TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

TEACHER SUPERVISION, EVALUATION, PROFESSIONAL LEARNING PLAN

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TRUMBULL PUBLIC SCHOOLS

DYNAMIC LEARNING COMMUNITIES

MISSION

The Trumbull Public Schools, in partnership with the community, strives to meet the educational needs of all students within a challenging and supportive academic environment that empowers each student to become a life-long learner and to live and participate in a democratic, diverse and global society.

OUR VISION

Our schools will be dynamic learning communities of responsible individuals who strive for excellence and contribute to society.

CORE BELIEFS

➢ We believe all individuals are capable of learning.

➢ We believe all individuals should have the necessary resources to achieve success within a challenging curriculum.

➢ We believe a family, school, and community partnership is essential to our success.

➢ We believe a safe and orderly environment is critical to learning.

➢ We believe in treating each other with dignity and respect, and value the strength of diversity.

➢ We believe our school climate must be welcoming, caring, and supportive for all members of the learning community.

➢ We believe a reflective evaluation of present practices and processes is necessary in order to plan for our future.

TRUMBULL PUBLIC SCHOOLS
EFFECTIVE TEACHING STRUCTURE

Planning

Teaching

Student Learning

Reflecting

Assessing
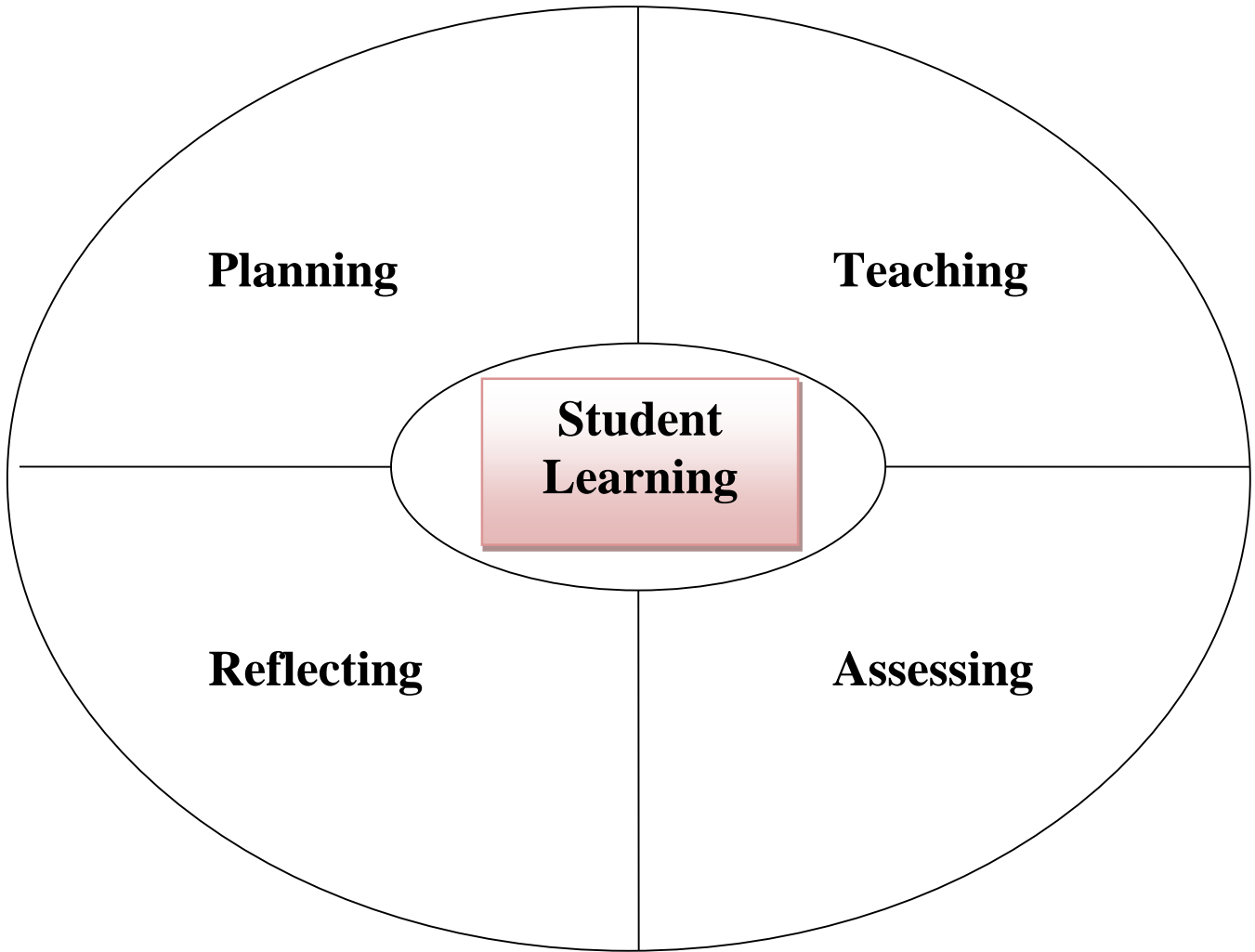
*State Department of Education Cycle of Effective Teaching

TRUMBULL PUBLIC SCHOOLS

INTRODUCTION

The Trumbull Evaluation Committee meets on a regular basis to review the district Teacher Supervision, Evaluation, Professional Learning Plan in conjunction with Connecticut State Statute, Section 10-151b. New guidelines provided by the State of Connecticut for Teacher Evaluation and Professional Development were adopted by the State Board of Education. These guidelines are intended to provide for the district's ongoing and systematic assessment and improvement of Teacher Evaluation and Professional Learning programs. The Trumbull Supervisory Evaluation and Professional Learning Committee revised forms - Attachments A through G – H which can be found in the Appendix.

In an effort to ensure that the Trumbull plan is current, to enhance the plan's efficiency and delivery, and to align evaluation practices with state guidelines, the following modifications were made to the original plan:

- Our performance rubric is based on the Danielson Models.

- Evaluators are provided with training in observation and evaluation and how to provide quality feedback on an ongoing basis. Evaluator calibration and proficiency will be assessed on an ongoing basis.

- To comply with the new State statute included in this plan are 1) teacher performance and practice; 2) peer feedback; 3) student growth and development; and, 4) whole school indicator.

- To ensure that all staff will apply the knowledge, skills, and competencies articulated in Connecticut's Common Core of Teaching (CCT), and that these competencies are integrated with the district's Professional Learning program.

- Individualized professional development activities will be provided.

It is believed that incorporating these key changes will result in a viable and effective system that will ensure that Trumbull teachers possess the necessary skills to meet the needs of all learners and the emerging challenges of education.

The intent of this revised plan is to provide an evaluation process that assists teachers in acquiring the knowledge, understanding, and skills to empower them to enact the standards set forth in the CCT for continuous professional improvement. To this end, supervisory interactions, professional learning opportunities, curriculum development activities, and the creation of performance-oriented student learning assessments will be purposefully designed. These activities will serve as a catalyst for the improvement of teaching in service of helping students to meet the standards articulated in the Common Core of Learning on their journey to becoming fully educated citizens.

The Superintendent is grateful for the generous commitment of the following certified staff members in the development of this plan:

> Tammy Baillargeon, TEA, Teacher, Booth Hill School
> Valerie Forshaw, TAA, Principal, Madison Middle School
> Marc Guarino, TAA, Principal, Trumbull High School
> Michael McGrath, Ph.D., Assistant Superintendent

Laura McNaughton, Teacher, TEA, Trumbull High School
Jacqueline Norcel, TAA, Principal, Frenchtown School
Paula Teixeira, TEA, Teacher, Madison Middle School

The Teacher Supervision, Evaluation, and Professional Learning Committee will continue to monitor and modify the Plan for Continuous Teacher Improvement/Professional Learning/Supervision/Evaluation.

TRUMBULL PUBLIC SCHOOLS

TEACHER EVALUATION PLAN OVERVIEW

A. Evaluation - Supervision and the Improvement of Instruction

1. a. The plan proposes a definite program to bring about the improvement of instruction. Under the Connecticut State Statutes, the committee designed a directed program of supervision and evaluation for certified staff to fulfill the Basic Principles found in the Guidelines for Teacher Evaluation and Support of the State Board of Education. Therefore, under the plan, supervision is diagnostic, systematic and ongoing.
    b. Supervision in this plan is the essential component of the total evaluation and has as its primary purpose the improvement of the student learning experience.
    c. The evaluation process of this plan fulfills all the prescribed requirements of the Superintendent of Schools and the Board of Education.

2. Since both evaluation and supervision, as defined, are necessary in a complete program, the plan must include both at various stages, and it does. Neither is exclusive of the other.

3. In compliance with state statutes, all certified staff will continue to be evaluated annually in the following manner: annual goal setting, formal and informal observations and conferencing, mid-year reviews, Standard Reviews of Practice, and an annual performance summary/evaluation, data collection and reflection.

4. Supervision is ongoing and direct: formal observations, informal observations and conferencing. Improvement comes about best when there is prompt feedback. Immediate feedback has been shown to be an effective way to improve instruction when combined with self-evaluation.

5. In order to ensure that improvement of instruction takes place under this plan, an effective and dynamic procedure has been designed. This procedure requires that the teacher be an active participant, working directly with the principal or administrator and/or supervisor.

    a. In the Goal Setting Conference, the principal or administrator and/or supervisor, and teacher meet to develop goals mutually agreed upon and Indicators of Academic Growth and Development (IAGD) objectives for the year according to job descriptions and/or district or school objectives.

    b. Classroom visitations and conferences are the primary means by which the supervisory cycle is carried out. Conferences centered on student learning will serve as the primary means of the supervisory process. Progress toward goals and IAGD objectives and the degree to which the teacher meets the requirements of the Common Core of Teaching (CCT) and student outcome indicators will be regularly discussed at supervisory conferences.

    c. The end of year Teacher Summative Review must include: the teacher self-assessments and the final rating scale. The rating scale consists of Teacher Practice Indicators which are observations of teacher practice and performance (40%) and peer feedback (10%). Also Student Outcome Indicators (45%) which are student growth and development as measured by IAGDs (district assessments), which is a comparison of data across assessments over time,

and whole school student learning indicators (5%). These will be discussed at the end of the year conference.

6. Improvement of instruction requires direct and constant supervision and that supervision must function in such a manner that the teacher is working cooperatively with the administrator/supervisor toward a common end for continuous improvement.

7. The teacher, as well as the supervisor and/or evaluator, may initiate class visitations or conferences. Any of the above may seek assistance from support personnel.

8. a. A supervisor is any person who has the responsibility to carry out the Supervisory Cycle and who does not evaluate. This person may be a Department Chairperson, or anyone so designated.
   b. An evaluator is an administrator who has the responsibility to carry out the evaluation cycle of this plan.

B. The Common Core of Teaching

One of the primary goals of this plan is to reinforce and strengthen the teacher's ability to positively influence student learning as outlined in the CCT. These teaching standards will be used as a primary tool in the supervision/evaluation of all staff. Professional discipline-based teaching standards should also guide professional growth and related activities. The CCT is made available during the supervisory process, and is always available in each school's library, or on the Trumbull Public Schools website, www.trumbullps.org/teacheval/CCT.pdf.

C. Self-evaluation / Self-reflection

1. Self-evaluation/self-reflection is an important factor in the entire plan. Improvement requires: 1) a perceived need for growth, 2) a desire to improve, 3) a plan developed to bring about the improvement, and 4) a follow-up assessment. The job description, including the competencies articulated in the CCT, should serve as a guide.

2. Self-evaluation/self-reflection is intended as an aid to the teacher in his/her ongoing efforts toward self-improvement. Evaluation involves critical thinking and data-based analysis of student growth. Collaboration and the inherent coaching involved in exemplary supervisory conferences should assist the teacher in self-evaluation practices.

3. Multiple and varied sources of data including classroom observation, student work, teacher-constructed assessment tasks, rubrics, standardized test information, standard review of practice, and school records will be used for teacher and administrator analysis to assist in determining student progress over time and the progress of teachers in achieving CCT standards. These measures will also serve as a stimulus regarding decisions relative to grouping and re-grouping, remediation, and enrichment for students.

4. Trumbull's Evaluation Plan places a high value on the self-evaluation/self-reflection process as a means of continuous improvement for teaching and learning. When implemented with integrity and professionalism, self-evaluation/self-reflection serves as a valid and reliable measure of teacher effectiveness.

D. Written Records

    1. Mutually developed written records with signatures of both the supervisor/evaluator and teacher are essential for continuity, clarity, and understanding, with a copy retained by each party.

    2. The Year End Summative Review requires signatures of the teacher and the administrator, and the supervisor as appropriate. In the event any party disagrees with an evaluation, it shall be so noted on the document via an addendum. If any issues/concerns arise, the teacher may request an additional conference with the supervisor/evaluator.

    3. A copy of all records related to a teacher's performance shall be retained in a file kept by the administrator (and supervisor as appropriate).

    4. Supervisors may report on tenured teachers who are evaluated as *Proficient* and *Exemplary* and refer those who are in danger of not meeting the *Proficient* rating to the administrator for evaluation by March 1st. When completed by a supervisor, a copy of the Rubric Summary and any other forms shall be sent to the administrator for his/her action.

    5. Administrators will evaluate tenured teachers who are deemed as *Developing* and *Below Standard*. Administrators will implement an individual teacher improvement and remediation plan for those teachers.

    6. Administrators will evaluate all non-tenured teachers.

    7. A copy of the evaluation and/or Rubric Summary shall be kept in the administrator's file, the supervisor's file as appropriate, and a copy given to the teacher.

    8. It is recommended that each teacher maintain a file of all documents.

    9. It is essential that all forms and procedures used in this plan be standard and consistent throughout the system.

E. Confidentiality

    1. All records of supervisors are confidential in that they are not available to anyone except the teacher and supervisor/evaluator.

    2. Written self-evaluations are confidential in that they are available only to the teacher and the supervisor/evaluator, as appropriate.

F. Job Descriptions

    1. The CCT serves as a generic job description for all educators under the Superintendent of Schools employed as teachers. Along with the CCT, individual job descriptions serve as the basis of the Teacher Evaluation Plan. The job descriptions can serve as guides for writing goals and IAGD objectives.

    2. The accountability relationship is clearly stated in job descriptions and is inherent in the competencies found in the CCT.

3. Job descriptions are reviewed and updated as needed.

G.   Goals and IAGD Objectives

1. The Teacher Evaluation Plan considers goals and IAGD objectives to be foundational to its implementation for continuous professional learning and improvement. Annual goals and IAGD objectives should be established mutually between teachers and administrators (and supervisors as appropriate). They should be open to revision as the need arises and as deemed appropriate by teachers and their evaluator(s). The development of goals and IAGD objectives includes review of the following:

   a. District goals, goals and IAGD objectives, and initiatives (available through the supervisory process, and distributed in initial packets at the beginning of each school year).
   b. School goals, goals and IAGD objectives, and initiatives
   c. Department and/or grade level goals and IAGD objectives
   d. Standards within the CCT
   e. Previously established goals and IAGD objectives

2. A sequence is intended from the establishment of goals and IAGD objectives (and their related action plans) to data collection, analysis, monitoring, and subsequent determination of the degree of progress made in achieving intended goals.

H.   Educational Program – Curriculum and Assessment

1. Because quality instruction is a primary goal of the evaluation program, a review of curriculum and assessment is an integral part of the process.

2. The plan could, in effect, bring about necessary changes in curriculum and assessment, procedures, and/or methods that are the result of collaboration among staff members. To this end, peer collaboration and shared decision making activities are encouraged.

3. An appraisal of the educational program and specific curriculum and assessment should be an integral part of the district's continuous improvement efforts. Development of goals and IAGD objectives may prompt program and curricular appraisal, at times giving rise to recommendations for curricular review and revision.

I.   Support System for Professional Learning and Career Development and Growth

These professional learning opportunities shall be clearly linked to the specific outcomes of the evaluation process of the individual.

1. The plan includes a support system for effective implementation, which includes time, training materials, space resources, communication and personnel. A review of the plan and its support system is conducted annually.

2. A training program is necessary in order to acquire a comprehensive understanding and commitment to the teacher evaluation plan. Supervisors, evaluators and teachers will be trained in key phases of the plan in order to ensure success of its implementation.

3. To support teacher's awareness and understanding of the plan and its evaluation criteria, building-based meetings will take place. These meetings shall be followed, as needed, by small group meetings (Department, House, grade level, team, etc.) for purposes of clarifying the plan's concepts and procedures. In addition, teacher/administrator supervisory conferences should serve to provide personalized opportunities for clarification of the plan, and a deeper understanding of its applications. In addition, to the degree that it is feasible to do so, teachers will be provided time to collaborate on common goals and their implementation.

4. To assist administrators and teachers in providing reliable, consistent, and appropriate assessment of teaching, training will be provided in the following areas:
   a. assisting teachers with self-evaluation
   b. the use of multiple sources of data
   c. using goal setting for professional growth
   d. providing appropriate feedback
   e. the role of peer coaching and assistance
   f. interpersonal relationships
   g. conferencing and supervisory techniques
   h. procedures of the plan
   i. use and knowledge of the Common Core of Teaching (CCT) and Danielson Rubric

5. Trumbull's plan provides for peer support in the following ways:
   a. Beginning teachers will have regular contact with assigned mentors in their discipline area whenever possible during the first and second years of teaching. It is important to assist them in completion of the TEAM initiative.
   b. New teacher orientation is provided for all teachers new to the district.
   c. Ongoing collaboration between and among teachers is provided through curriculum development and professional development activities
   d. Content area and grade level specialists (department chairs, instructional chairs, team leaders, and lead teachers) provide collegial assistance for purposes of ongoing professional development and growth
   e. Opportunities are provided for teachers, as needed or requested, to discuss teaching and learning methods within and across grade levels and content areas.
   f. Teachers experienced in portfolio development, performance assessment, interdisciplinary teaching, and various other research-based "best practices" are encouraged to share their knowledge with colleagues. Provision of time for such sharing and peer coaching opportunities and peer observation shall be made by the administrator.
   g. The attendance at workshops/conferences on methods and strategies is encouraged.

