Every student learning**
- **Collaboration with all stakeholders □   Examining assumptions and beliefs**
- **High expectations for all students and staff**
- **Continuous improvement for all based on evidence**

Narrative

Education leaders are accountable and have unique responsibilities for developing and implementing a shared vision of learning to guide organizational decisions and actions. The shared vision assists educators and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens. Education leaders guide a process for developing, monitoring, and refining a shared vision, strong mission, and goals that are high and achievable for every student when provided with effective learning opportunities.

The vision, mission, and goals include a global perspective and become the beliefs of the school community in which all students achieve. The vision, mission, and goals become the touchstone for decisions, strategic planning, and change processes. They are regularly reviewed and refined, using varied sources of information and ongoing data analysis.

To be effective, processes of establishing vision, mission, and goals incorporate diverse perspectives in the broader school community and create consensus to which all can commit. While leaders engage others in developing and implementing the vision, mission, and goals, it is undeniably their responsibility to also advocate for and act to increase equity and social justice.

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.[2]

Indicators: *A leader…*

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.

2. Aligns the vision, mission, and goals of the school to district, state, and federal policies.

3. Incorporates diverse perspectives and collaborates with all stakeholders[3] to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.

CCL – CSLS   June 27, 2012

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

Element B: Shared Commitments to Implement and Sustain the Vision, Mission, and Goals

Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

Indicators: *A leader…*

1. Develops shared understandings, commitments, and responsibilities with the school community and other stakeholders for the vision, mission, and goals to guide decisions and evaluate actions and outcomes.

2. Aligns actions and communicates the vision, mission, and goals so that the school community and other stakeholders understand, support, and act on them consistently.

3. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students.

CCL – CSLS   June 27, 2012

Element C: Continuous Improvement toward the Vision, Mission, and Goals Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission, and goals.

Indicators: *A leader…*

1. Uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.

2. Uses data, research, and best practice to shape programs and activities and regularly assesses their effects.

3. Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.

4. Identifies and addresses barriers to achieving the vision, mission, and goals.

5. Seeks and aligns resources to archive the vision, mission and goals.

PERFORMANCE EXPECTATION 2: Teaching and Learning

PERFORMANCE EXPECTATION 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

Dispositions exemplified in Expectation 2:

Education leaders believe in, value, and are committed to

- **Learning as the fundamental purpose of school**
- **Inspiring a life-long love of learning**
- **High expectations for all**
- **Standards-based curriculum and challenging instruction**
- **Diversity as an asset**
- **Continuous professional growth and development to support and broaden learning**
- **Collaboration with all stakeholders**

Narrative

In a strong professional culture, leaders share responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system. Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision, mission, and goals and include a global perspective. Instruction is differentiated to provide opportunities to challenge all students to achieve.

A strong professional culture includes professional development and leadership opportunities. As a supervisor and evaluator the school leader provides timely, accurate, and specific feedback and time for reflective practice.

Educators collaboratively and strategically plan their professional learning to meet student needs. Leaders engage in continuous inquiry about the effectiveness of curricular and instructional practices and work collaboratively with staff and other educational leaders to improve student learning.

CCL – CSLS   June 27, 2012

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

Indicators: *A leader…*

1. Develops shared understanding and commitment to close achievement gaps[4] so that all students achieve at their highest levels.

2. Supports and evaluates professional development to broaden faculty[5] teaching skills to meet the needs of all students.

3. Seeks opportunities for personal and professional growth through continuous inquiry.

4. Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.

5. Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.

6. Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.

CCL – CSLS June 27, 2012

PERFORMANCE EXPECTATION 2: Teaching and Learning

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

Indicators: *A leader…*

1. Develops a shared understanding of curriculum, instruction, and alignment of standardsbased instructional programs.

2. Ensures the development, implementation, and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and assessment methods.

3. Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations.[6]

4. Develops collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.

5. Provides faculty and students with access to instructional resources, training, and technical support to extend learning beyond the classroom walls.

6. Assists faculty and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens.

---

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

CCL – CSLS June 27, 2012

PERFORMANCE EXPECTATION 2: Teaching and Learning

Element C: Assessment and Accountability
Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

Indicators: *A leader…*

1. Uses district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.

2. Develops and uses multiple sources of information[7] to evaluate and improve the quality of teaching and learning.

3. Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.

4. Interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.

CCL – CSLS June 27, 2012

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

PERFORMANCE EXPECTATION 3: Managing 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.