6. The district provides a plan of individual teacher improvement and remediation for tenured teachers whose performance is developing or below standard, designed in consultation with the teacher and his/her exclusive bargaining representative.

7. A comprehensive and relevant professional learning program will be designed to promote career development as well as the improvement of instruction and to supply training in needed techniques, skills, methods, etc. Individual professional growth needs resulting from the Rubric Summary may be integrated with the district's staff development plan.

8. Professional Learning Days are built into the school calendar to address teacher and student learning needs, and as a means of meeting district and school goals. Faculty, department, and grade level meetings, as well as workshops, seminars, and study groups are organized by the Director of Curriculum, Principals, Program Leaders, Instructional Chairs, Lead Teachers, Department Chairs, Supervisors, and IT Leaders for purposes of learning opportunities of teachers. Common planning time will allow time for teacher collaboration at all levels.

J. <u>Key Elements of the Plan</u>

1. Professional growth requires a positive attitude based on mutual trust and respect that can be constructed only through the cooperative participation of all concerned. Every effort must be made to develop the confidence of the entire staff for the promotion of the plan and its continued operation. Experimentation, research and the exploration of new, innovative ideas or projects are encouraged as avenues of professional growth.

2. The plan, procedures, and supervisory methods, must be continually monitored, evaluated, and revised to promote the most effective results through the Teacher Supervision, Evaluation, and Professional Learning Committee. Participation by the entire staff via committee representatives is the expectation.

3. As a result of this continuing responsibility for ensuring a successful and dynamic evaluation plan, the Teacher Supervision, Evaluation, and Professional Learning Committee revisited and modified the plan, and implemented the Rubric Summary. (The primary purpose in making this change evolved from the premise that all teachers need more specific feedback regarding areas for continuous improvement, as aligned to the CCT).

   a. New and current modes of thinking stress that the traditional method of Teacher Evaluation should be modified to ensure success for an individual's opportunity for intensive and sustained improvement. These areas of focus can emanate from one's own needs, interests, and/or areas of concern.

   b. Offering staff professional learning components that provide for a differentiated model that is responsive to teachers with different needs and experience levels, is more likely to yield a more positive influence on student learning.

   c. In light of declining budgets and increasing administrative demands, time must be redeployed so as to focus efforts on priority staff needing additional support and assistance.

4. Teachers are encouraged to take on leadership roles on a regular basis (peer coaching, mentors, workshop presentations, committee participation, curriculum development, etc.) as Reviews of Practice.

5. Teacher Practice Indicators:
   - Observation of teacher practice and performance 40%
   - Peer Feedback 10%

   Student Outcome Indicators:
   - Student growth and development 45%
   - Whole-school learning indicator 5%

6. Student Growth Goal(s) as measured by Indicators of Academic Growth and Development (IAGD):
   - 45% based on multiple district assessments

7. Peer Feedback: School Leadership Teams will assist in the development of whole-school surveys to align with school improvement goals . Teams will review aggregate ratings for multiple student indicators that are aligned with school improvement goals and consensus will be established to determine the peer feedback rating of Exemplary, Proficient, Developing, and Below Standard (10%).

8. Whole School Student Learning: Leadership Teams will establish multiple school learning indicators to be used for the administrators' evaluation rating and the whole school student learning rating for teachers. Teams will review aggregate ratings for multiple student indicators that are aligned with school improvement goals and consensus will be established to determine the whole school student learning rating of Exemplary, Proficient, Developing, and Below Standard (5%).

IMPLEMENTATION OF THE PLAN

A. Orientation to Evaluation Process

    The district has established the following components of the orientation process:

    - The orientation for new Trumbull teachers includes an overview of the Teacher Supervision, Evaluation, Professional Learning Plan

    - Each school offers follow-up sessions for new Trumbull teachers: detailing, clarifying and explaining the Teacher Supervision, Evaluation, Professional Learning Plan

    - Faculty meetings held at each school in September include all components of the Teacher Supervision, Evaluation, Professional Learning Plan

    - The District provides mentors via the Teacher Education and Mentoring (TEAM) program for each teacher new to Trumbull Public Schools

B. Calibration

    Annually, administrators/supervisors receive eighteen (18) hours of training in observation and supervision in order to provide high quality feedback. If the superintendent and/or his/her designee determines an administrator/supervisor is not demonstrating proficiency, additional support and calibration training will be provided.

C. Goal Setting

    1. The teacher and administrator (or the supervisor, as appropriate) will develop mutually agreed upon written goal(s) for the coming year on the Goal Setting Form (Attachment A). Goal(s) should be designed in accordance with the job description or district/school goals and IAGD objectives.

        District, school, and individual performance goals (job description or CCT standards) will be related. Goals and IAGD objectives for teachers must focus on the improvement of student learning and should be related to building and district goals. As appropriate, goals may be extended for more than one year to allow the teacher to pursue an initiative in greater depth.

    2. Once the focus for the mutually agreed upon goal(s) has been established, specific plans for achieving each goal, and expected IAGD objectives will be developed. The action plan should include a set of objectives or activities, a timetable, materials needed, suggested techniques/methods to be used, restrictions or restricting conditions anticipated, identified student group or individual problems, if available. Methods of assessment for goal attainment should be stated through performance indicators. This process, in effect, establishes the beginning of the self-evaluation program.

    3. The goal(s) and IAGD objectives may be revised or modified at any time during the supervisory year by mutual agreement between the teacher and administrator.

D.	Class Visitation Sequence - September-June

1.	A pre-observation conference (Pre-Observation Lesson Plan Form, Attachment B) should be conducted for all classroom observations.

Lesson objectives/learning expectations, differentiated instructional and assessment strategies for the upcoming observation should be articulated by the teacher to be observed, and documented on Attachment B.   The date and length of the observation, and a requested focus for data-collection should also be included.

2.	Classroom Visitation

a.	A classroom visitation is a data-collecting session, the substance of which has been determined previously as above.

b.	Goals and IAGD objectives (to improve student learning) may guide data collection during classroom visitations. For non-tenured teachers, or those on the Developing/Below Standard Track, the number of classroom visitations is outlined in the evaluation timeline to ensure that support is available to meet district expectations, and to accomplish previously established goals and objectives.

c.	Classroom visitations may be announced or unannounced. There should be clear understanding that every teacher will be observed formally each year and should be given a written assessment of his/her work each year. All formal classroom observations are followed by written feedback on the Observation Summary (Attachment C).

d.	Unannounced or informal observations do not require a pre-observation conference. These unannounced or informal classroom visitations should supplement but not replace formal supervisory procedures. These unannounced or informal classroom visitations are intended to provide opportunities for supplemental coaching/conversational purposes when and if necessary. Data gathered from informal classroom observations are followed by written feedback on the Informal Observation Form (Attachment G).

3.	Post-observation conference

a.	Each class visitation must be followed by a conference to discuss the observed lesson if possible within 72 hours so that the teacher and administrator can discuss data that is fresh in the teacher's memory. Collaborative data analysis and assessment of performance remain the goal of all observation-based conferences. Follow-up observations and/or conferences can be requested by the teacher or administrator.

b.	The Post-observation Reflection (Attachment D) will be used by the teacher. This form is based on the Connecticut Competency Instrument whose indicators are embedded in the CCT.

E.   Mid-Year Performance Summary

1. All Non-tenured Teachers - In conformance with Connecticut General Statute 10-151b, a Teacher Performance Rubric Summary (Attachment H) must be developed no later than January 31 of each year for all non-tenured teachers. Teachers will also complete Mid-Year Progress Toward Goal(s)/Objective(s) (Attachment E) and adjust goal(s) and IAGD objectives, if needed. This preliminary performance summary includes a minimum of two (2) formal observations.

2. Developing/Below Standard Track for Tenured Teachers – A Teacher Performance Rubric Summary (Attachment H must be developed no later than January 31 of each year for all Developing/Below Standard tenured teachers. Teachers will also complete Mid-Year Progress Toward Goal(s)/Objective(s) (Attachment E) and adjust goal(s) and IAGD objectives, if needed. This preliminary performance summary includes a minimum of three (3) formal observations.

3. Exemplary/Proficient Track for Year 1 and 2 teachers – Tenured Teachers on the Exemplary/-Proficient Track have previously given evidence of accomplished teaching. For this reason, two informal observations will not be the only means of gathering data relative to teacher effectiveness. Teachers will have the opportunity to adjust goal(s) and IAGD objectives by completing the Mid-year Progress Toward Goal(s) Objective(s) (Attachment E). The minimum annual requirement is two informal observations.

4. Exemplary/Proficient Track for Tenured Year 3Teachers - Tenured teachers on the Exemplary/Proficient Track have previously given evidence of accomplished teaching. For this reason, formal observations will not be the only means of gathering data relative to teacher effectiveness. Teachers will have the opportunity to adjust goal(s) and IAGD objectives by completing the Mid-Year Progress Toward Goal(s)/Objective(s) (Attachment E). While informal or drop in classroom visits may be expected, at least one formal observation will be conducted annually. The minimum annual requirement is one formal observation and two Reviews of Practice.

F.   Year-End Procedures for All Teachers

1. Before the year-end meeting, all teachers will prepare a data-based self-assessment that reviews and evaluates daily performance, the achievement of annual goals and IAGD objectives, the job description, and the standards of the CCT. This self-assessment and relevant data must be brought to the year-end meeting with the supervisor/evaluator so that, as appropriate, it can be incorporated into the annual performance summary that is written by the evaluator.   The annual performance summary will be recorded by the teacher on the Year-End Summative Review (Attachment F). This written reflection must be developed prior to the year-end meeting. The written self-assessment along with pertinent data that highlights specific aspects of goal attainment will be brought to the year-end meeting with the evaluator (and/or supervisor as appropriate). For purposes of accountability, the teacher's self-assessment will serve as the primary basis for the annual performance review. If additional comments are warranted or desired by either the teacher or evaluator, they may be added to the form before the signatures of both parties.

2. The year-end conference with the supervisor/evaluator will provide an opportunity for celebrating the accomplishments of all teachers, and establishing future directions for her/his continued growth and development.

3. It should be noted that although a written performance summary should strive to be a collaboratively crafted document, absolute mutual agreement may not always be the result of said collaboration. If a teacher strongly disagrees with the year-end assessment that is written or supplemented by an supervisor/evaluator, the teacher should add a statement relative to the nature of the disagreement before signing the document.

4. Participants in the year-end conference must bring pertinent data such as available test scores, evidence of successful Reviews of Practice, student work samples, and anecdotal notes.

5. While all conferences are intended to promote the growth of the teacher and by their nature are important, the year-end conference is considered a critical element in the supervisory process.

6. The evaluation requires two (2) signatures - the teacher and the administrator, with a copy to all parties. When appropriate, the year-end conference will include the supervisor during evaluation procedures.

7. It should be noted that although a written performance summary should strive to be a collaboratively crafted document, absolute mutual agreement may not always be the result of said collaboration. If a teacher strongly disagrees with the year-end assessment that is written or supplemented by an supervisor/evaluator, the teacher should add a statement relative to the nature of the disagreement before signing the document.

G. Evaluation Procedures

1. Accountability criteria and performance standards by which all teachers are evaluated are provided in the CCT and Trumbull's Danielson Rubric. The entire staff shall be evaluated annually.

2. Procedures established in this plan shall not supersede contractual agreements.

3. The only acceptable forms for teacher evaluation exist within this plan.

H. Determining Effectiveness and Ineffectiveness

Novice educators shall generally be deemed effective if said educator receives at least two consecutive Proficient or Exemplary ratings, one of which must be earned in the fourth year of a novice educator's career. A Below Standard rating shall only be permitted in the first year of a novice educator's career, assuming a pattern of growth in year two and two consecutive Proficient or Exemplary ratings in years three and four.

A post-tenure educator shall generally be deemed ineffective if said educator received at least two consecutive Developing ratings or one Below Standard rating at any time.

Calculations are determined from the Summative Rating Matric (page 67).

I.   <u>Transfer Procedure</u>

It must be understood that the transfer procedure is not a normal part of the evaluation program. It comes into play only when collaboration between the supervisor and the teacher has not resulted in significant improvement in performance.

J.   <u>Process for Below Standard or Developing Rating Dispute Resolution</u>

Placement on the *Below Standard or Developing* Teacher Rating is a determination made by the administrator with prior notification to the teacher. As a result of the transfer, the teacher is placed in an individual teacher improvement and remediation program of improvement, i.e., a prescription to solve the problem will usually be designed by the administrator for the teacher to follow. In this case, success or failure may determine a change in contract status. A maximum time limit is a part of this procedure. This period should be long enough to bring a solution to the problem and not so long as to keep the procedure in effect for an extensive period of time. The maximum period of time will be one year.

1. Where a supervisor is involved with the supervision and evaluation process, s/he must not be involved in the determination of contract status.

2. The supervisor's responsibility is to aid the teacher in solving the identified teaching problem. Once a prescription has been developed, the supervisor and/or evaluator assists the teacher in achieving the recommended improvements and the fulfillment of the prescription.

3. The entire process should not be a surprise to the teacher if the evaluator (or supervisor as appropriate) has fulfilled her/his responsibility by being honest and forthright in all conferences and dealings with the teacher. The process will be the result of prior conferences and meetings in which the administrator and teacher have addressed the concerns that resulted in placement of the teacher in the *Below Standard or Developing* Rating. Classroom visitations, pre and post-observation conferences, and ample opportunity for teacher reflection and self-evaluation must be provided.

4. When deemed appropriate, counseling and support will be suggested and offered through human resources, peer coaching, and Trumbull Education Association representation.

5. When the teacher has performed to the expected standards of the CCT and the administrator determines that the problem is resolved, the teacher is reassigned to one of the two other tracks. If the identified problem that initiated the placement to the *Below Standard or Developing* Rating is not resolved, termination will be recommended to the Superintendent.

K.   <u>Process for Dispute Resolution</u>

In the event that the evaluator/supervisor and teacher cannot agree on objectives, the evaluation period, feedback or the professional development plan, a second meeting shall be convened so that the teacher and the evaluator/supervisor can bring a peer advocate to strive for a mutual agreement. If no resolution can be reached, the disagreement will be forwarded to a meeting between the teacher with a Trumbull Education Association (TEA) representative and the evaluator with a Trumbull

Administrative Association (TAA) representative will take place with the Superintendent or his designee for resolution.

It should be noted that although a written performance summary should strive to be a collaboratively crafted document, absolute mutual agreement may not always be the result of said collaboration.   If a teacher strongly disagrees with the year-end assessment that is written or supplemented by an supervisor/evaluator, the teacher should add a statement relative to the nature of the disagreement before signing the document.

L.   Definition of Terms

Goals are long-range statements of aims, directions, and patterns of improvement.

IAGD objectives are Indicators of Academic Growth and Development. They are short-range statements which are specific, time limited, and achievable over a period of one year or less. IAGD objectives facilitate the attainment of long-range goals.

M.   Guidelines for Writing Goals, IAGD Objectives, and Lesson Objectives

1. Goals and IAGD objectives must be written by those who are responsible for achieving them.

2. Goals and IAGD objectives must be mutually agreed upon and be sufficiently challenging and appropriate for the teacher's experience and stage of development.

   a. Goals and IAGD objectives must be specifically identified.

   b. It is acceptable to seek suggestions or help in setting goals and IAGD objectives (peer assistance appropriate here).

   c. Discussion, deliberation, and negotiation are encouraged in order to avoid unrealistic and/or inappropriate goals.

   d. Pressure or coercion, implied or otherwise, must not be used to obtain agreement.

3. Goals, IAGD objectives, and lesson objectives must state in observable terms the specifics to be accomplished. It is best to use action verbs when writing goals, objectives, and lesson objectives.

4. Goals, IAGD objectives, and lesson objectives must relate to the individual's role. An individual's goals must be compatible with content/grade, school, and district goals.

5. Goals and IAGD objectives will be discussed with administrator (or supervisor as appropriate). They will then be stated in writing with signatures of all parties affixed to each copy and will be referred to in conferences throughout the year.

6. Goals and IAGD objectives must be realistic and attainable.

7.   Use form Attachments, refer to Index.

CONFERENCES

The Trumbull Continuous Teacher Improvement/Professional Learning/Supervision/Evaluation Plan requires a number of conferences with varying purposes. Each conference is designed to accomplish a certain objective. There are a series of meetings, usually between the supervisor/evaluator and teacher, structured to ensure communication, cooperation, collaboration, and continuity of the educational program. To this end, effective conferencing requires all participants to prepare for the meeting.

Certain conferences require more preparation by one party than the other. For instance, in the pre-observation conference, the teacher will prepare a plan for the observed lesson that includes a learning objective to which the teacher will teach, instructional and assessment strategies to be used, and activities/materials that will be included in the lesson. In the pre-observation conference, the observer will discuss the lesson plan with the teacher and a focus for data gathering will be determined. Before the post-observation conference, the administrator reviews the notes taken during the class visitation and organizes them so that they can be helpful during the conference. S/he then develops a strategy for helping the teacher analyze the lesson during the conference, and plans what s/he intends to accomplish during the conference.

If the discussion during the conference is to be purposeful, each participant must have a clear understanding of what is to be accomplished during the discussion and focus on the analysis of a lesson in an atmosphere which is open, free of anxiety, and intellectually stimulating. The emphasis is on problem solving, requiring the viewpoints of both people and, as a result, information and ideas will flow in both directions.

The goal of the conferences is to articulate and develop instructional practices which give promise of more productive teaching and learning in future lessons. In this program of conferences, the supervisor/evaluator acts as a catalyst and energizer who helps the teacher evaluate his/her own performance and plan for improvement. Verbal interaction is a characteristic of such a conference. The supervisor/evaluator encourages questions and assists the teacher in finding his/her own answers. The supervisor/evaluator is a coach whose job is to bring about the teacher's best thinking about his/her professional practice.

Conferences should be scheduled well in advance at a time and place that is helpful for both parties. The conference should be free of interruptions and distractions, of sufficient length for complete coverage, will allow analysis, and should permit for both parties to articulate and share thoughts and ideas.