PERFORMANCE EXPECTATION 3: Managing 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.

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

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

Indicators: *A leader…*

1. Develops, implements and evaluates a comprehensive safety and security plan in collaboration with the district, public safety departments and the community.

2. Advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well being of the school community.

3. Involves families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.

CCL – CSLS   June 27, 2012

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

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

Indicators: *A leader…*

1. Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.

2. Ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.

3. Facilitates the development of communication and data systems that assures the accurate and timely exchange of information to inform practice.

4. Evaluates and revises processes to continuously improve the operational system.

5. Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.

PERFORMANCE EXPECTATION 3: Organizational Systems and Safety

Element C: Fiscal and Human Resources
Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

Indicators: *A leader…*

1. Develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations**.**

2. Seeks, secures and aligns resources to achieve organizational vision, mission, and goals to strengthen professional practice and improve student learning.

3. Implements practices to recruit, support, and retain highly qualified staff.

4. Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.

PERFORMANCE EXPECTATION 4: Families and Stakeholders

PERFORMANCE EXPECTAION 4: Collaborating with Families and Stakeholders

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse

community interests and needs and to mobilize resources.

Dispositions exemplified in Expectation 4:
  Education leaders believe in, value, and are committed to
- **High standards for all students and staff**
- **Including families, community resources and organizations as partners**
- **Respecting the diversity of family composition and culture**
- **Continuous learning and improvement for all**

Narrative
  In order to ensure the success and achievement of all students, educational leaders mobilize all stakeholders by fostering their participation and collaboration and seeking diverse perspectives in decision making and activities.

Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy.

Leaders ensure that teachers effectively communicate and collaborate with families in support of their children's learning.

In communicating with families and the community, leaders invite feedback and questions so that communities can be partners in providing the best education for every student.

CCL – CSLS   June 27, 2012

PERFORMANCE EXPECTATION 4: Families and Stakeholders

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

Indicators: *A leader…*

1. Coordinates the resources of schools, family members, and the community to improve student achievement.

2. Welcomes and engages families in decision making to support their children's education.

3. Uses a variety of strategies to engage in open communication with staff, families and community members.

PERFORMANCE EXPECTATION 4: Families and Stakeholders

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

Indicators: *A leader…*

1. Demonstrates the ability to understand, communicate with, and interact effectively with people.

2. Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.

3. Capitalizes on the diversity[8] of the community as an asset to strengthen education.

4. Collaborates with community programs serving students with diverse needs.

5. Involves all stakeholders, including those with competing or conflicting educational perspectives.

[8]**diversity**: including, but not limited to cultural, ethnic, racial, economic, linguistic, and generational.

CCL – CSLS   June 27, 2012

PERFORMANCE EXPECTATION 4: Families and Stakeholders

Element C: Community Resources
Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

Indicators: *A leader…*

1. Collaborates with community agencies for health, social, and other services that provide essential resources and services to children and families.

2. Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.

3. Applies resources and funds to support the educational needs of all children and families.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

> **PERFORMANCE EXPECTATION 5: Ethics and Integrity**
>
> *Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.*

Dispositions exemplified in Expectation 5:

Education leaders believe in, value, and are committed to

- **Modeling ethical principles and professional conduct in all relationships and decisions**
- **Upholding the common good over personal interests**
- **Taking responsibility for actions**
- **Promoting social justice and educational equity for all learners**

Narrative

Connecticut school leaders exhibit professional conduct in accordance with *Connecticut's Code of Professional Responsibility for Educators (Appendix A).*

Leaders hold high expectations of themselves, students, and staff to ensure that all students have what they need to learn. They remove barriers to high-quality education that derive from economic, social, cultural, linguistic, physical, gender, or other sources of educational disadvantage or discrimination. By promoting social

justice across highly diverse populations, leaders ensure that all students have equitable access to educational resources and opportunities.

Leaders create and sustain an educational culture of trust and openness. They promote reflection and dialogue about values, beliefs, and best practices. Leaders are receptive to new ideas about how to improve learning for every student by engaging others in decision making and monitoring the resulting consequences on students, staff, and the school community.

CCL – CSLS   June 27, 2012

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

Indicators: *A leader…*

1. Exhibits professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators (see Appendix A).

2. Models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.

3. Uses professional influence and authority to foster and sustain educational equity and social justice[9] for all students and staff.

4. Protects the rights of students, families and staff and maintains confidentiality.

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

CCL – CSLS   June 27, 2012

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Element B: Personal Values and Beliefs
Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission, and goals for student learning.

Indicators: *A leader…*

1. Demonstrates respect for the inherent dignity and worth of each individual.

2. Models respect for diversity and equitable practices for all stakeholders.

3. Advocates for and acts on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.

4. Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission, and goals needed to ensure a positive learning environment.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

<u>**Element C: High Standards for Self and Others**</u>
Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

Indicators: *A leader…*

1. Models, reflects on, and builds capacity for lifelong learning through an increased understanding of research and best practices.

2. Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.

3. Allocates resources equitably to sustain a high level of organizational performance.

4. Promotes understanding of the legal, social and ethical use of technology among all members of the school community.

5. Inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.

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

PERFORMANCE EXPECTATION 6: The Education System

PERFORMANCE EXPECTATION 6: The Education System

Education leaders ensure the success and achievement of all

students and advocate for their student, faculty and staff needs by influencing social, cultural, economic, legal, and political contexts affecting education.

Dispositions exemplified in Expectation 6:
> *Education leaders believe in, value, and are committed to*
> - **Advocating for children and public education**
> - **Influencing policies**
> - **Upholding and improving laws and regulations**
> - **Eliminating barriers to achievement**
> - **Building on diverse social and cultural assets**

Narrative

In a variety of roles, leaders contribute special skills and insights to the cultural, economic, legal, political, and social well-being of educational organizations and environments.

Leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support the success of every student, while increasing equity and social justice. Leaders see education as an open system in which policies, goals, and resources extend beyond traditional ideas about organizational boundaries of schools or districts. Leaders advocate for education and students in professional, social, economic, cultural, political and other arenas. They recognize how principles and structures of governance affect federal, state, and local policies and work to influence and interpret changing norms and policies to benefit all students.

Building strong relationships with stakeholders and policymakers enables leaders to identify, respond to, and influence issues, public awareness, and policies.

Leaders who participate in the broader system strive to provide information and engage constituents with data to sustain progress and address needs.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

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

Indicators: *A leader…*

1. Promotes public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.

2. Develops and maintains relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues that affect education.

3. Advocates for equity, access, and adequacy in providing for student and family needs to enable all students to meet educational expectations.

Element B: The Educational Policy Environment
Leaders uphold and contribute to policies and political support for excellence and equity in education.

Indicators: *A leader…*

1. Collects and accurately communicates data about educational performance in a clear and timely way.

2. Communicates with decision makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations.

3. Upholds federal, state, and local laws, and influences policies and regulations in support of education.

CCL – CSLS   June 27, 2012

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Element C: Policy Engagement
Leaders engage policymakers to inform and improve education policy.

Indicators: *A leader…*

1. Advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.

2. Promotes public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning.

3. Collaborates with community leaders to collect and analyze data on economic, social, and other emerging issues to inform district and school planning, policies, and programs.

CCL – CSLS   June 27, 2012

APPENDIX

Sec. 10-145d-400a. Code of Professional Responsibility for Educators

(a) Preamble

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the profession, the community and the family.

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The code shall apply to all educators holding, applying or completing preparation for a certificate, authorization, or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers, and paraprofessionals.

PROFESSIONAL CONDUCT

(b) Responsibility to the student

(1) The professional educator, in full recognition of his or her obligation to the student shall:

    (A) Recognize, respect and uphold the dignity and worth of students as individual human beings and, therefore, deal justly and considerately with students;

    (B) Engage students in pursuit of truth, knowledge, and wisdom and provide access to all points of view without deliberate distortion of subject matter;

    (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;

    (D) Foster in students the full understanding, application, and preservation of democratic principles and processes;

    (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;

    (F) Assist students in the formulation of worthy, positive goals;

    (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;

    (H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;

    (I) Maintain the confidentiality of information concerning students obtained in the proper course of educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;

    (J) Create an emotionally and physically safe and healthy learning environment for all students; and

    (K) Apply discipline promptly, impartially, appropriately and with compassion

APPENDIX

(c) Responsibility to the profession

(1) The professional educator, in full recognition of his or her obligation to the profession shall:

    (A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;

    (B) Uphold the professional educator's right to serve effectively;

    (C) Uphold the principle of academic freedom;

    (D) Strive to exercise the highest level of professional judgment;

    (E) Engage in professional learning to promote and implement research-based best educational practices;

    (F) Assume responsibility for his or her professional development;

    (G) Encourage the participation of educators in the process of educational decision making;
    (H) Promote the employment of only qualified and fully certified, authorized, or permitted educators;

(I) Encourage promising, qualified, and competent individuals to enter the profession; (J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;

(K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;

(L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;

(M) Promote and maintain ongoing communication among all stakeholders; and

(N) Provide effective leadership to ensure continuous focus on student achievement.