SELF-EVALUATION

1. Self-evaluation is the process of analysis of personal performance, goals and objectives, and the degree of attainment as perceived by the teacher. A self-evaluation represents an introspective examination of areas of strength and areas perceived as those targeted for future growth with respect to individual teaching and professional responsibilities. (Attachments E and F)

2. Sharing of the self-evaluation with the supervisor/evaluator at the performance summary meeting benefits the teacher because it provides the opportunity to review one's performance. During the review with the supervisor/evaluator the teacher can assess the goals, measure his/her progress on anticipated results, evaluate the method(s) utilized, and propose future directions.

    Self-evaluation is vital to any program that attempts to bring about the improvement of instruction.

3. The following guidelines are offered to teachers and supervisors as criteria for analysis and self-evaluation:

    a. Job description
    b. Annual goals – district, school, individual performance (CCT)
    c. Performance indicators established
    d. Artifacts/student data collected and Reviews of Practice
    e. Feedback from administrator (or supervisors/peer coaches as appropriate)

    Self-assessment takes into consideration the availability of support, collected data, alternative approaches, and attempts made to overcome restraints.

EVALUATION TIMELINE

	Goal Setting	**Observation**	**Mid-year conference**	**End-year Conference**	**Summative Review**
Non-Tenured	By Oct. 30th (Attachment A)	Sept. – May <u>Minimum</u> of 2 formal observations by January 15th and total of 3 by end of year Pre and post observations conferences included for each formal observation (Attachments B & D)	January (Attachment E) (Develop Attachment H by January 31)	By May 30th (Attachment F)	June 15th (Attachment H)
Tenured *Year 1 and 2* *Exemplary* *Proficient*	By Oct. 30th (Attachment A)	Sept. – May <u>Minimum</u> of 2 informal observations (Attachment G)	January (Attachment E, optional)	By May 30th (Attachment F)	June 15th (Attachment H)
Tenured *Year 3* *Exemplary* *Proficient*	By Oct. 30th (Attachment A)	Sept. - May <u>Minimum</u> of 1 formal observation and 2 Reviews of Practice (Attachments B & D)	January (Attachment E, optional)	By May 30th (Attachment F)	June 15th (Attachment H)
Tenured *Developing* *Below Standard* ***Teachers will follow individualized improvement and remediation plans-Refer to Appendix I-A**	By Oct. 30th (Attachment A)	Sept. – Jan. <u>Minimum</u> of 3 formal observations by January 15 Pre and post observation included in each formal observation (Attachments B & D)	January (Attachment E) (Develop Attachment H by January 31)	By May 30th (Attachment F)	June 15th (Attachment H)

- The only acceptable forms for teacher evaluation exist within this plan.
- Supervisors will refer tenured teachers who are in danger of not meeting the *Proficient* rating to the administrator for evaluation by March 1st.

GOAL SETTING – Due October 30th

Teacher _____ **School/Grade**_____

Date_____

I. **Goal/ IAGD Objective:** (Specific, realistic, manageable and measurable IAGD objective stating what you hope to achieve. This should be an initiative which you consider to be worthy of focused attention.)

II. **Action Plan:** (Strategies, activities, or methods you believe will be helpful in accomplishing your goal/IAGD objective.)

III. **Indicators of Academic Growth and Development (IAGD):** (Evidence that the objective has been achieved. This section describes what you will expect as measures of your success and progress toward goal.)

IV. **Support/Resources requested:**

V. **Goal is approved as proposed:**

Signature of Adm._____ **Date**_____

Signature of Supv. (as appropriate)_____ **Date**_____

Signature of Teacher   _____ **Date**_____

Pre-Observation Lesson Plan Form

Teacher _____**Grade/Content Area**_____

Date of Visit_____ **Time**_____

Content Standards: Identify one or two primary local, state, or national curricular standards this lesson is designed to help students attain. How will the learning tasks lead students to attain the identified standards?

Learner Background: Describe the students' prior knowledge or skill related to the learning objective(s) and the content of this lesson, using data from pre-assessment as appropriate. How did the students' previous performance in this content area or skill impact your planning for this lesson?

Student Learning Objective(s): Identify specific and measurable learning objectives for this lesson.

Assessment: How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

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

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

Initiation: Briefly describe how you will initiate the lesson. (Set expectations for learning; articulate to learners what they will be doing and learning in this lesson, how they will demonstrate learning, and why this is important)

Lesson Development: Describe how you will develop the lesson, what you will do to model or guide practice, and the learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s).

Closure: Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives.)

<div align="right">(To Be Completed by Teacher)</div>

Pre-Observation Lesson Plan Form continued

Individuals Needing Differentiated Instruction: Describe 1 to 3 students with learning differences. These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels, including students with IEP's, gifted and talented students, struggling learners, and English language learners.

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

Which students do you anticipate may struggle with the content/learning objectives of this lesson?		
Student Name	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/higher level of challenge?		
Student Name	Evidence that the student needs differentiated instruction	How will you differentiate instruction in this lesson to support student learning?

Notes from the pre-conference

OBSERVATION SUMMARY

Teacher _____   **Grade/Content Area**_____

Date _____   **Time**_____

I.   MANAGEMENT

II.   INSTRUCTION (Plan/Teach)

III.   ASSESSMENT

_____   _____
Teacher's signature   **Administrator's signature**

_____   _____
Date   **Supervisor's signature (as appropriate)**

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POST-OBSERVATION REFLECTION

Teacher _____   **Grade/Content** _____

Date of Visit _____   **Time** _____

Lesson Data to be Discussed During Post-Observation Conference: What did I want my students to learn? (As you reflect on the lesson, how did it actually unfold as compared to what you had anticipated happening as you did your planning?):

Summary of Teacher Reflections: How did I know my students learned it? (Provide the data/information that you have used to determine your students' progress towards this lesson's objectives. Include individual and group information/data.):

Implications for Future Planning/Teaching: If my students did not learn it, what do I do differently? (How will you use your students' performance today as you envision the next step for these students in learning? If you were to teach this lesson again to these students, what changes would you make? As you reflect over this lesson, what ideas or insight are you discovering about your teaching?):

_____   _____
Teacher's signature   **Administrator's signature**

_____   _____
Date   **Supervisor's signature (as appropriate)**

MID-YEAR PROGRESS TOWARD GOAL(S)/OBJECTIVE(S) – Due Jan. 31.

Teacher_____Date_____

Reflections on progress toward annual goal(s)/objective(s) that will lead to student growth:

Indicator of Academic Growth and Development (IAGD):

Reflections on growth in meeting standards of CCT:

Additional Comments: (optional)

_____   _____
               Teacher Signature   **Administrator Signature**

_____   _____
                      Date   **Supervisor's Signature (as appropriate)**

YEAR-END SUMMATIVE REVIEW – No Later Than June 15

Teacher_____**Date**_____

Evidence of student progress towards meeting goal(s) / objective(s) (bring multiple indicators to discuss the extent to which students met learning goal(s) / objective(s) as well as reviews of practice)**:**

Reflections on effectiveness of overall performance*:

Reflections on growth in meeting standards of CCT:

*Attach relevant artifacts and data. Non-tenured teachers may refer to categories suggested on Reviews of Practice Form.

_____   _____
            Teacher Signature   **Administrator Signature**

_____   _____
               Date   **Supervisor's Signature (as appropriate)**

Reviews of Practice-<u>Tenured Teachers Year 3</u> Include in End of Year Conference
(Please document and describe 2-3 examples.)

Teacher: _____   School: _____   School Year: _____

Activity: **In-class visit (min. 5 minutes)**   Date: _____
  Coaching or mentoring   _____
  Co-teaching   _____
  PPT/EIT/504 or Pre-Meeting   _____
  Data or DAC meeting   _____
  Review of lesson plan   _____
  Review of APBA   _____
  Review of project   _____
  Review of student outcome   _____
  Leadership Team   _____
  Team/curriculum meetings   _____
  Presenter of workshop. IT, etc.   _____
  APBA development/review   _____
  CADRE   _____
  Athletics Coaching/Club Advising   _____
  Grants   _____
  PTA/BOE Involvement   _____
  Community Involvement   _____
  Other (describe below):

Briefly describe and reflect on your chosen activities for Reviews of Practice. You may continue to write on the back of this sheet and attach any relevant evidence:

Teacher Performance Rubric Summary Description

The Teacher Supervision, Evaluation, and Professional Learning Committee created the new yearly Teacher Performance Rubric Summary with opportunity for input from all certified Trumbull educators. The new Rubric Summary provides the teacher and the supervisor/evaluator with clear indicators of accomplishments and for continuous teacher improvement. The descriptive statements in the rubric are linked to the foundational skills and competencies as well as the discipline-based professional teaching standards of *Connecticut's Common Core of Teaching* (CCT). Trumbull's Danielson Rubric is organized around the four CCT instructional standards (i.e., Planning for Active Learning; The Classroom Environment; Instruction; and Professional Responsibilities and Teacher Leadership) and the Danielson-Trumbull Rubric. The rubric summary is used as an analytic tool to provide feedback for teachers to help them plan for further professional growth. As part of the dialog at the End of Year Performance Conference, the teacher and supervisor/evaluator will use the rubric and matrix to assess the yearly performance.

The rubric being used is based on the *Connecticut Common Core of Teaching* and *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson (ASCD, 2012). These are "best practices" for all teachers.

The four performance continuum columns for each discipline rubric, reading from left to right, were given a rating of 1 through 4 by the Teacher Supervision, Evaluation, and Professional Committee, as outlined below:

1. Below Standard
2. Developing
3. Proficient
4. Exemplary

The administrator/supervisor determines proficiency by completing the Teacher Performance Rubric Summary (Attachment H) and calculating the composite score using the key located at the bottom of Attachment H.

The ratings from the rubric will be recorded on Attachment H (Teacher Performance Rubric Summary). During the dialog between the teacher and supervisor/evaluator during conferences, the teacher will share artifacts, student data, Reviews of Practice from the classroom, and through formal and informal observation(s) by the supervisor/evaluator. Attachment H will be completed later by the supervisor/evaluator and given to the teacher for signature and further discussion if necessary. If any issues/concerns arise, the teacher may request an additional conference with the supervisor/evaluator.

Trumbull Public Schools
INFORMAL OBSERVATION FORM

Teacher _____ **Grade/Subject**_____ **Date** _____

Supervisor/Evaluator _____ **Time In** _____ **Time Out** _____ **Period** ____

Check the Indicators Observed	
Domain 2. The Classroom Environment	
2a. Creating an environment of respect and rapport	
2b. Establishing a culture for learning	
2c. Managing classroom procedures	
2d. Managing student behavior	
2e. Organization of physical space	
Domain 3. Instruction	
3a. Communicating with students	
3b. Using questioning and discussion techniques	
3c. Engaging students in learning	
3d. Using assessment in instruction	
3e. Demonstrating flexibility and responsiveness	
Comments on Domain(s) Observed:	

Grouping:
___ Whole Group
___ Small Group
___ Paired
___ Individual

Materials:
___ Lab Activities
___ Video
___ Reading Materials
___ Text

___ Worksheet
___ Websites
___ Technology, e.g., computers
___ Workbook

Supervisor/Evaluator Signature: _____**Date:** _____
Teacher Signature: _____**Date:** _____

Teacher Performance Rubric Summary

Year _____   **School(s)**_____

Teacher _____   **Subject / Grade** _____

Supervisor _____   **Title** _____

Evaluator _____   **Title** _____

Score (Please check appropriate score): *1 = Below Standard* *3 = Proficient* *2 = Developing* *4 = Exemplary*	**1**	**2**	**3**	**4**
Domain 1. Planning for Active Learning				
1a. Ensuring that the content instruction is an appropriate level of challenge and meets student learning needs				
1b. Developing and organizing coherent and relevant units, lessons and learning tasks				
1c. Supporting content area literacy skills; and when appropriate, numeracy skills across the curriculum				
1d. Selecting appropriate assessment strategies to monitor student progress				
Domain 2. The Classroom Environment				
2a. Creating an environment of respect and rapport				
2b. Establishing a culture for learning				
2c. Managing classroom procedures				
2d. Managing student behavior				
2e. Organization of physical space				
Domain 3. Instruction				
3a. Communicating with students				
3b. Using questioning and discussion techniques				
3c. Engaging students in learning				
3d. Using assessment in instruction				
3e. Demonstrating flexibility and responsiveness				
Domain 4. Professional Responsibilities and Teacher Leadership				
4a. Engaging in continuous professional growth to impact instruction				
4b. Collaborating with colleagues to develop and sustain continuous improvement				
4c. Communicating and collaborating with, and engaging appropriately with families about their students instructional program				
4d. Demonstrating other professional behaviors				

40% Teacher Performance and Practice

Composite Score (Please circle score):   1 = 26-18   2 = 44-27   3 = 62-45   4 = 72-63

Teacher Performance Rubric Summary (Continued)

Meeting Dates:
Goal Setting Conference: _____ Mid-Year Conference: _____
End of Year Conference: _____
 Pre-Observation Conference: _____ _____ _____ _____ _____
 Observations: _____ _____ _____ _____ _____
 Post Observation Conference: _____ _____ _____ _____ _____

Teacher Rating Breakdown:

40%: _____
10%: _____ = _____
45%: _____
5%: _____ = _____

Total Score: _____

Summary
A brief summative statement may be included with this evaluation; the evaluator may address the following:
- Areas of Strength/Commendations
- Professional Goal Progress
- Areas of Growth Needed
- Supervisor/evaluator and teacher must mutually agree on an area of focus for continuous improvement and document in the Summative Statement below.

Summative Statement *(Optional)*:

Signature indicates that the Teacher received a copy.

Supervisor: _____ Date: _____

Evaluator: _____ Date: _____

Teacher: _____ Date: _____

☐ **I agree**   ☐ **I disagree**

Additional Comments (Teacher: Use this space to note any exceptions to comments made above or elsewhere in this evaluation. Use additional sheets, as necessary.) If any issues/concerns arise, the teacher may request an additional conference with the supervisor/evaluator.

*Specific teacher competencies described in the Teacher Performance Rubric Summary and the Glossary of Terms (Attachment) are from the Connecticut Common Core of Teaching.

	Domain 1: Planning for Active Learning			
	Below Standard	**Developing**	**Proficient**	**Exemplary**
1a: Ensuring that content instruction is at an appropriate level of challenge and meets student learning needs	• Planning is informed by a general understanding of the content, not data about the students' learning needs. • The learning plan is not rigorous and only represents low levels of knowledge. • The instructional plans are generally not differentiated and/or not at an appropriate level. • The plan identifies academic or behavioral concerns without a defined plan of intervention.	• Planning is informed by a general understanding of students' prior content knowledge and skills. • The learning plan includes some tasks that reach higher levels of knowledge. • Instructional plans include some differentiation in instructional strategies with questionable appropriate level. • The plan prepares the teacher to address general academic or behavioral concerns.	• Planning incorporates multiple sources of data about students' prior knowledge, skills and understanding of concepts. • The learning plan includes higher levels of knowledge and scaffolds the learning appropriately. • The plan meets the grade or course level expectations for challenge and plans to address common content misconceptions. • The plan includes the selection of or design for supplemental or specialized instructional or behavioral interventions.	• Planning is driven by analysis of student performance data to determine individual learning needs and the subsequent plan. • The learning plan incorporates a depth of knowledge and promotes student independence as a learner. • The plans incorporate a variety of strategies, resources and groupings that appropriately challenge all students, including differentiation of lesson content. • Planning reflects anticipated student understanding and misunderstandings or misconceptions. • Planning accounts for specialized instructional or behavioral interventions.
Key elements	☐ *Role of data* ☐ *Level of rigor and depth of knowledge* ☐ *Range of instructional strategies address complexity of student needs* ☐ *Anticipating individual student needs and knowledge of content*			
Key Attributes for Training purposes	☐ *Teacher discussion of planning is general and data are nonspecific; planning shows little or no evidence of differentiation.* ☐ *Interventions are not specified in plan or discussion.*	☐ *Teacher identifies differentiation strategies that are limited—often based on a single area – such as student interest.* ☐ *Teacher articulated plans for addressing academic/behavioral concerns are general and not specific.*	☐ *Teacher articulates how specific student data connects to instructional design.* ☐ *Teacher articulates the design of instruction to accommodate student needs; teacher can specify how academic and behavioral interventions are aligned to student needs.*	☐ *Teacher articulates how multiple sources of data lead to the design and development of differentiated lessons including appropriate levels of challenge.* ☐ *Teacher articulates anticipated student misconceptions and how the lesson design addresses these.* ☐ *Teacher develops or secures and shares strategies and resources targeted to specific student needs.*

Sources of Evidence:	Indicators			
Lesson and/or Unit Plans Teacher Conference	☐ *No Lesson Plans are provided or plans do not show any differentiation based on any need.* ☐ *Teacher does not connect student data to planning or designs in contrast to what will work based on identified needs.* ☐ *Teacher does not collaborate with colleagues for planning.*	☐ *Lesson plans connect with a particular need or are general in nature.* ☐ *Plans reflect a common strategy, resource or set of materials.* ☐ *Teacher does not specify how collaboration influences planning or simply notes that he/she participates.*	☐ *Lesson plans connect student needs to plans.* ☐ *Lesson plans reflect a range of strategies, resources, or materials.* ☐ *Teacher can articulate the work with colleagues in the planning process.*	☐ *Lesson plans demonstrates detailed differentiation for students based on data analysis.* ☐ *Plans specify the different strategies, resources or materials or that for all students.* ☐ *Teacher articulates how the work with colleagues influences and/or has improved the delivery of instruction.*