(d) Responsibility to the community

(1) The professional educator, in full recognition of the public trust vested in the profession,

shall: (A) Be cognizant of the influence of educators upon the community-at-large, and

obey local, state, and national laws;

(B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;

(C) Promote the principles and ideals of democratic citizenship; and

(D) Endeavor to secure equal educational opportunities for all students.

(e) Responsibility to the Student's Family

(1) The professional educator in recognition of the public trust vested in the profession, shall:

(A) Respect the dignity of each family, its culture, customs, and beliefs;

(B) Promote, respond, and maintain appropriate communications with the family, staff, and administration;

(C) Consider the family's concerns and perspectives on issues involving its children; and

(D) Encourage participation of the family in the educational process.

CCL – CSLS   June 27, 2012

APPENDIX

UNPROFESSIONAL CONDUCT*

(f) The professional educator, in full recognition of his or her obligation to the student, shall

not: (A) Abuse his or her position as a professional with students for private

advantage;

(B) Discriminate against students; (C) Sexually or physically harass or abuse students; (D) Emotionally abuse students; or

(E) Engage in any misconduct which would put students at risk.

(g) The professional educator, in full recognition of his or her obligation to the profession, shall

   not: (A) Obtain a certificate, authorization, permit or other credential issued by the state

   board of education or obtain employment by misrepresentation, forgery or
      fraud;
   (B) Accept any gratuity, gift or favor that would impair or influence professional
      decisions or actions;
   (C) Misrepresent his, her or another's professional qualifications or competencies;
   (D) Sexually, physically or emotionally harass or abuse district employees; (E) Misuse
      district funds and/or district property; or
   (F) Engage in any misconduct which would impair his or her ability to serve effectively in the
      profession.

(h) The professional educator, in full recognition of the public trust vested in the profession, shall

   not: (A) Exploit the educational institution for personal gain;
   (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of
      such nature that violates such public trust; or
   (C) Shall not knowingly misrepresent facts or make false statements.

   *Unprofessional conduct is not limited to the above. When in doubt regarding professional conduct (choice
   of actions) please seek advice from your school district.

(i) This code shall be reviewed for potential revision concurrently with the revision of the
   Regulations Concerning State Educator Certificates, Permits and Authorizations, and by the
   Connecticut Advisory Councils for Administrator and Teacher Professional Standards. As a
   part of such reviews, a process shall be established to receive input and comment from all
   interested parties.

CCL – CSLS   June 27, 2012

Mid-Year Conference—Guidance for Evaluators of Administrators

Conference Discussion Prompts

45% Student Learning Objectives

- Tell me about your students' progress relative to the goals you've set this year. (i.e. graduation rate, non-tested areas/grades) ● What evidence/data do you have to support your thinking about student progress?
- Tell me what we have to celebrate. What might explain the success you've documented?
- Tell me about your challenges. What might explain slower progress than you expected?
- Based on your current review of student progress, what short term objectives are you considering to assist you in reaching your end of year targets? Are there additional resources or supports that I can provide?

Note: If revisions are mutually agreed upon, consider determining an additional check in to determine progress

40% Observation of Practice

- Tell me about your learning relative to your professional practice goal.
- Are you working with a colleague(s) to develop and/or expand leadership practice? Can I connect you with someone who may be able to offer additional guidance?
- What are you learning about your practice that is helping you to grow as a school leader?
- Let me share some of my observations with you. Let's talk about how I can assist your moving forward.

10% Stakeholder Feedback

- Tell me about your ongoing communication with families or faculty as it relates to your school wide goal.
- Describe your faculty involvement in the goal activities to date.
- What level of response have you observed from families? (attendance at school sponsored events, greater number of view on classroom webpage, willingness to volunteer in class, homework completion, etc.)
- What is your contribution to the partnership/team and what have you gained through the collaborative process?

5% Teacher Effectiveness

- What have you learned from your collection/analysis of any interim data from teachers as it relates to student progress on their SLOs?
- What strategies/actions have you put into place that you expect to positively influence teacher performance?

Mid-Year Conference—Guidance for Evaluators of Administrators

Outcomes

The goal of the Mid-Year Conference is to engage the administrator and the evaluator in examining progress toward established year-long goals, especially the student learning objectives (SLOs) and professional practice goals. Additionally, the mid-year conference is an opportunity for the administrator to share artifacts, experiences, data and anecdotal information about student performance and professional practice. This presents an opportunity to revise SLOs if it becomes clear that they can be improved or are no longer appropriate and/or request additional resources to ensure success. Adjustments may be considered if:

- Based on new information gathered since the SLOs were set, the objectives fail to address the most important learning challenges in the school. ● New, more reliable sources of evidence are available.
- Composition of faculty or student body has significantly changed.

Evaluator Preparation:

- Establish a specific timeframe (30-45 minutes).
- Frame the conference around progress toward SLOs within the 45% initially. Observation feedback has likely provided opportunities for discussion and evidence collection within the 40%, yet progress toward SLOs can and should connect to observations of practice.
- Provide a "general impression" of the administrator's rating to date. Administrators may want to know where you see them within the continuum of performance at this point in the year. This is your opportunity to further discuss a specific professional learning plan to move the teacher along the performance continuum.
- Provide a written summary of the conference and share with administrator.
- The following list can be suggested as possible sources of evidence to assist administrators in their preparation.

- Analysis of school/specific grade or subject formative assessment data - Examples of collaborative work with colleagues and teachers
- Evidence of communication with families   - Evidence of communication with families and teachers
- Reflective journals   - Student/Teacher work samples
- Annotated photographs of school activities   - Graphs, tables or rubrics describing student results
- Record of PD activities and implementation data   - Video/audio samples of work (i.e. SWDT/faculty meeting)

- Samples of feedback to teachers

- Documentation of work on professional standard

Examples of Evidence for Each Element (Common Core of Leading)

Performance Expectation 1: Vision, Mission and Goals

Education leaders[1] ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and 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.[2]

□□ The vision, mission and goals are supported by current, relevant data

□□ Written values and beliefs reflect high expectations for all students

□□□ The vision focuses on student academic excellence and healthy social/ emotional development

□□ Goals and the instructional program are clearly aligned to the vision

□□ The vision, mission and goals are collaboratively developed by and shared with stakeholder groups

□□□□
□□
□□□□
□□
□□□□
□□
□□□□
□□
□□□□
□□

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

□ □□ The school's goals and vision are shared and widely known within the school community

□ □□ Parents, staff and other stakeholders are clear about academic expectations

□ □□ School priorities are public–with a common understanding of short- and-long term milestones and goals

□ □ Results of the school assessment are publicly shared with the staff and with members of the community

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

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

☐ Disaggregated student data is continually monitored and analyzed to determine the current state
☐ of the school
☐ Progress toward goals is collaboratively reviewed to make necessary adjustments that keep the focus on student outcomes
☐ Fiscal and human resources are aligned with and support priority areas and goals

---

Examples of Evidence for Each Element (Common Core of Leading)

Performance Expectation 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

ELEMENT A: Strong Professional Culture

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

☐ Stakeholders are focused on closing achievement gaps between subgroups of students and use data to determine appropriate interventions for students or subgroups not making progress
☐ Effective instructional practices are being implemented across multiple classrooms
☐ Staff are actively engaged in job-embedded collaborative learning including observations of other teachers
☐ Teachers are frequently observed by peers and the principal who provide actionable feedback for reflection and improved instruction
☐ Teacher leadership opportunities are available and designed to support improved instruction and student outcomes

☐

☐

☐

☐

☐

ELEMENT B: Curriculum and Instruction

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

☐ The school instructional framework aligns curriculum with standards, instruction, assessment and learning

☐ A rigorous, relevant and standards-based curriculum that meets the unique needs of each student is being implemented

☐ Stakeholders collaboratively review and analyze the effectiveness of the curriculum to make real-time and necessary adjustments

☐ Faculty and students are offered diverse and innovative learning opportunities that extend beyond the classroom

☐

☐

☐

☐

ELEMENT C: Assessment and Accountability

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

☐ ☐ Systems to access real-time data and purposefully monitor progress toward goals are in place and operational