	Below Standard	**Developing**	**Proficient**	**Exemplary**
1b: Developing and organizing coherent and relevant units, lessons, and learning tasks	• Lessons are non-sequential and activities are not related to specific skills in the curriculum. • Lessons are not connected to students' interests or the real world. • No alignment exists and lessons units are not scaffolded to build knowledge and skills. • Organization does not engage students.	• At times, the sequence of lessons and activities are developed using the curriculum and build upon students' prior knowledge, skills and interests. • Some questions related to students' interests or the real world are occasionally included. • Alignment exists among some of the units, lessons and learning tasks. • Organization of the learning is somewhat random and does not purposefully engage students	• Often, the lessons and units of instruction incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems. • Strategic questions for discourse or inquiry based learning; making real world, career, or global connections with the content; or making interdisciplinary connections are used. • Alignment among units, lessons, learning tasks, assessments and standards is evident. • The organization of the units is purposeful.	• Lessons and units of instruction provide a coherent sequence and structure. The plans challenge students, promote their independence and interdependence and consistently incorporate higher level learning of content skills or concepts to actively engage students to think critically, creatively and solve problems. • Intensive use of strategic questions for discourse or inquiry-based learning; making real world, career, or global connections with the content; or making interdisciplinary connections. • Alignment among units, lessons, learning tasks and assessments enhance learning and promotes the gradual release of responsibility to students. • The organization of the units, lessons and tasks is purposeful and promotes meaning and purposeful engagement for students.
Key Elements	☐ *Coherent sequence and structure* ☐ *Alignment among units, lessons, learning tasks, assessments, and standards* ☐ *Purposeful and meaningful to students*			

Key Attributes for Training Purposes	☐ Learning activities are not well aligned to the instructional goals. ☐ Materials are not engaging and do not meet instructional outcomes. ☐ Instructional groups are not suitable to the activity and offer no variety.	☐ Learning activities are moderately challenging. ☐ Learning resources are suitable but variety is limited. ☐ Instructional groups partially support lesson objectives. ☐ The lesson structure does not lead the students to learn.	☐ Learning activities are matched to instructional outcomes. ☐ Activities provide an opportunity for higher order thinking and differentiation. ☐ Instructional grouping is purposeful and maximizes student strengths. ☐ Lesson plans indicate possible adjustments based on formative assessment data.	☐ Lesson plans differentiate for individual student needs. ☐ Learning activities are connected to other disciplines. ☐ Resources are differentiated for students. ☐ Students participate in designing their own assessments. ☐ Students are actively involved in collecting information from formative assessments and establishing individual learning goals. Assessments are authentic with a real world application as appropriate. ☐ The essential question is thought provoking. ☐ Content is closely connected to students' lives ☐ Students are challenged to bring meaning to their learning. ☐ Lessons build inquiry based skills in students. ☐ Variety of performance opportunities for students.
Sources of Evidence:	**Indicators**			
Lesson plan Unit design Summative, formative, and interim assessments Student work Student self-assessment	☐	☐	☐	

	Below Standard	Developing	Proficient	Exemplary
1c: Supporting content area literacy skills and when appropriate, numeracy skills, across the curriculum	• Lesson plans do not follow local curriculum or CCSS or lesson plans do not include content area literacy or numeracy skills. • Students are not encouraged to make interdisciplinary connections and literacy and numeracy are not addressed. • Materials or strategies are unclear or not specified or rely solely on a singular strategy or resource.	• Lesson plans follow some portions of CCSS and/or the district curriculum or pacing guides. • Lesson plans include the use of some strategies and materials that focus on either: literal comprehension of content, or process and structure of writing/ communicating ideas. • Plans include the use of some strategies and materials that focus on representing and/or solving mathematical problems within the content area. • Lesson plans rely predominantly on a singular strategy or resource and does not promote higher levels of thinking represented in the standards.	• Lesson plans content and practice are aligned with the Common Core State Standards, district curriculum and pacing guidelines. • Plans generally provide integration of literacy or numeracy skills and make interdisciplinary connections. • Lesson plans usually include use of some strategies and materials (including multimodal, multimedia and interdisciplinary) to build students' ability to understand, make meaningful connections to and/or communicate about content-related text. • Plans generally include the use of strategies, materials and resources (including multimodal, multimedia and interdisciplinary) to build students' ability to represent, interpret and analyze data and/or to solve mathematical problems.	• Lesson plans consistently include the implementation and integration of content area literacy (and numeracy) instruction that is aligned with the Connecticut Common Core State Standards, district curriculum and pacing guidelines. • Plans provide meaningful integration of literacy and numeracy skills at high levels of depth of knowledge and which promote interdisciplinary connections. • Lesson plans include the use of a variety of strategies, materials and resources to build students' ability to interpret, synthesize, and respond to content-related text. • Plans include the use of a variety of resources to build students' ability to represent, interpret and analyze data and/or to solve mathematical problems. • Plans include the use of resources to support students' understanding of concepts and application of learning to help them to make connections within and among content areas and help them to understand the importance of literacy and numeracy in the world around them.
Key Elements	□ *Alignment to the Connecticut Common Core State Standards* □ *Integration of literacy and numeracy skills*		□ *Utilizes a variety of materials and strategies*	

Key Attributes for Training Purposes	☐ Teacher plans or lesson/unit which focuses totally on content and not on supporting the reading, writing and numeracy skills necessary to access learning available through materials, texts, and other resources.	☐ Teacher plans the use of a variety of texts, including informational, in instruction. ☐ Teacher plan incorporates some strategies to help students access lesson content from texts.	☐ Teacher plans the use of a variety of texts, including informational, in instruction. ☐ Teacher plans for writing opportunities. ☐ Teacher plans to use technology and digital resources to engage students. ☐ Teacher creates questions which support close reading of text. Plans include literacy and numeracy content and strategies.	☐ Teacher plans the use of a variety of texts, including informational, in instruction; these incorporate student choice and are responsive to reading level. ☐ Teacher plans for meaningful writing assignments. ☐ Teacher plans vocabulary instruction as part of the unit. ☐ Teacher plans incorporate strategies which support literacy and numeracy. ☐ Texts selected are at various levels, including those that are complex, challenging, appropriate for students, and meaningful. ☐ Teacher uses technology and digital resources to engage and allow students independence in choice and demonstration of learning.
Sources of Evidence	**Indicators**			
Lesson plan Pre and/or post classroom observation conference Unit plan Intervention plans and data	☐	☐	☐	☐

	Below Standard	Developing	Proficient	Exemplary
Planning 1d: Selecting appropriate assessment strategies to monitor student progress	• Single measure assessments are selected that may or may not measure criteria and outcomes of the unit related to learning goals. • Assessments are not aligned with instructional goals and are lacking in criteria through which student performance will be assessed.	• Some assessments are selected that are aligned to curriculum and content standards to monitor student progress. • Some strategies include providing students with information about their current progress. • Assessments are somewhat aligned with instructional goals. Assessment criteria are evident but unclear.	• A variety of assessment tools and strategies aligned to curriculum and content standards are designed or selected to monitor and evaluate students' learning. Strategies are planned to engage students in using assessment criteria to assess their own work. • Assessment criteria are clearly written for all students.	• A variety of assessment tools and strategies appropriate to individual students' needs are designed or selected to monitor and evaluate learning. • Strategies are planned to engage students in using assessment criteria to reflect upon and assess their own progress over time.
Key Elements	☐ *Plans a variety of classroom assessments appropriate to lesson objectives* ☐ *Plans for intentional checking for understanding during lessons* ☐ *Criterion for levels of performance are clear*			
Key Attributes for Training Purposes	☐ *Assessments do not align to the instructional goals.* ☐ *No formative assessment is in evidence.* ☐ *Assessments have no criteria.*	☐ *Assessment criteria are vague.* ☐ *There is no plan for the use of formative assessments.* ☐ *Assessment results are used to design instruction for the whole class not individual students.*	☐ *Assessments match the learning goals.* ☐ *Assessment indicates a balance of summative, formative, and interim assessments.*	☐ *Assessment provides opportunity for student choice* ☐ *The lesson plans indicate correspondence between assessments and instructional outcome.* ☐ *The assessment types are suitable to the outcomes.* ☐ *Modified assessments are available* ☐ *Adjusting instruction in response to evidence of student learning.* ☐ *Frequent opportunities for families to engage in the learning process.*

Sources of Evidence	Indicators	☐	☐	☐
Lesson plan Pre and/or post classroom observation conference Unit Plan	☐	☐	☐	☐

Domain 2: The Classroom Environment				
	Below Standard	**Developing**	**Proficient**	**Exemplary**
2a: Creating an environment of respect and rapport	• Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative. • Interactions are characterized by sarcasm, putdowns, or conflict. • Teacher does not deal with disrespectful behavior.	• Patterns of classroom interactions, both between the teacher and students and among students, somewhat appropriate but may reflect occasional inconsistencies. • Students rarely demonstrate disrespect for one another. • Teacher attempts to respond to disrespectful behavior, with uneven results.	• Teacher-student interactions are friendly and demonstrate general caring and respect. • Students exhibit respect for the teacher. • Interactions among students are generally polite and respectful. • Teacher responds to disrespectful behavior among students.	• Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. • Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. • The teacher consistently responds successfully to behavior issues.
Key Attributes	☐ *Teacher uses disrespectful talk towards students.* ☐ *Student body language indicates feelings of hurt or insecurity.* ☐ *Students use disrespectful talk towards one another with no response from the teacher.* ☐ *Teacher displays no familiarity with or caring about individual students' interests or personalities.*	☐ *The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.* ☐ *Teacher attempts to respond to disrespectful behavior among students, with uneven results.* ☐ *Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.*	☐ *Talk between teacher and students and among students is uniformly respectful.* ☐ *Teacher responds to disrespectful behavior among students.* ☐ *Teacher makes superficial connections with individual students.*	☐ *In addition to the characteristics of "proficient,"* ☐ *Teacher demonstrates knowledge and caring about individual students' lives beyond school.* ☐ *When necessary, students correct one another in their conduct towards classmates.* ☐ *There is no disrespectful behavior among students.* ☐ *The teacher's response to a student's incorrect response respects the student's dignity.*

Possible Examples	□ A student slumps in his/her chair following a comment by the teacher. □ Students roll their eyes at a classmate's idea; the teacher does not respond. □ Many students talk when the teacher and other students are talking; the teacher does not correct them. □ Some students refuse to work with other students. □ Teacher does not call students by their names.	□ Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. □ A few students do not engage with others in the classroom, even when put together in small groups. □ Students applaud halfheartedly following a classmate's presentation to the class. □ Teacher says "Don't talk that way to your classmates," but student shrugs his/her shoulder.	□ Teacher greets students by name as they enter the class or during the lesson. □ The teacher gets on the same level with students, such as kneeling beside a student working at a desk. □ Students attend fully to what the teacher is saying. □ Students wait for classmates to finish speaking before beginning to talk. □ Students applaud politely following a classmate's presentation to the class. □ Students help each other and accept help from each other. □ Teacher and students use courtesies such as "please/thank you, excuse me." □ Teacher says "Don't talk that way to your classmates," and the insults stop.	□ Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies). □ Students say "Shhh" to classmates while the teacher or another student is speaking. □ Students clap enthusiastically for one another's presentations for a job well done. □ The teacher says: "That's an interesting idea, Josh, but you're 'forgetting….'"

	Below Standard	Developing	Proficient	Exemplary
2b: Establishing a culture for learning	• The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.	• The classroom culture is characterized by some commitment to learning by teacher or students. • Students demonstrate some interest in their role as learners. • Teacher commitment to learning is perfunctory.	• The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. • The teacher conveys that with hard work students can be successful; students understand their role as learners. • Students demonstrate their understanding by usually making revisions, adding detail and/or helping peers.	• The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. • The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
Key Attributes	☐ *The teacher conveys that he reasons for the work are external or trivializes the learning goals and assignments.* ☐ *The teacher conveys to at least some students that the work is too challenging for them.* ☐ *Students exhibit little or no pride in their work.* ☐ *Class time is devoted more to socializing than to learning*	☐ *Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off."* ☐ *The teacher conveys high expectations for only some students.* ☐ *Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.* ☐ *Many students indicate that they are looking for an "easy path."*	☐ *The teacher communicates the importance of learning, and that with hard work all students can be successful in it.* ☐ *The teacher demonstrates a high regard for student abilities.* ☐ *Teacher conveys an expectation of high levels of student effort.* ☐ *Students expend good effort to complete work of high quality.*	☐ *In addition to the characteristics of "Proficient,"* ☐ *The teacher communicates a genuine passion for the subject.* ☐ *Students indicate that they are not satisfied unless they have complete understanding.* ☐ *Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.* ☐ *Students recognize the efforts of their classmates.* ☐ *Students take initiative in improving the quality of their work.*

Possible Examples	☐ *The teacher tells students that they're doing a lesson because it's on the test, in the book, or is district directed.* ☐ *Teacher says to a student: "Why don't you try this easier problem?"* ☐ *Students turn in sloppy or incomplete work.* ☐ *Students don't engage in work and the teacher ignores it.* ☐ *Students have not completed their homework and the teacher does not respond.* ☐ *Almost all of the activities are "busy work."*	☐ *Teacher says: "Let's get through this."* ☐ *Teacher says: "I think most of you will be able to do this."* ☐ *Students consult with one another to determine how to fill in a worksheet, without challenging classmates' thinking.* ☐ *Teacher does not encourage students who are struggling.* ☐ *Some students get to work after an assignment is given or after entering the room.*	☐ *Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job."* ☐ *Teacher says: "This idea is really important! It's central to our understanding of history."* ☐ *Teacher says: "Let's work on this together: it's hard, but you all will be able to do it well."* ☐ *Teacher hands a paper back to a student, saying "I know you can do a better job on this." The student accepts it without complaint.* ☐ *Students get right to work right away when an assignment is given or after entering the room.*	☐ *The teacher says "It's really fun to find the patterns for factoring polynomials."* ☐ *Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation.* ☐ *Students question one another on answers.* ☐ *Student asks the teacher whether s/he can re-do a piece of work since s/he now sees how it could be strengthened.* ☐ *Students work even when the teacher isn't working with them or directing their efforts.*

	Below Standard	Developing	Proficient	Exemplary
2c: Managing classroom procedures	• Much instructional time is lost due to inefficient classroom routines and procedures. • There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. • There is little evidence that students know or follow established routines.	• Some instructional time is lost due to only partially effective classroom routines and procedures. • The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. • With regular guidance and prompting, students follow established routines.	• Instructional time is substantial due to effective and efficient classroom routines and procedures. • The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. • Routines are appropriate and understood by students.	• Instructional time is maximized due to efficient classroom routines and procedures. • Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. • Routines are well understood and may be initiated by students.
Key Attributes	☐ *Students not working with the teacher are disruptive to the class.* ☐ *There are no established procedures for distributing and collecting materials.* ☐ *Procedures for other activities are confused or chaotic.*	☐ *Small groups are only partially engaged while not working directly with the teacher.* ☐ *Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.* ☐ *Classroom routines function unevenly.*	☐ *The students are productively engaged during small group work.* ☐ *Transitions between large and small group activities are smooth.* ☐ *Routines for distribution and collection of materials and supplies work efficiently.* ☐ *Classroom routines function smoothly.*	In addition to the characteristics of "proficient," ☐ *Students take the initiative with their classmates to ensure that their time is used productively.* ☐ *Students themselves ensure that transitions and other routines are accomplished smoothly.* ☐ *Students take initiative in distributing and collecting materials efficiently.*
Possible Examples	☐ *When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc.* ☐ *There are long lines for materials and supplies or distributing supplies is time-consuming.* ☐ *Students bump into one another lining up or sharpening pencils.* ☐ *Roll-taking consumes much time at the beginning of the lesson and students are not working on anything.*	☐ *Some students not working with the teacher are not productively engaged in learning.* ☐ *Transitions between large and small group activities are rough but they are accomplished.* ☐ *Students are not sure what to do when materials are being distributed or collected.* ☐ *Students ask some clarifying questions about procedures* ☐ *The attendance or lunch count consumes more time than it would need if the procedure were more routinize.*	☐ *Students get started on an activity while the teacher takes attendance.* ☐ *Students move smoothly between large and small group activities.* ☐ *The teacher has an established timing device, such as counting down, to signal students to return to their desks.* ☐ *Teacher has an established attention signal, such as raising a hand, or dimming the lights.* ☐ *One member of each small group collects materials for the table.*	☐ *Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.* ☐ *A student reminds classmates of the roles that they are to play within the group.* ☐ *A student re-directs a classmate to the table s/he should be at following a transition.* ☐ *Students propose an improved attention signal.* ☐ *Students independently check themselves into class on the attendance board.*

	☐ *Most students ask what they are to do or look around for clues from others.*		☐ *There is an established color-coded system indicating where materials should be stored.* ☐ *In small group work, students have established roles, they listen to one another, summarize g different views, etc.* ☐ *Clean-up at the end of a lesson is fast and efficient.*	

	Below Standard	Developing	Proficient	Exemplary
2d: Managing student behavior	• Student behavior is not appropriate as students challenge the standard of conduct. • Response to students' misbehavior is disrespectful.	• Student behavior is inconsistent. • Teacher attempts with uneven results, to monitor student behavior and respond to student misbehavior. • There is inconsistent implementation of the standards of conduct.	• Student behavior is generally appropriate. • The teacher monitors student behavior against established standards of conduct. • Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	• Student behavior is consistently appropriate. • Students take an active role in monitoring their own behavior and that of other students against standards of conduct. • Teachers' monitoring of student behavior is subtle and preventive. • Teacher's response to student misbehavior is sensitive to individual student needs and respects students.
Key Attributes	☐ *The classroom environment is chaotic, with no apparent standards of conduct.* ☐ *The teacher does not monitor student behavior.* ☐ *Some students violate classroom rules, without apparent teacher awareness.* ☐ *When the teacher notices student misbehavior, s/he appears helpless to do anything about it.*	☐ *Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.* ☐ *Teacher attempts to keep track of student behavior, but with no apparent system.* ☐ *The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.*	☐ *Standards of conduct appear to have been established.* ☐ *Student behavior is generally appropriate.* ☐ *The teacher frequently monitors student behavior.* ☐ *Teacher's response to student misbehavior is effective.* ☐ *Teacher acknowledges good behavior.*	In addition to the characteristics of "proficient," ☐ *Student behavior is entirely appropriate; no evidence of student misbehavior.* ☐ *The teacher monitors student behavior without speaking – just moving about.* ☐ *Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.*
Possible Examples	☐ *Students are talking among themselves, with no attempt by the teacher to silence them.* ☐ *An object flies through the air without apparent teacher notice.* ☐ *Students are running around the room, resulting in a chaotic environment.* ☐ *Their phones and other electronics distract students and teacher doesn't do anything.*	☐ *Classroom rules are posted, but neither teacher nor students refers to them.* ☐ *The teacher repeatedly asks students to take their seats; they ignore him/her.* ☐ *To one student: "Where's your late pass? Go to the office." To another:* ☐ *"You don't have a late pass? Come in and take your seat; you've missed enough already."*	☐ *Upon a non-verbal signal from the teacher, students correct their behavior.* ☐ *The teacher moves to every section of the classroom, keeping a close eye on student behavior.* ☐ *The teacher gives a student a "hard look," and the student stops talking to his/her neighbor.*	☐ *A student suggests a revision in one of the classroom rules.* ☐ *The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops.* ☐ *The teacher asks to speak to a student privately about misbehavior.* ☐ *A student reminds his/her classmates of the class rule about chewing gum.*

	Below Standard	Developing	Proficient	Exemplary
2e: Organization of physical space	• The physical environment is unsafe, or many students do not have access to learning. • There is poor alignment between the arrangement of furniture and resources, including available computer technology, and the lesson activities.	• The classroom is safe, and essential learning is accessible to students. • The teacher's use of physical resources, including available computer technology, is somewhat effective. • Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	• The classroom is safe, and learning is accessible to all students. • Teacher ensures that the physical arrangement is appropriate to the learning activities. • Teacher makes effective use of physical resources, including available computer technology.	• The classroom is safe, and learning is accessible to all students including those with special needs. • Teacher ensures effective use of physical resources, including available computer technology.
Key Attributes	□ *There are physical hazards in* *the classroom, endangering student safety.* □ *Many students can't see or hear the teacher or the board.* □ *Available technology is not being used, even if available and its use would enhance the lesson.*	□ *The physical environment is safe, and most students can see and hear.* □ *The physical environment is not an impediment to learning, but does not enhance it.* □ *The teacher makes limited use of available technology and other resources.*	□ *The classroom is safe, and all students are able to see and hear.* □ *The classroom is arranged to support the instructional goals and learning activities.* □ *The teacher makes appropriate use of available technology.*	In addition to the characteristics of "proficient," □ *Modifications are made to the physical environment to accommodate students with special needs.* □ *There is total alignment between the goals of the lesson and the physical environment.* □ *Students take the initiative to adjust the physical environment.* □ *Teachers and students make extensive and imaginative use of available technology*
Possible Examples	□ *There are electrical cords running around the classroom.* □ *There is a pole in the middle of the room; some students can't see the board.* □ *A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.*	□ *The teacher ensures that dangerous chemicals are stored safely.* □ *The classroom desks remain in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson.* □ *The teacher tries to use a computer to illustrate a concept, but requires several attempts to make it work.*	□ *There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.* □ *Desks are moved to make tables so students can work together, or in a circle for a class discussion.* □ *The use of an Internet connection enriches the lesson.*	□ *Students ask if they can shift the furniture to better suit small group work, or discussion.* □ *A student closes the door to shut out noise in the corridor, or lowers a blind to block the sun from a classmate's eyes.* □ *A student suggests an application of the white board for an activity.*

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Domain 3: Instruction				
	Below Standard	**Developing**	**Proficient**	**Exemplary**
3a: Commun-icating with students	• Expectations for student academic achievement are inappropriate, unclear, or not communicated to students. • Does not communicate clearly or audibly; visuals and/or non-verbal cues do not support communication. • Spoken and/or written language frequently contains grammatical and/or syntactical errors.	• Expectations for student academic achievement are communicated but may not be reinforced. • Communicates clearly and audibly; visuals and/or non-verbal cues support communication. • Spoken and written language is generally grammatically and syntactically correct.	• High expectations for student academic achievement are consistently communicated and reinforced. • Communicates clearly, audibly; visual and non-verbal cues support effective communication. • Spoken and written language is consistently grammatically and syntactically correct.	• High expectations for student academic achievement are embedded into daily classroom routines. • Communicates clearly, audibly, and expressively, and anticipates possible student misunderstanding. • Spoken and written language is lucid with precision and elegance, fosters active inquiry, and enriches the lesson.
Key Attributes	☐ *At no time during the lesson does the teacher convey to the students what they will be learning.* ☐ *Students indicate through their questions that they are confused as to the learning task.* ☐ *The teacher makes a serious content error that will affect students' understanding of the lesson.* ☐ *Students indicate through body language or questions that they don't understand the content being presented.* ☐ *Teacher's communications include errors of vocabulary or usage.* ☐ *Vocabulary is inappropriate to the age or culture of the students*	☐ *The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.* ☐ *Teacher must clarify the learning task so students can complete it.* ☐ *The teacher makes no serious content errors, although may make a minor error.* ☐ *The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.* ☐ *Vocabulary and usage are correct but unimaginative.* ☐ *Vocabulary is too advanced or juvenile for the students.*	☐ *The teacher states clearly, at some point during the lesson, what the students will be learning.* ☐ *If appropriate, the teacher models the process to be followed in the task.* ☐ *Students engage with the learning task, indicating that they understand what they are to do.* ☐ *The teacher makes no content errors.* ☐ *Teacher's explanation of content is clear, and invites student participation and thinking.* ☐ *Vocabulary and usage are correct and completely suited to the lesson.*	In addition to the characteristics of "proficient," ☐ *The teacher points out possible areas for misunderstanding.* ☐ *Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.* ☐ *All students seem to understand the presentation.* ☐ *The teacher invites students to explain the content to the class, or to classmates.* ☐ *Teacher uses rich language, offering brief vocabulary lessons where appropriate.*

Possible Examples	□ *A student asks: "What are we supposed to be doing?" but the teacher ignores the question.* □ *The teacher states that to add fractions, they must have the same numerator.* □ *Students have a quizzical look on their faces; some may withdraw from the lesson.* □ *Students become disruptive, or talk among themselves in an effort to follow the lesson.* □ *The teacher uses technical terms with an elementary class without explaining their meanings.* □ *The teacher says "ain't."*	□ *The teacher mis-pronounces "..."* □ *The teacher says: "And oh, by the way, today we're going to factor polynomials."* □ *A student asks: "What are we supposed to be doing?" and the teacher clarifies the task.* □ *Students ask "What do I write here?" in order to complete a task.* □ *The teacher says: "Watch me while I show you how to ...." with students asked only to listen.* □ *A number of students do not seem to be following the explanation.* □ *Students are inattentive during the teacher's explanation of content*	□ *"By the end of today's lesson, you're all going to be able to factor different types of polynomials."* □ *In the course of a presentation of content, the teacher asks of students: "Can anyone think of an example of that?"* □ *The teacher uses a board or projection device so students can refer to it without requiring the teacher's attention.*	□ *The teacher says: "Here's a spot where some students have difficulty:...be sure to read it carefully."* □ *The teacher asks a student to explain the task to other students.* □ *When needed, a student offers clarification about the learning task to classmates.* □ *The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day, or by the water in a hose that has been sitting in the sun.* □ *The teacher says: "Who would like to explain this idea to us?"* □ *The teacher pauses during an explanation of the civil rights movement to remind students that the prefix "in" as in "inequality" means "not." The prefix "un" also means the same thing.*

	Below Standard	Developing	Proficient	Exemplary
3b: Using questioning and discussion techniques	• Lesson activities are primarily teacher-directed and mainly engage students in completing discrete tasks. • Questions are often posed in a manner which provides only targeted students an opportunity to respond. • Opportunities for discourse are not evident; teacher primarily lectures or limits students to short answer responses both orally and in written form.	• Lesson activities are primarily teacher-directed and engage students in applying skills and comprehension of content. • Questions are generally posed in a manner which provides all students an opportunity to respond. • Some opportunities for discourse (oral or written) are provided but focused on students discussing comprehension of lesson content or explaining their answers.	• Lessons include a balance of teacher-directed and student-centered activities and engage students in critical thinking and implementation of concepts. • Questions are consistently posed in a manner which provides students an opportunity to respond. • Frequent opportunities for discourse (oral or written) are provided to allow students to explain ideas and concepts and to support their reasoning.	• Lesson activities are student centered and with teacher facilitation allow for consistent exploration of concepts. • Questions are always posed in a manner which provides all students an opportunity to respond and build upon peer responses. • Students assume considerable responsibility for the success of discourse, initiating topics and making unsolicited contributions in both oral and written form.
Key Attributes	□ *Questions are rapid-fire, and convergent, with a single correct answer.* □ *Questions do not invite student thinking.* □ *All discussion is between teacher and students; students are not invited to speak directly to one another.* □ *A few students dominate the discussion.*	□ *Teacher frames some questions designed to promote student thinking, but only a few students are involved.* □ *The teacher invites students to respond directly to one another's ideas, but few students respond.* □ *Teacher calls on many students, but only a small number actually participate in the discussion.*	□ *Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.* □ *The teacher makes effective use of wait time.* □ *The teacher builds on uses student responses to questions effectively.* □ *Discussions enable students to talk to one another, without ongoing mediation by the teacher.* □ *The teacher calls on most students, even those who don't initially volunteer.* □ *Many students actively engage in the discussion.*	In addition to the characteristics of "proficient," □ *Students initiate higher-order questions.* □ *Students extend the discussion, enriching it.* □ *Students invite comments from their classmates during a discussion.*

Possible Examples	☐ *All questions are of the "recitation" type, such as "What is 3 x 4?"* ☐ *The teacher asks a question for which the answer is on the board; students respond by reading it.* ☐ *The teacher only calls on students who have their hands up.*	☐ *Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"* ☐ *The teacher asks: "Who has an Ides about this?" but the same three students offer comments.* ☐ *The teacher asks: "Michael, can you comment on Mary's idea?" but Michael does not respond, or makes a comment directly to the teacher*	☐ *The teacher asks: "What might have happened if the colonists had not prevailed in the American war for independence?"* ☐ *The teacher uses plural the form in asking questions, such as: "What are some thing you think might contribute to…?"* ☐ *The teacher asks: "Michael, can you comment on Mary's idea?" and Michael responds directly to Mary.* ☐ *The teacher asks a question and asks every student to write a brief response, then share with a partner before inviting a few to offer their ideas to the entire class.*	☐ *A student asks "How many ways are there to get this answer?"* ☐ *A student says to a classmate: "I don't think I agree with you on this, because…."* ☐ *A student asks of other students: "Does anyone have another idea as to how we might figure this out?"* ☐ *A student asks "What if…?"*

	Below Standard	Developing	Proficient	Exemplary
3c: Engaging students in learning	• Limited standards of behavior appear to have been established however not communicated explicitly. • Consequences are applied inconsistently or ineffectively or may be developmentally inappropriate for the students. • Does not attempt to re-engage students who were off-task.	• Standards of behavior appear to have been established for most situations. Standards may be inconsistently reinforced. • Consequences are generally applied consistently and are developmentally appropriate for the students. • When necessary, attempts were made to re-engage students who were off-task.	• Standards of behavior appear to have been established. Standards are reinforced when necessary. • Consequences are consistently, and are developmentally appropriate for the students. • When necessary, uses a variety of strategies to attempt to re-engage students who were off-task.	• Standards of behavior are clear to all students and appear to have been developed with student participation. • Consequences are highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. • Engagement strategies are embedded.
Key Attributes	☐ *Few students are intellectually engaged in the lesson.* ☐ *Learning tasks require only recall or have a single correct response or method.* ☐ *The materials used ask students only to perform rote tasks.* ☐ *Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.* ☐ *Instructional materials used are unsuitable to the lesson and/or the students.* ☐ *The lesson drags, or is rushed.*	☐ *Some students are intellectually engaged in the lesson.* ☐ *Learning tasks are a mix of those requiring thinking and recall.* ☐ *Student engagement with the content is largely passive, learning primarily facts or procedures.* ☐ *Students have no choice in how they complete tasks.* ☐ *The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.* ☐ *The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.* ☐ *The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.*	☐ *Most students are intellectually engaged in the lesson.* ☐ *Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.* ☐ *Students have some choice in how they complete learning tasks.* ☐ *There is a mix of different types of groupings, suitable to the lesson objectives.* ☐ *Materials and resources support the learning goals and require intellectual engagement, as appropriate.* ☐ *The pacing of the lesson provides students the time needed to be intellectually engaged.*	In addition to the characteristics of "proficient," ☐ *Virtually all students are highly engaged in the lesson.* ☐ *Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.* ☐ *Students suggest modifications to the grouping patterns used.* ☐ *Students have extensive choice in how they complete tasks.* ☐ *Students suggest modifications or additions to the materials being used.* ☐ *Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.*

| Possible Examples | ☐ *Students are able to fill out the lesson worksheet without understanding what it's asking them to do.*
☐ *The lesson drags, or feels rushed.*
☐ *Students complete "busy work" activities.* | ☐ *Students are asked to fill in a worksheet, following an established procedure.*
☐ *There is a recognizable beginning, middle, and end to the lesson.*
☐ *Parts of the lesson have a suitable pace; other parts drag or feel rushed.* | ☐ *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents.*
☐ *Students are given a task to do independently, then to discuss with a table group, followed by a report-out from each table.*
☐ *There is a clear beginning, middle, and end to the lesson.*
☐ *The lesson is neither rushed nor drags.* | ☐ *Students are asked to write an essay "in the style of Hemmingway."*
☐ *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.*
☐ *Students identify or create their own learning materials.*
☐ *Students summarize their learning from the lesson.* |

	Below Standard	Developing	Proficient	Exemplary
3d: Using Assessment in Instruction	• There is little or no assessment or monitoring of student learning. • Feedback is absent, or of poor quality. • Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. • Limited questioning/prompts are evident.	• Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. • Feedback to students is general. • Students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. • Questions, prompts, and/or assessments are rarely used to diagnose evidence of learning.	• Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students. • Feedback is accurate and specific. • Most students appear to be aware of the assessment criteria; most of them engage in self-assessment. • Questions, prompts, and/or assessments are used to diagnose evidence of learning.	• Assessment is fully integrated into instruction, through extensive use of formative assessment. • A variety of feedback, from both teacher and peers is accurate, specific, and advances learning. • Students appear to be clearly aware of, and have contributed to, the assessment criteria. All students self-assess and monitor their progress. • Questions, prompts, and/or assessments are used regularly to diagnose evidence of learning by individual students.
Key Attributes	☐ *The teacher gives no indication of what high quality work looks like.* ☐ *The teacher makes no effort to determine whether students understand the lesson.* ☐ *Feedback is only global.* ☐ *The teacher does not ask students to evaluate their own or classmates' work.*	☐ *There is little evidence that the students understand how their work will be evaluated.* ☐ *Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.* ☐ *Teacher requests global indications of student understanding.* ☐ *Feedback to students is not uniformly specific, not oriented towards future improvement of work.* ☐ *The teacher makes only minor attempts to engage students in self or peer-assessment.* ☐ *The teacher's attempts to adjust the lesson are partially successful.*	☐ *Students indicate that they clearly understand the characteristics of high quality work.* ☐ *The teacher elicits evidence of student understanding during the lesson* ☐ *Students are invited to assess their own work and make improvements.* ☐ *Feedback includes specific and timely guidance for at least groups of students.* ☐ *The teacher attempts to engage students in self-or peer-assessment.* ☐ *When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.*	In addition to the characteristics of "proficient," ☐ *There is evidence that students have helped establish the evaluation criteria.* ☐ *Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.* ☐ *Teacher makes frequent use of strategies to elicit information about individual student understanding.* ☐ *Feedback to students is specific and timely, and is provided from many sources, including other students.* ☐ *Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.* ☐ *The teacher's adjustments to the lesson are designed to assist individual students.*

Possible Examples	☐ A student asks: "How is this assignment going to be graded?" ☐ A student asks "Does this quiz count towards my grade?" ☐ The teacher forges ahead with a presentation without checking for understanding. The teacher says: "good job, everyone."	☐ Teacher asks: "Does anyone have a question? ☐ When a student completes a problem on the board, the teacher corrects the student's work without explaining why. ☐ The teacher, after receiving a correct response from one student, continues, without ascertaining whether all students understand the concept.	☐ The teacher circulates during small group or independent work, offering suggestions to groups of students. ☐ The teacher uses a specifically formulated question to elicit evidence of student understanding. ☐ The teacher asks students to look over their papers to correct their errors.	☐ The teacher reminds students of the characteristics of high-quality work (the assessment criteria), suggesting that the students themselves helped develop them. ☐ While students are working, the teacher circulates providing substantive feedback to individual students. The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding. ☐ Students offer feedback to their classmates on their work. ☐ Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.