☐ ☐ Information from multiple sources – qualitative and quantitative, formative and summative – is collaboratively collected and analyzed

☐ ☐ Teachers and staff are evaluated and receive targeted support and guidance through on-going classroom visits and dialogue

☐ ☐ Stakeholders are routinely updated on the progress toward meeting goals and realizing the vision

Examples of Evidence for Each Element (Common Core of Leading)

Performance Expectation 3: Organizational Systems and Safety

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Element A: Welfare and Safety of Students, Faculty and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

☐ The school building is clean and safe in accordance with the school safety plan and any legal regulations

☐ The school is a positive learning environment that supports the success of all students by meeting their physical, emotional, social and academic needs

☐

☐

Element B: Operational Systems

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

☐ School building is clean and safe in accordance with the school safety plan and any legal regulations

☐ Operational responsibilities are distributed among the individuals responsible for the students' education and well-being

☐ Up-to-date data systems are used to inform operational, instructional and safety procedures

☐ Technology equipment is functional and supports the success of all students and adults

☐

☐

☐

☐

Element C: Fiscal and Human Resources

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

☐   Instructional funds are transparently and equitably distributed to accomplish the organizational goals

☐   Teachers who have the expertise to deliver instruction that maximizes student learning are recruited and retained

☐   Teachers and staff are evaluated and receive targeted support and guidance as required by district and state evaluation requirements

☐

☐

☐

Examples of Evidence for Each Element (Common Core of Leading)

Performance Expectation 4: Families and Stakeholders

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

Element A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and stakeholders.

☐   School staff, families and community members interact and communicate regularly to share ownership for the success of the school

☐   The school meaningfully engages families in the learning process

☐

☐

Element B: Community Interests and Needs

Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

☐☐☐   The success of all students is promoted through collaboration among family and Community partners

☐   School leadership welcomes and responds to diverse community interests and needs and mobilizes community resources

☐   Families and community members from a diversity of cultures and backgrounds are engaged as partners in the learning process

☐   Structures are in place to ensure all stakeholders, regardless of position or viewpoint, are engaged in the learning community

☐

☐

☐

Element C: Community Resources

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

☐   Community resources are leveraged to meet student needs such as after-school food sources, health care services, employment opportunities, social services and additional educational services

☐   School resources are used to support the needs of students and their families

☐

☐

Examples of Evidence for Each Element (Common Core of Leading)

Performance Expectation 5: Ethics and Integrity

Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.

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

☐ ☐☐ Expectations for professional and ethical behavior are clearly communicated and modeled by school personnel

☐ ☐☐ Program implementation and outcome data are monitored to ensure equity and guarantee that all students are justly served

☐ ☐ There are audits of student and adult data to ensure privacy and confidentiality are maintained

Element B: Personal Values and Beliefs:

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

☐ ☐ Each person in the learning community is known, valued and respected

☐ ☐ Influential educational, political and community leaders are mobilized to advocate for the vision, mission and goals of the school

☐ ☐ The school is a positive learning environment that supports the success of all students by meeting their physical, emotional, social and academic needs

Element C: High Standards for Self and Others.

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

☐ Life-long learning is modeled by staff through engaging in professional learning that is aligned with the vision, goals and objectives of the school

☐ Current educational research and best practices are reflected in all facets of the school

- ☐ Resources are equitably allocated to the core components of student academic, social, emotional, behavioral and physical development as well as to educator quality
- ☐ Technology is appropriately used for learning and communication purposes
- ☐ The learning community is inspired to work together toward high levels of student performance

Examples of Evidence for Each Element (Common Core of Leading)

Performance Expectation 6: The Education System

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

Element A: Professional Influence

Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.

- ☐ The goals of the school and education more broadly are promoted and advocated for throughout the school community
- ☐ Internal stakeholders are equipped with talking points and advocacy plans so they can influence key external groups with a consistent voice

Element B: The Educational Policy Environment

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

- ☐ Stakeholders are routinely updated on the progress toward meeting goals and realizing the vision
- ☐ The school complies with legal and ethical requirements in relationships with all stakeholders and clearly communicates all applicable state, federal and district policies, procedures and guidelines
- ☐ Structures and systems are in place to review compliance with all laws

Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

- The school leader is a visible ambassador for education in the learning community and in the district, city, state or nation
- Deliberate relationships with policy makers are developed to influence policy and advocate for programs that improve education