	Below Standard	Developing	Proficient	Exemplary
3e: Demonstrating flexibility and responsiveness	• Monitoring focuses on on-task behavior, little or no monitoring of student understanding of content and skills is evident. • Adjustments to instruction not made although needed to ensure student understanding. • Pacing of lessons is often too slow or rushed, and not appropriate for the students.	• Monitoring focuses on task completion, with some attention to progress related to students' understanding of content and skills. • When necessary, adjustments include providing additional time for task completion or attempting to re-teach/re-explain content within the lesson. • Pacing of the lessons is generally appropriate for the students.	• Both formal and informal monitoring strategies are used consistently and focus on students' understanding of content and skills. • When necessary, adjustments include using varied strategies for re-teaching content within the lesson and/or extending content to appropriately challenge students. • Pacing of the lessons is appropriate for the students.	• Monitoring is completely congruent with instructional goals both in content and process. • When necessary, successfully makes an adjustment to a lesson with immediacy. • Pacing of the lessons reflects effective approaches for students who need help, using an extensive repertoire of strategies.
Key Attributes	☐ *Teacher ignores indications of student boredom or lack of understanding.* ☐ *Teacher brushes aside student questions.* ☐ *Teacher makes no attempt to incorporate student interests into the lesson.* ☐ *The teacher conveys to students that when they have difficulty learning, it is their fault.* ☐ *In reflecting on practice, the teacher does not indicate that it is important to reach all students.*	☐ *Teacher's efforts to modify the lesson are only partially successful.* ☐ *Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.* ☐ *The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.* ☐ *In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.*	☐ *Teacher successfully makes a minor modification to the lesson.* ☐ *Teacher incorporates students' interests and questions into the heart of the lesson.* ☐ *The teacher conveys to students that she has other approaches to try when the students experience difficulty.* ☐ *In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.*	In addition to the characteristics of "proficient," ☐ *Teacher successfully executes a major lesson readjustment when needed.* ☐ *Teacher seizes on a teachable moment to enhance a lesson.* ☐ *The teacher conveys to students that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use.* ☐ *In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.*

Possible Examples	□ *The teacher says: "We don't have time for that today."* □ *The teacher makes no attempt to adjust the lesson based on student confusion.* □ *The teacher says: "If you'd just pay attention, you could understand this."*	□ *The teacher says: "I'll try to think of another way to come at this and get back to you."* □ *The teacher says: "I realize not everyone understands this, but we can't spend any more time on it."* □ *The teacher re-arranges the way the students are grouped in an attempt to help students understand the lesson.*	□ *The teacher says: "That's an interesting idea; let's see how it fits."* □ *The teacher illustrates a principle of good writing to a student using his interest in basketball as context.* □ *The teacher says: "Let's try this way, and then uses another approach."*	□ *The teacher stops in mid-stream in a lesson, and says: "This activity doesn't seem to be working! Here's another way I'd like you to try it."* □ *The teacher incorporates the school's upcoming championship game into an explanation of averages.* □ *The teacher says: "If we have to come back to this tomorrow, we will; it's really important that you understand it."*

Domain 4: Professional Responsibilities and Teacher Leadership

	Below Standard	Developing	Proficient	Exemplary
4a: Engaging in continuous professional growth to impact instruction	• Analysis of student learning focuses on student behavior with little attention to students' progress toward learning objectives or goals. • Makes limited connections between teaching practices and students' learning.	• Analysis of student learning focuses mainly on task completion, with some reflection on adjustment of future plans and instructional strategies related to time and task completion. • Identifies general connections between teaching practices and students' learning.	• Analysis of student learning across a series of lessons focuses student strengths and/or weaknesses in learning skills and concepts with reflection on adjustment of future plans and instructional strategies to improve student learning. • Identifies various connections between teaching practices and students; learning.	• Analysis of student learning across a series of lessons focuses mainly on how students differ in their approach to learning and the barriers that impede learning and can immediately adapt instruction to meet the diverse needs of pupils. • Identifies specific connections between teaching practices and students' learning.
Key elements	☐ *Role of student performance data in self reflections* ☐ *Role/purpose of professional development* ☐ *Teacher's role in self reflection/evaluation*		☐ *Teacher's response to feedback* ☐ *Role/purpose of professional development*	
Key Attributes for Training Purposes	☐ *Teacher reflections show little understanding of how his/her practice connects to student performance, or teacher focuses only on what students did incorrectly.* ☐ *Teacher participates only in required evaluation processes, as directed, but doesn't actively use evaluation results to improve instruction for students.* ☐ *Teacher attends required professional growth activities in his/her school or district ,but does not actively participate.*	☐ *In general, reflections focus predominantly on the teacher him/her self, some discussion of how well the students met the lesson objectives and/or how s/he can improve the mechanics of instruction.* ☐ *Teacher participates in evaluation using a set model without changing his/her role in the process and uses suggestions given by the evaluator to improve instruction for students in general.*	☐ *As a result of reflection, the teacher can give clear examples of the extent to which groups or individual students met the lesson objectives, and of students taking responsibility for their own learning.* ☐ *Teacher can explain the connection between his/her own actions in the lesson and student performance and uses that to describe what the next steps instruction will be based on student performance.* ☐ *Teacher takes the initiative to bring evidence of effectiveness to the evaluation process.* ☐ *Teacher uses evaluation process to discuss with evaluator ways to improve specific skills so as to improve instruction and guide students to take responsibility for their own learning.*	*In addition to 'proficient' behaviors…* ☐ *Teacher uses student performance, evaluation feedback, and feedback from colleagues to reflect on how to guide students to reflect on & develop ownership for their own learning.* ☐ *Teacher works with colleagues to determine how his/her own instructional practices can help improve instruction for their students.*

		☐ Teacher actively participates in professional growth as recommended by evaluation feedback and/or the evaluator and attempts to use what is learned to improve instruction. ☐ Teacher participates in additional professional growth activities if asked.	☐ Through a well-designed plan, the teacher uses professional growth opportunities within and outside the district to improve his/her skills and impact instruction for students.	☐ Teacher works with colleagues to develop common professional growth plans that use resources activities and leadership experiences within and outside the school or district, to improve their skills and impact instruction for students. ☐ Teacher shares professional learning with others when it has a positive impact on student learning
Sources of Evidence Teacher written journal or other reflection Evaluation documentation, notes, required forms, follow-up notes Notes or other materials from meetings and work colleagues Lesson plans Documentation from professional growth activities Copy of professional growth plan	**Indicators**		
	☐ Teacher does not reflect or blames students for lack of progress ☐ Teacher argues against feedback from evaluator ☐ No professional growth plan exists or is focused on irrelevancies to teaching and learning needs.	☐ Teacher articulation focuses on self and less on student learning outcomes ☐ Teacher receives feedback from evaluator ☐ Professional growth plan focuses on teacher skills, with limited focus on meeting all learners' needs.	☐ Teacher articulates orally or in writing reflections that emanate from student learning performance/student learning needs ☐ Teacher dialogues with evaluator in interpretation of performance/feedback ☐ Teacher professional development plan reflects input from others and targets how to help all children succeed.	☐ Teacher articulates orally and in writing reflections that are drawn from a rage of data, both qualitative and quantitative, and draws clear connections between practice and outcomes. ☐ Teacher engages evaluator in feedback and extends his/her learning through the dialogue.

	Below Standard	Developing	Proficient	Exemplary
4b: Collaborating with colleagues to develop and sustain continuous improvement	• No effort is made, or only perfunctory effort is made to participate with colleagues to develop and sustain improvement. • Teacher participation may impede the collaborative process.	• Teacher participates in structured team activities as required in the school to develop and sustain grade level or course level improvement. • Teacher learns from colleagues in collaborative settings.	• Teacher actively works with colleagues to develop and sustain both grade level/course level improvement as well as contribute to broaden school improvement. • Teacher collaborates to meet students' learning needs. • Teacher collaboration contributes to positive school climate	• Teacher takes leadership in developing and sustaining school improvement, engaging in problem and solution finding. • Teacher collaborates with the school community to meet all students' individual learning needs. • Teacher collaboration fosters positive school climate among others.
Key Elements	☐ *Teacher role in collaboration* ☐ *Purposes of collaboration*			
Key attributes	☐ *Teacher does the minimum required by the district to work to share resources with colleagues and examine, interpret, and use data to ensure student progress.* ☐ *Teacher takes no steps to participate on school or district committees, or to support change efforts in the school or district.*	☐ *Teacher uses guidance from colleagues to work with them to examine, interpret, and use data to ensure progress of his or her own students.* ☐ *Teacher participates on school or district committees, and/or supports change efforts in the school, as guided by colleagues and/or district requirements.*	☐ *Teacher actively works with colleagues to gather, examine, interpret, evaluate, and use data to ensure progress of their collective group of students.* ☐ *Teacher volunteers to serve on school and/or district committees, and actively supports and contributes to change efforts in the school or district.*	*In addition to 'proficient' behaviors….* ☐ *Teacher seeks ways to use data, and contributes perspectives about data and its meaning, so as to ensure progress of all students in the school.* ☐ *Teacher leads efforts to develop and/or implement change efforts in the school or district.*
Source of Evidence Notes / other documentation from meetings & work with colleagues	**Indicators**			
	☐ *Teacher impedes collegial learning and growth through passive or negative behaviors.*	☐ *Teacher is a participant in collegial groups and learns from others*	☐ *Collegial feedback is positive and suggests teacher contributes positively*	☐ *Collegial feedback indicates teacher is leader in school improvement efforts and fosters the learning of others*

Committee membership lists and notes Teacher attendance at events that support change efforts Other documentation that shows teacher roles, such as newsletters, videos, print materials, etc.			

	Below Standard	Developing	Proficient	Exemplary
4c: Communicating and collaborating with, and engaging appropriately with families about their students and instructional program	• Communication with families that is respectful and understanding rarely occurs. • There is little or no communication with families with regard to students' performance and learning.	• Communication with families is somewhat evident, respectful and demonstrates understanding of difference families' home language, culture and values. • Communication with families is sporadic with regard to students' performance and learning.	• Communication with families is appropriate, respectful, professional, and demonstrates understanding and appreciation of difference families' home language, culture, and values. • Communication with families is appropriate with regard to students' performance and learning.	• Communication with families is consistently respectful, professional and demonstrates understanding and appreciation of different families' home language, culture, and values. • Communications with families is proactive, personalized with regard to students' performance and learning.
Key Elements	☐ *Frequency communication with families* ☐ *Outreach to families* ☐ *Nature of communications with families*			
Key Attributes	☐ *Families are unaware of their children's progress.* ☐ *Family engagement activities are lacking.* ☐ *Communication is culturally inappropriate.*	☐ *School or district created materials about instructional programs are sent home.* ☐ *Teacher maintains school required grade book but does little else to inform families about student progress.* ☐ *Teacher communications are sometimes inappropriate to families' cultural norm.*	☐ *Information about the instructional program is available on a regular basis.* ☐ *The teacher sends information about student progress home on a regular basis.* ☐ *Teacher develops activities designed to successfully engage families in their children's learning as appropriate.* ☐ *The teacher uses communication that is culturally appropriate and relevant.*	☐ *On a regular basis, students develop materials to inform their families about the instructional programs.* ☐ *Students maintain accurate records about their individual learning progress and frequently share this information with families.* ☐ *Students contribute to regular and ongoing projects designed to engage families in the learning process.*

Sources of Evidence	Indicators			
District brochures/hand-outs

Teacher designed newsletters re: homework, assignments, projects,

Monthly progress report sent home by teacher | ☐ *Families must contact the principal or other school administrators for information about their child.*
☐ *Sample Parent communications are negative or defensive.* | ☐ *Sample parent communications are predominantly one way* | ☐ *Sample parent communications promote two-way communication and meet the needs of the class in general* | ☐ *Sample parent communications are many and varied, meeting individual student and family needs* |

	Below Standard	Developing	Proficient	Exemplary
4d. Demonstrating other professional behaviors	• Teacher violates one or more areas of the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Certification Regulations).(Appendix 1-D)
• Teacher demonstrates a pattern of unprofessional behavior.		• Teacher acts professionally in accordance with the Code of Professional Responsibility for Teachers (Section 10-145d-400a of the Certification Regulations). (Appendix 1-D).
• Teacher demonstrates a pattern of appropriate professional behavior, meeting all teaching responsibilities.	
Key Attributes	☐ *Teacher is dishonest.*
☐ *Teacher ignores school district regulations.*	☐ *Teacher is honest.*
☐ *Teachers makes decisions professional but on a limited basis.*
☐ *Teacher complies with school district regulations.*	☐ *Teacher is honest and has high standards of integrity.*	☐ *Teacher is a model of professionalism for colleagues.*
Sources of Evidence	Indicators			
	☐	☐	☐	☐

FOUR CATEGORIES OF TEACHER PERFORMANCE

Teacher Practice Indicators

1) Observation of teacher practice and performance: 40%

2) Peer feedback: 10%

50%

Student Outcome Indicators

3) Students growth and development as measured by "Indicators of Academic Growth and Development (IAGDs): 45%

4) Whole-school student learning indicators: 5%

50%

FOUR PERFORMANCE LEVELS

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

EXPLANATION OF FOUR CATEGORIES OF TEACHER PERFORMANCE

1)   Observations of teacher practice and performance: 40%

   - **Non-tenured teachers:** At least three formal in-class observations, which include a post-conference and two of which include a pre-conference

   - **Below Standard and Developing:** An individual teacher improvement and remediation plan which will include at least three formal in-class observations, which include a post-conference and two of which include a pre-conference

   - **Tenured Proficient and Exemplary Year 1 and 2:** At least two informal observations

   - **Tenured Proficient and Exemplary Year 3**: At least one formal observation and two Reviews of Practice

   Observation model: Danielson Rubric

   Reviews of Practice: Including but not limited to the following. . .

   - In class visit (min. 5 minutes)
   - Coaching or mentoring
   - Co-teaching
   - PPT/EIT/504 or Pre-Meeting
   - Data or DAC meeting
   - Review of lesson plans
   - Review of APBA
   - Review of project
   - Review of student outcome
   - Leadership Team
   - Team/curriculum meetings
   - Presenter of workshop, IT, etc.
   - APBA development/review
   - CADRE
   - Athletics Coaching/Club Advising
   - Grants
   - PTA/BOE Involvement
   - Community Involvement

2) Peer Feedback: 10%

- Evidence collected by each school's Leadership Team (e.g., Department or grade level agendas with outcomes; teacher surveys; collaborative reviews resulting from Assured Performance Based Assessments (APBA); other assessments; and calibrated scoring sessions).

3) Student growth and development as measured by "Indicators of Academic Growth and Development" (IAGDs), which will be determined by the comparison of data across assessments administered over time: 45%

Student Assessment Indicators: Including but not limited to the following . . .

Elementary (Pre-K – 5)

- DRP
- Gates-MacGinitie
- CBAS
- Writing Prompts
- Fundations Trick Word List
- Kindergarten Sight Words

- Vowel Sounds
- Math Unit Assessment
- Computation Check Points
- Number Fact Assessments
- Specialist Assessment Tasks
- Support Staff Common Rubrics

Middle (Grade 6 – 8)

- Gates Comprehension
- Fountas & Pinnell Reading Levels
- Cars and Stars
- Rally Reading
- Assured Performance Based Assessments (APBA)
- Performance Based Assessments
- Mid-Term Exams
- Trimester Benchmarks

- Department Assessments
- Student Writing Folders
- Writing Prompts
- Writer's Notebook
- State Embedded Science Tasks
- Science Lab Reports
- Department Assessment Tasks
- Support Staff Common Rubrics

High School (Grades 9-12)

- Assured Performance Based Assessments (APBA)
- Performance Based Assessments
- Mid-Term and Final Exams
- Department Assessments

- Summative Assessments
- Student Portfolio
- Student Writing Folder
- Department Assessment Tasks
- Support Staff Common Rubrics

4) Whole-school learning indicators: 5%

- Evidence collected by each school's Leadership Team (e.g., school-wide academic indicators; school climate indicators; Positive Behavior and Intervention Supports (PBIS); and

Summative Rating Matrix		*Teacher Practice Related Indicators Rating* *40% Observations and 10% Peer Feedback*			
		Exemplary 4	Proficient 3	Developing 2	Below Standard 1
Student Related Indicators Rating 45% Assessments and 5% Whole School Indicators	Exemplary 4	Exemplary	Exemplary	Proficient	Gather further information
	Proficient 3	Exemplary	Proficient	Proficient	Gather further information
	Developing 2	Proficient	Proficient	Developing	Developing
	Below Standard 1	Gather further information	Gather further information	Developing	Below Standard

School/family/community partnerships)

INDIVIDUAL TEACHER IMPROVEMENT AND REMEDIATION PLAN

FOR *DEVELOPING* OR *BELOW STANDARD*

ONE YEAR CYCLE

Objective: To provide a positive training program to assist those teachers who do not meet district standards.

Requirements:

- Teacher placed on an individual Professional Growth Plan focusing on area(s) of concern
- Establish planned program of improvement, with appropriate timelines
- Establish periodic, on-going conferences between administrator/teacher to assess progress
- Documentation illustrates marked growth and improvement in identified areas

Procedures:

- Consider teacher-assigned peer mentor to assist and support.
- Conduct a minimum of three formal observations by January 15th with a pre-observation conference and a post-observation conference and feedback.
- Provide relevant professional learning and teacher training activities.
- Develop Mid-Year Progress toward Goal(s)/Objective(s), Year-End Summative Review, and Teacher Performance Rubric Summary and establish future direction for growth. *(*Attachments E, F, & H*)*
- Informal observation will be at the discretion of the administrator.

- When the teacher has performed to the expected standards of the CCT and the administrator determines that the problem is resolved, the teacher is reassigned to one of the two other tracks. If the identified problem that initiated the placement to the *Below Standard or Developing* Rating is not resolved, termination will be recommended to the Superintendent.

Code of Professional Responsibility

Connecticut Code of Professional Responsibility for Teachers

Regulations of Connecticut State Agencies Section 10-145d-400a

<u>**Preamble**</u>
Subsection (a)
The Code of Professional Responsibility for Teachers is a set of principles which the teaching profession expects its members to honor and follow. These principles set forth, on behalf of the teaching 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 teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the teacher 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 teaching profession, and the community.

Consistent with applicable law, the Code of Professional Responsibility for Teachers shall serve as a basis for decisions on issues pertaining to licensure and employment. It shall apply to all teachers licensed by or individuals seeking licensure from the State of Connecticut. For the purposes of this section, "teacher" means a person who is applying for, who holds or who is employed under a teaching certificate, or other equivalent certificate, issued by the state board of education.

(b) Responsibility to the Student:
    (1) The professional teacher, 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 the 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 value systems and worthy, positive goals;
        (G) Promote the right and freedom of students to learn, explore ideas, develop learning skills and acquire the necessary knowledge to achieve their full potential;
        (H) Strive to develop within students fundamental critical thinking skills and problem-solving techniques;
        (I) Remain steadfast in guaranteeing equal opportunity for quality education for all children, and not unlawfully discriminate; and

(J) Maintain the confidentiality of all information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

(2) The professional teacher, 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) Sexually or physically harass or abuse students;
   (C) Emotionally abuse students; or
   (D) Engage in any misconduct which would put students at risk.

(c) Responsibility to the Profession:
   (1) The professional teacher, in full recognition of his or her obligation to the profession of teaching , 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 teacher's right to teach effectively;
   (C) Uphold the principle of academic freedom;
   (D) Strive to exercise the highest level of professional judgment;
   (E) Assume responsibility for his or her professional development;
   (F) Encourage the participation of teachers in the process of educational decision-making;
   (G) Promote the employment of only qualified and fully licensed teachers;
   (H) Encourage promising, qualified and competent individuals to enter the profession;
   (I) Decline any gratuity, gift or favor that would impair or influence professional decisions or actions; and
   (J) Maintain the confidentiality of all information concerning colleagues obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice.

   (2) The professional teacher, in full recognition of his or her obligation to the profession of teaching, shall not:
   (A) Obtain licensure or employment by misrepresentation or fraud;
   (B) Misrepresent his, her or another's professional qualifications or competencies; or
   (C) Engage in any misconduct which would impair his or her ability to teach.

(d) Responsibility to the Community:
   (1) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall:
   (A) Be cognizant of the influence of teachers upon the community-at-large, and, therefore, shall not knowingly misrepresent facts or make false statements;
   (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 children.

   (2) The professional teacher, in full recognition of the public trust vested in the teaching profession, shall not:
   (A) Exploit the educational institution for personal gain; or
   (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.

**Applicability of the Code of Professional Responsibility for Teachers
to Candidates in a Connecticut Educator Preparation Program**

Effective July 1, 2003, Section 10-145d-11 of the Regulations of Connecticut State Agencies, Standards and Procedures for the Approval of Connecticut Educator Preparation Programs, requires that institutions and schools of education ensure that prospective teacher candidates meet the following competencies when admitting, preparing and recommending for certification:

- Demonstrate knowledge of the Code of Professional Responsibility for Teachers;

- Demonstrate current Connecticut licensure competencies as defined in Sections 10-145d-400 through 10-I45d-619, inclusive, of the Regulations of Connecticut State Agencies, the Common Core of Teaching, and the Connecticut Content Specific Standards for Teachers; and

- Have the qualities of character and personal fitness for teaching.

Standards and Procedures for the Approval of Connecticut Educator Preparation Programs stipulate requirements for candidates in addition to those noted above. Furthermore, in order to gain Connecticut State Board of Education Approval for their preparation programs, institutions and schools of education must present evidence of how their programs and candidates meet standards established by the National Council for Accreditation of Teacher Education (NCATE).

For more information about Connecticut and NCATE standards, please refer to the following web sites:

- Standards and Procedures for the Approval of Connecticut Educator Preparation Programs
  http://www.state.ct.us/sde/dtl/cert/tprep1.htm

- Standards for School Leaders
  http://www.state.ct.us/sde/dtl/t-a/ct_standards_tll.htm

- NCATE
  http://www.ncate.org/

Trumbull Public Schools
Trumbull, Connecticut

ADMINISTRATOR SUPERVISION, EVALUATION, PROFESSIONAL LEARNING PLAN

Table of Contents

Introduction

The purposes of the Administrator Evaluation and Professional Learning Plan are to:

♦ Assist administrators in their efforts to strengthen teaching and learning in their schools by engaging in a school improvement process
♦ Determine his/her effectiveness in providing instructional leadership in his/her school's community of educators and learners, and
♦ Guide the professional learning of school administrators specific to, and supportive of, their roles and responsibilities.

To drive professional learning and evaluation of its administrators, the Trumbull Public Schools (TPS) will use the Connecticut School Leadership Standards (CSLS) (Appendix A), the Connecticut Code of Professional Responsibilities for School Administrators (Appendix B), and the TPS Strategic Planning Process (Appendix C) for school improvement. These documents are inherently aligned with each other, provide definitions for effective leadership and its role in school improvement, and provide comprehensive and cohesive guidance for continual professional growth in service of improved student achievement. In addition, the TPS strategic plan together with its annual improvement initiatives is guided by state, national, and local standards and assessments, including Connecticut's *Common Core of Learning, K-12 Curriculum Frameworks,* and CMT/CAPT/ SBAC Assessments. It is expected that administrators and teachers will collaborate on all curriculum initiatives relative to improving student learning and achievement. The school leader's formative and summative evaluations will center around her/his efficacy in bringing about measurable improvement in student learning, ongoing teacher development, curricular and programmatic enhancement, and a school culture that prides itself on continuous improvement.

To stimulate reflection on practice, both formative and summative evaluation activities include a strong self-assessment component that is heavily reliant on the analysis of performance and achievement data. Evaluation requirements, timelines and procedures are articulated in the body of this document, on page 7. The plan will be consistently followed in order to afford all administrators development, improvement, and accountability opportunities. The evaluation requirements, activities and processes of the plan's implementation enable its purposes to be fulfilled. The Superintendent or his/her designee will develop evaluations of administrators according to the organizational chart in Appendix D.

The Superintendent is grateful for the generous commitment of the following certified staff members in the development of this plan:

> Tammy Baillargeon, TEA, Teacher, Booth Hill School
> Valerie Forshaw, TAA, Principal, Madison Middle School
> Marc Guarino, TAA, Principal, Trumbull High School
> Michael McGrath, Ph.D., Assistant Superintendent
> Laura McNaughton, Teacher, TEA, Trumbull High School
> Jacqueline Norcel, TAA, Principal, Frenchtown School
> Paula Teixeira, TEA, Teacher, Madison Middle School

The plan was approved by the Board of Education at the October 7, 2014 meeting.

The Induction Phase

Given the diversity and development of TPS administrators based on years of experience, professional development opportunities, and the career ladder, this plan seeks to provide a differentiated approach for its administrators. New administrators will participate in a more intense support and development process than those administrators who have "met the threshold" through granting of tenure and their years of experience in the TPS.

Administrators will participate in the plan's Induction Phase until such time as they are granted tenure by the BOE, or until they have served as an administrator for a two-year period. Administrators new to TPS with prior administrative experience as well as those who will for the first time serve under an administrative certificate will participate in the Induction Phase of the plan.

In order to provide adequate support, administrators in the Induction Phase will meet informally with their supervisors on a monthly basis. These monthly meetings will supplement the more formal growth opportunities provided by the goal setting meeting at the beginning of the year, and the mid-year and end-of-year conferences. In addition, for the first of the two years in the induction phase, new administrators will be assigned a mentor from the administrative ranks to provide ongoing support and coaching. It is the expectation that the new administrator will take full advantage of the expertise and wisdom of both his/her assigned mentor and his supervisor in helping to acclimate to his/her new position and to fully meet the standards and expectations of the TPS. If the administrator wishes to extend mentoring to his/her second year, this can be arranged with his/her existing mentor, or with another mentor if the first is unavailable. Time for mentor/new administrator meetings should be scheduled between the two at mutually convenient and agreed upon times. If it is decided and agreed to by both parties that time for support meetings between the new administrator and his/her mentor should take place during the school work day, meeting time will be supported by the Superintendent.

An initial and ongoing orientation process will be available for new administrators. At a minimum, this will include initial training on the student management system, the teacher evaluation plan and its differentiated approach to supervision and evaluation, critical personnel policies, expectations for implementation of the TPS emergency and safety procedures, expectations for implementation of student conduct and disciplinary plans, and the administrator evaluation plan. Additional meetings will be provided during the school year to provide information and skill building in the implementation of the district's strategic planning process (Appendix C) for school improvement, administrator responsibilities relative to the teacher evaluation plan, the use of student work samples to inform teaching and learning ("Looking at Student Work" -LASW), and effective use of the district's database for reporting, analysis, and decision making.

The new administrator's immediate supervisor is responsible for specific induction activities, particularly those directly related to the administrator's school-specific job description, and those directly associated with the administrator evaluation plan. The supervisor will assist the new administrator as he/she seeks to understand the district's standards and performance indicators and expectations for the evaluation process, and will assist the new administrator in developing and understanding his/her responsibilities regarding the school's improvement plan. It is expected that in addition to formal opportunities provided by the mid-year and end-of-year supervisory conferences, formative feedback will be provided on a regular basis to the new administrator by his/her immediate supervisor toward the district's vision of effective teaching

and learning. In addition, the mentor will provide collegial feedback to the new administrator unassociated with his/her written evaluation. Formative feedback, provided by the immediate supervisor and/or the mentor through the coaching process, is intended to empower appropriate and ever-improving decision-making on the part of the new administrator. The new administrator should view suggestions provided during the coaching, supervision and evaluation processes, as a tool for reflection and ongoing improvement.

While the CSLS provides a primary framework for new administrator evaluation, the new administrator's ability to enact the School's Improvement Plan (SIP) framework as a means of planning for school improvement is of utmost importance. It is expected that anyone in an administrative position will utilize exemplary facilitative and collaborative practices in his/her work with the school community. The TPS believes that facilitative and collaborative skills are a pre-requisite for any administrator engaged in school improvement activities.

The new administrator's individual professional learning needs will be identified in collaboration with his/her supervisor. Identified needs and a plan to meet them will be developed in service of the improvement goals for the school in which the administrator serves, and in the interest of raising achievement levels for the school's students. The new administrator will be included in all professional learning activities provided by the district for all administrators relative to their roles in school improvement, and he/she is encouraged to maximally participate in these offerings.

Continuous Professional Growth Opportunities

Once the new administrator completes the Induction Phase of the professional learning/evaluation plan, he/she moves into the Professional Growth Phase. Similar to expectations for new school leaders, the tenured school administrator is held accountable for meeting CSLS expectations, enacting the district's strategic planning process for school improvement, and meeting all guidelines in the Connecticut Code of Professional Responsibilities. The primary difference in the implementation of the plan for the two phases of evaluation and professional learning is the intensity of support provided. It is expected that tenured, experienced administrators will function with a greater degree of autonomy, require less rigorous monitoring, and derive maximum benefits from a more self-directed structure for improvement and support.

An essential administrator responsibility is the compilation, assessment, analysis, interpretation, and explanation of student and teacher data to define the state of teaching and learning. Inclusion of data from standardized tests (CMT/CAPT/SBAC), and teacher-developed student performance measures, as well as samples of student work, will serve as the basis of analysis for individual growth goals and school improvement plans.

On an annual basis, each administrator will develop goals related to an analysis of his/her own learning/growth needs, results related to the implementation of SIP framework, achievement data for students in his/her school, and teacher evaluation data (Attachment C). Data from these sources not only contribute to the administrator's goals, but also simultaneously feed into the school improvement plan using the district's strategic planning process. In collaboration with the school's leadership team, and other stakeholders, the administrator will develop an action plan for improvement for his/her school that addresses identified school needs. The administrator will share with the entire school community, including parents, the current improvement plan addressing identified needs, and progress made toward school goals.

School administrators on the Professional Growth Phase of the plan will receive formative feedback on progress made toward their goals and their school's strategic plan for improvement. While mid-year and end-of-year conferences with their supervisor will be used as the primary vehicle for feedback to administrators, regular informal conferences between the administrator and his/her supervisor should assist the school administrator with analysis of progress, and adjustments to his/her goals and school improvement plans as necessary to achieve desired results.

Training, support, and opportunities for collaboration will be provided by the district and through external resources to empower the school administrator to enact the CSLS and to implement the SIP framework as a tool for school improvement. Time for administrators to work together to share their understandings of learning and best practices and to learn from colleagues' experiences will be provided and supported by the TPS. A professional learning activity schedule will be developed annually by the Teacher/Administrator Supervision Evaluation Professional Learning Committee in collaboration with school leaders to address needs. Research-based practices will be highlighted during Professional Learning offerings, and ongoing opportunities to practice data-based decision making will be offered to school administrators as part of the work day, during school recesses, and in after-school activities.

Reflection, self-assessment, and analysis of data, including feedback from stakeholders, concerning his/her own work will be an integral part of the administrators' professional learning and evaluation plan. The Educational Leadership Self Inventory (ELSI) can be used as an optional individual framework for reflection for those administrators on Developing or Below Standard status. (Appendix E). A formative mid-year conference and a more summative end-of-year conference between the administrator and supervisor allow for collaboration in analyzing the progress made on agreed upon goals and school improvement initiatives. In addition, formal conferences allow administrators to articulate their accomplishments in engaging their staff in discourse about curriculum, standard setting, teaching and learning strategies, teaching tools, support strategies, and community and parent involvement. Mid and end-of-year conferences provide an opportunity for administrators to share evidence of how they have engaged the entire school community in conversations about teaching and learning in service of continuous improvement using the SIP as a framework for improvement. It is understood that the school administrator cannot meet such rigorous standards alone. Therefore, evaluation is based on the degree to which the administrator engages the school leadership team and the entire staff and stakeholders in improving student learning within the school.

The heart of the administrator's evaluation program will be his/her self-assessment against a set of rigorous standards. Following the end-of-year conference, all administrators, regardless of the phase of the plan they are on, will report progress on his/her annual goals using Attachment C. Using Attachment C, the administrator will develop a comprehensive written performance and data-based self-assessment aligned with the performance standards articulated in the CSLS, and providing evidence of the effective use of the SIP framework as a vehicle for school improvement. The administrator's supervisor will provide attestation in a brief addendum to the administrator's written documents.

Defined Professional Intervention Process

School leadership requires specialized knowledge, skill, and dispositions to effectively juggle its responsibilities and expectations for exemplary performance. It is the intention of the evaluation and professional learning plan to support administrators as they seek to meet the standards and expectations set for them by the state, the TPS, the school community, and the larger community that puts its faith in public education. When an administrator is rated Developing or Below Standard and is unable to demonstrate that he/she has met the standards set forth by the TPS, the following procedures and methods of support will be applied with the goal of improved performance:

♦ It is expected that <u>administrators in the Induction Phase</u> of the plan will meet district standards in a developmentally appropriate way. If, at any time during the induction phase, critical performance issues are identified, the supervisor will initiate an intensive program of support and remediation using Attachment B. The program will include establishing an action plan, which will be reviewed at the end of a six month period or at the end of the school year, for remediation accompanied by an intensive support structure, with a minimum of four school site observations completed by the supervisor and, as is deemed appropriate, the administrator's mentor. It is expected that by the middle of the second year of the induction phase, performance will have significantly improved and areas of performance formerly noted as Developing or Below Standard will have been strengthened to the satisfaction of the supervisor.

♦ In the case where <u>administrators in the Professional Growth Phase</u> have been or are rated Developing or Below Standard as set forth in this plan, a program of remediation and support will be developed, including a focused action plan and an aligned structure of support to assist the administrator in meeting improvement targets (Attachment B). Similar to expectations for administrators in the Induction Phase, tenured administrators are held accountable for meeting standards set in the CSLS and for effectively applying the SIP framework in their school improvement processes. Administrators in the Professional Growth Phase of the plan will be given one year of intensive support, which will be reviewed at the end of a six month period or at the end of the school year, to demonstrate that identified Developing or Below Standard status have been corrected, and that they can capably lead their schools in the areas of teaching and learning. A minimum of four school site observations will be held between the administrator and his/her supervisor to provide guided assistance in restoring proficient or exemplary status. Opportunities for peer support will be provided as appropriate.

♦ <u>The Intervention Phase</u> will be completed when an assessment of progress, written by the supervisor, indicates marked growth and improvement in identified areas (Attachment D). This review will be accompanied by a thorough and data-based self-assessment indicating that areas of weakness have been adequately addressed (Attachment B). If sufficient progress is made, the administrator will then move back to the professional growth phase, Proficient or Exemplary or forward to the professional growth phase (in the case of a new administrator).

♦ If insufficient progress is made to improve performance, counseling and support will be suggested and offered through the Human Resources Department. Peer coaching, and assistance will be requested from the Trumbull Administrator's Association

(TAA). Failure to satisfactorily meet performance standards set forth in this plan through the intervention process within six months may result in a recommendation of non-renewal to the Superintendent of Schools for his/her consideration and action.

♦ Novice educators shall generally be deemed effective if said educator receives at least two consecutive <u>Proficient</u> or <u>Exemplary</u> ratings, one of which must be earned in the fourth year of a novice educator's career. A <u>Below Standard</u> rating shall only be permitted in the first year of a novice educator's career, assuming a pattern of growth in year two and two consecutive <u>Proficient</u> or <u>Exemplary</u> ratings in years three and four.

A post-tenure educator shall generally be deemed ineffective if said educator received at least two consecutive <u>Developing</u> ratings or one <u>Below Standard</u> rating at any time.

Calculations are determined from the Summative Rating Matric (page 27).

Dispute Resolution Process

In the event that the evaluator and administrator cannot agree on objectives, the evaluation period, feedback, or the professional development plan, a second meeting shall be convened so that the administrator and the evaluator may bring a peer advocate, who can be a TAA member, to strive for a mutual agreement. If no resolution is reached, the disagreement will be forwarded and a meeting will convene with the administrator, evaluator and superintendent for resolution. The superintendent is the final decision maker when a resolution cannot be reached.

It should be noted that although a written performance summary should strive to be collaboratively crafted document, absolute mutual agreement may not always be the result of said collaboration. If an administrator strongly disagrees with the year-end assessment that is written, the administrator should add a statement relative to the nature of the disagreement before signing the document.

The Professional Learning Component

The Teacher/Administrator Supervisory Evaluation and Professional Learning Plan inherently seeks to provide a framework for administrator growth and development over time. Both district-wide and individualized professional learning activities should be directly aligned with specific areas of the CSLS, the Connecticut Code of Professional Responsibility, goals set by the administrator and agreed to by his/her supervisor, district-wide and school goals and initiatives, and the SIP framework. In addition, the enhancement of teacher and student learning and performance will be embedded in <u>all</u> professional learning activities.

Time for administrators will be provided to collaborate and share understandings of leadership and instructional practices. Regular administrator meetings will provide such opportunities, and special professional learning activities will be offered to extend learning to assist administrators in meeting expectations for their performance. At a minimum, Professional Learning activities will be provided for administrators in the areas of:

♦ Teacher evaluation and supervision for improved performance
♦ Data collection and analysis for improved decision making and school improvement

- Technology as a tool for effective school management and enhanced teaching and learning
- Curriculum standards and their alignment with what is taught and tested
- Research-based learning theory to support differentiated and appropriate instruction
- Collaborative leadership strategies for school improvement
- Effective management of staff, physical plant, and policy implementation
- School climate and safety
- A culture driven by a district commitment to school climate and safety

EVALUATION REQUIREMENTS, TIMELINES, AND PROCEDURES

PHASE OF EVALUATOR DEVELOPMENT	GOAL SETTING	SUPPORT PROCESSES	MID YEAR CONFERENCE	END OF YEAR CONFERENCE	PERFORMANCE SUMMARY
Induction Phase	By October 31st •Attachment A	•Orientation program •Mentor assigned for first year Minimum four school site observations-at least two by January 15th •Formative feedback •Professional Learning •Support from TAA	By January 31st •Attachment B1	By June 15th •Attachment C	By end of school year •Attachment D
Professional Growth *Exemplary* *Proficient*	By October 31st •Attachment A	•Self-directed •Minimum two school site observations by June 15th •Professional Learning •Support from TAA	By January 31st	By June 15th •Attachment C	By end of school year •Attachment D
Developing *Below Standard*	By October 31st •Attachment A	•Intensive action plan for remediation defined by supervisor •Minimum of four school site observations by end of 6 month intervention period, or end of school year (whichever comes first) •Attachment C •Peer coaching and/or assistance from TAA	By January 31st •Attachment B	By June 15th •Attachment C	By end of 6 month intervention period, or end of school year (whichever comes first) •Attachment D

Goal Setting Worksheet

Name _____   School_____
                                                   Date_____

Annual Goal(s) for the school year (Sept. – June)
(The desired objective(s) to be achieved and alignment with specific standards of the CSLS and indicators of student performance, including SPI and locally determined indicators.)

Action plan to be used to attain goal(s):

Evidence of goal(s) attainment:
(Student learning indicators, Performance and Practice, Stakeholder Feedback, and Teacher Effectiveness)

Desired support from supervisor:

_____
Administrator's signature/date   Evaluator's signature/date

*High School Administrators must include cohort graduation rates and the extended graduation dates.

**Mid-Year Action Plan for Targeted Improvement for
Developing and Below Standard Administrators**

Name _____   School_____
                                                 Date_____

Specific expectations/standards needing improvement:
(Specific standards of CSLS, leadership activities related to student learning or guidelines of the Code for
Professional Responsibilities for School Administrators)

Action plan to address recommended improvements:

Anticipated results of improvement plan:
(Expected measures of success and progress toward improvement)

Desired assistance from supervisor:

_____
Administrator's signature/date   Evaluator's signature/date

**Mid-Year Non-tenured Administrator's Self-Assessment
of Leadership Improvements**

Name _____   School_____

                                                                              Date_____

Reflections on progress, improvements made, and supportive data:

_____
Administrator's signature/date   Evaluator's signature/date

Annual Self-Assessment

Name _____   School_____

Date_____

Describe the progress you have made leading your school in its improvement efforts based on the CSLS and Student Learning. Be sure to include initiatives that you have introduced, data you used to assess that initiative, and strides you have made in actualizing that initiative.

_____
Administrator's signature/date   Evaluator's signature/date

Administrator Performance Rubric Summary

Year _____   School(s)_____

Administrator: _____   Date:

Supervisor: _____   Date:

Score (Please check appropriate score): 1 = Below Standard 2 = Developing			3 = Proficient 4 = Exemplary			
Performance Expectation 1: Vision, Mission, Goals						
A. High Expectations for All						
B. Shared Commitments to Implement and Sustain the VMG						
C. Continuous Improvement toward the VMG						
Score			**1**	**2**	**3**	**4**
Performance Expectation 2: Teaching and Learning						
A. Strong Professional Culture						
B. Curriculum and Instruction						
C. Assessment and Accountability						
Score			**2**	**4**	**6**	**8**
Performance Expectation 3: Organizational Systems and Staff						
A. Welfare of Students, Faculty and Staff						
B. Operational Systems						
C. Fiscal and Human Resources						
Score			**1**	**2**	**3**	**4**
Performance Expectation 4: Families and Stakeholders						
A. Collaboration with Families and Community Members						
B. Community Interests and Needs						
C. Community Resources						
Score			**1**	**2**	**3**	**4**
Performance Expectation 5: Ethics and Integrity						
A. Ethical and Legal Standards of the Profession						
B. Personal Values and Beliefs						
C. High Standards for Self and Others						
Score			**1**	**2**	**3**	**4**
Performance Expectation 6: The Education System						
A. Professional Influence						
B. The Educational Policy Environment						
C. Policy Engagement						
Score			**1**	**2**	**3**	**4**
40% Administrator Performance and Practice **Composite Score (Please circle score): 1 = 7-11 2 = 12-17 3 = 18-23 4 = 24-28**						

Evaluator: _____   Date: _____

Administrator: _____   Date: _____

Administrator Performance Rubric Summary (Continued)

Meeting Dates:

Goal Setting Conference: _____   Mid Year Conference: _____

End of Year Conference: _____

  School Site Conference: _____ _____ _____ _____ _____

  Observations: _____ _____ _____ _____ _____

Administrator Rating Breakdown:

45%: _____ Student Learning Indicators

 5%: _____ Teacher Effectiveness

40%: _____ Performance and Practice

10%: _____ Stakeholder Feedback

Total Score: _____

Summary

A brief summative statement <u>may</u> be included with this evaluation; the evaluator may address the following:

- Areas of Strength/Commendations
- Professional Goal Progress
- Areas of Growth Needed
- <u>Supervisor/evaluator and teacher must mutually agree on an area of focus for continuous improvement and document in the Summative Statement below</u>.

Summative Statement *(Optional)*:

Signature indicates that the Administrator received a copy.

Supervisor: _____   Date: _____

Evaluator: _____   Date: _____

Teacher: _____   Date: _____

Additional Comments (Administrator: Use this space to note any exceptions to comments made above or elsewhere in this evaluation. Use additional sheets, as necessary.) If any issues/concerns arise, the administrator may request an additional conference with the supervisor/evaluator.

*Specific administrator competencies described in the <u>Administrator Performance Rubric Summary</u> and from the <u>Connecticut School Leadership Standards (CSLS).</u>

Stakeholder Feedback – Central Office administrators must be rated on feedback from the stakeholders whom the administrator directly serves. Feedback must be based on elements and indicators within the Connecticut Leadership Standards and will be kept anonymous and will demonstrate validity and reliability.

Administrator Performance Rubric Summary Description

The Teacher/Administrator Supervision Evaluation and Professional Learning Committee created the new yearly Administrator Performance Rubric Summary with opportunity for input from administrators and teachers. The new Rubric Summary provides the administrator and the supervisor with clear indicators of accomplishments and for continuous improvement. The descriptive performance expectations in the rubric are linked to the *Connecticut School Leadership Standards* (CSLS). Trumbull's Rubric is based on the six performance expectations which are: Performance Expectation 1: Vision, Mission and Goals; Performance Expectation 2: Teaching and Learning; Performance Expectation 3: Organizational Systems and Safety; Performance Expectation 4: Families and Stakeholders; Performance Expectation 5: Ethics and Integrity; and, Performance Expectation 6: The Education System. The rubric summary is used as an analytic tool to provide feedback for administrators to help them plan for further professional growth. As part of the dialogue at the End of Year Performance Conference, the supervisor will use the rubric and matrix to assess the yearly performance.

The rubric being used is based on the *Connecticut School Leadership Standards* (CSLS).

The six performance continuum columns for each discipline rubric, reading from left to right, were given a rating of 1 through 4 by the Administrator Supervision Evaluation and Professional Learning Committee, as outlined below:

1. Below Standard
2. Developing
3. Proficient
4. Exemplary

The ratings from the rubric will be recorded on Attachment D. The Teaching and Learning Performance Expectation will weigh twice as much as any other performance expectation. Student Learning Indicators will include the following: School Performance Indicators (SPI) progress from year to year, SPI progress from student sub-groups, two locally determined indicators, one of which will include, for the high school, graduation percentage. Performance ratings will include the following requirements: at least two school site observations for any Exemplary or Proficient administrators and at least four school site observations for new to the district administrators, and administrators receiving Developing or Below Standard rating.

Evaluators of all administrators, excluding building principals, will receive four site observations. The feedback instrument, based on the elements and indicators of the CSLS, will be determined by the Superintendent to help the administrator gather relevant data and/or a clear outline of how the data will be captured and reviewed. Five percent of teacher effectiveness outcomes is measured by the percentage of teachers meeting the student learning objectives as indicated in their performance evaluations. For Assistant Principals, measures of teacher effectiveness focus only on teachers they are responsible for evaluating. If the building administrator job duties do not include teacher evaluation, the teacher effectiveness rating for the Principal will apply.

During the end of year conference, the administrator will share artifacts, student data, stakeholder feedback, and any other pertinent evidence. Attachment D will be completed by the supervisor and given to the administrator for signature and further discussion if necessary. If any issues/concerns arise, the administrator may request an additional conference with the supervisor.

I. PERFORMANCE EXPECTION 1: VISION, MISSION, GOALS (VMG) **Element A: High Expectations For All**				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Uses varied sources of information. Analysis data and current practices and outcomes to shape the VMG.	• Adm. consistently uses a variety of information and frequently analyzes data to shape the VMG. • VMG are paramount and reflect as the common thread in the culture of the building.	• Adm. adequately uses supportive information and often analyzes data to shape the VMG. • VMG are prominent and evident throughout the culture of the building.	• Adm. uses some information to shape VMG and at times analyzes the data to shape the VMG. • VMG are somewhat visible throughout the culture building.	• Adm. does not use information to shape the VMG nor analyzes any data with regard to the VMG. • VMG are not present in the culture of the building.
2. Alignment of VMG to district, state, and federal policies.	• Adm. VMG are strongly aligned to the district, state, and federal policies.	• Adm. VMG are sufficiently aligned to the district, state, and federal policies.	• Adm. VMG are somewhat aligned to the district, state, and federal policies.	• Adm. VMG are not aligned to the district, state, state, federal policies.
3. Incorporates diverse perspectives and collaborates with all stakeholders to develop a shared VMG so that all students have equitable and effective learning opportunities.	• Adm. possesses a creative and meaningful perspective to incorporate his/her VMG. • Adm. consistently collaborates with all stakeholders.	• Adm. possesses a challenging and functional perspective to incorporate his/her VMG. • Adm. often collaborates with all stakeholders.	• Adm. attempts to employ some perspective to incorporate his/her VMG. • Adm. occasionally collaborates with all stakeholders.	• Adm. does not possess a perspective nor vision to incorporate his/her VMG. • Adm. does not collaborate with stakeholders.

Attributes
- Alignment of VMG
- Diverse perspectives
- Collaboration with all stakeholders
- Equitable and effective learning opportunities for all

I.   PERFORMANCE EXPECTATION 1: VISION, MISSION, GOALS (VMG)
Element B: Shared Commitments to Implement and Sustain the VMG

	Exemplary	Proficient	Developing	Below Standard
1. Develops shared understandings, commitments and responsibilities with all stakeholders for VMG to guide and evaluate decisions, actions and outcomes.	• Adm. provides a vibrant inclusive environment focusing on best practices and results for all students.	• Adm. provides a supportive environment focusing on best practices and results for all students.	• Adm. attempts to provide a supportive environment focusing on best practices and results for all students.	• Adm. does not provide a supportive environment.
2. Aligns actions and communicates the VMG to all constituents.	• Adm. consistently ensures that the VMG informs staff learning and criteria for teacher performance and school programs.	• Adm. often ensures that the VMG informs staff learning and criteria for teacher performance and school programs.	• Adm. at times ensures that the VMG informs staff learning and criteria for teacher performance and school programs.	• Adm. does not ensure that the VMG informs staff learning and criteria for teacher performance and school programs.

Attributes:
- Mutual commitment to implement and maintain the VMG   ▪ Vision, Mission and Goals (VMG) communicated to all

I.   PERFORMANCE EXPECTATION 1: VISION, MISSION, GOALS (VMG)
Element C: Continuous Improvement Toward the VMG

	Exemplary	Proficient	Developing	Below Standard
1. Uses data systems, research and other information from all stakeholders to identify gaps, outcomes, areas of improvement and shape programs for monitoring and revision.	• Adm. uses a plethora of data and research from all stakeholders to acquire information. All information systems identify strengths, gaps and areas of improvement. All data is used to shape programs and carry out revisions.	• Adm. uses sufficient data to acquire information and research from all stakeholders. Many elements of information systems identify strengths, gaps and areas of improvement. Sufficient data is used to shape programs and carry out revisions.	• Adm. uses some data to acquire information. Some elements of information systems identify strengths, gaps and areas of improvement. Some data is used to shape programs and carry out revisions.	• Adm. does not use data to acquire information. Limited elements of information systems identify strengths, gaps and areas of improvement. Limited data is used to shape programs and carry out revisions.
2. Seeks and aligns resources to achieve the vision, mission, and goals (VMG).	• Administrator consistently seeks and aligns resources to achieve the VMG.	• Administrator frequently seeks and aligns resources to achieve the VMG.	• Administrator occasionally seeks and aligns resources to achieve the VMG.	• Administrator does not seek nor align resources to achieve the VMG.

Attributes: ▪ Technological expertise to assemble, interpret and analyze information

I. PERFORMANCE EXPECTATION 2: TEACHING and LEARNING
Element A: Strong Professional Culture

	Exemplary	Proficient	Developing	Below Standard
1. Supports & evaluates PL to broaden faculty teaching skills to meet the diverse needs of all student.	• Adm. establishes a climate of collegiality and cooperation where staff accept collective responsibility for improvement of teaching and learning for diverse needs of all students.	• Adm. establishes parameters to support staff in exploration of instructional strategies for improvement of teaching and learning for diverse needs of all students.	• Adm. establishes some parameters in cooperating with staff to explore instructional strategies for improved of teaching and learning for diverse needs of all students.	• Adm. provides limited evidence of parameters to support staff to explore instructional strategies for improvement of teaching and learning for diverse needs of all students.
2. Provide support, time and resources to engage faculty that leads to evaluating and improving instruction and pursuing leadership opportunities. Opportunities for feedback included.	• Adm. fosters and encourages collaborative initiatives to research opportunities and consistently supports all avenues for improving instruction. Substantial time is provided. • Feedback is consistently observed.	• Adm. supports collaborative initiatives to research opportunities and frequently supports all avenues for improving instruction. Adequate time is provided. • Feedback is adequately observed.	• Adm. attempts to provide collaborative initiatives to research opportunities that supports improving instruction. Some time is provided. •Feedback is at times observed.	• Adm. does not engage in initiatives for collaboration to research opportunities to support improving instruction. No time is provided. • Feedback is not observed.

Attributes:
- Thriving climate reflects collective responsibility for meeting diverse student needs
- Collaboration time to support instruction
- Constructive assessment

I. PERFORMANCE EXPECTATION 2: TEACHING and LEARNING
Element B: Curriculum and Instruction

	Exemplary	Proficient	Developing	Below Standard
1. Provides faculty and students with access to instructional resources, training and technical support beyond the classroom.	• Substantial opportunities are available and encouraged to pursue support as needed.	• Adequate opportunities are available to pursue support as needed.	• Some opportunities are available to pursue support as needed.	• Limited opportunities are available to pursue support as needed.

2. Assist faculty and students to continuously develop skills to succeed as global citizens.	• Adm. provides multiple venues to help staff help in understanding diverse cultures. Multiple activities and programs are developed for the entire school community.	• Adm. provides adequate venues to help staff help in understanding diverse cultures. Sufficient activities are developed for the school community.	• Adm. provides minimal venues to help staff help in understanding diverse cultures. Minimal activities are developed for the school community.	• Adm. does not provide venues to help staff help in understanding diverse culture. Few activities are developed for the school community.
3. Alignment of Standards-Based instructional program.	• Adm. provides consistent alignment to Standards-Based instructional program via current curricula.	• Adm. provides adequate alignment to Standards-Based instructional program via current curricula.	• Adm. provides marginal alignment to Standards-Based instructional program via existing curricula.	• Adm. does not provide alignment to Standards-Based instructional program via existing curricula.

Attributes:
- Encourages external learning opportunities
- Support for professional opportunities
- Ensures standards-based instructional program is calibrated

I. PERFORMANCE EXPECTATION 2: TEACHING and LEARNING Element C: Assessment and Accountability				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Implements district, state, national, international assessment data & processes to conduct staff evaluation to strengthen teaching, learning & school improvement.	• Adm. consistently applies newly developed teacher evaluation plan including state mandates to ensure successful teaching, learning and improvement.	• Adm. frequently applies newly developed teacher evaluation plan including state mandates to ensure successful teaching, learning and improvement.	• Adm. occasionally applies newly developed teacher evaluation plan including state mandates to ensure successful teaching, learning and improvement.	• Adm. rarely applies newly developed teacher evaluation plan including state mandates to ensure successful teaching, learning and improvement.
2. Interprets district, state, national, international assessment data, including student sub groups & communicates progress toward VMG for the entire school community.	• Adm. consistently interprets data and communicates progress toward the VMG for the entire school community including student sub groups.	• Adm. frequently interprets data and communicates progress toward the VMG for the entire school community including student sub groups.	• Adm. occasionally interprets data and communicates progress toward the VMG for the entire school community including student sub groups.	• Adm. rarely interprets data and communicates progress toward the VMG for the entire school community including student sub groups.

Attributes:
- Element of cohesive underpinnings
- Communication and interpretation of VMG to school community

I. PERFORMANCE EXPECTATION 3: ORGANIZATION SYSTEMS and STAFF
Element A: Welfare of Students, Faculty and Staff

	Exemplary	Proficient	Developing	Below Standard
1. Develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, public safety departments and the community.	• Adm. consistently creates, coordinates, implements and evaluates all components of safety, security for the building with district and community personnel.	• Adm. frequently coordinates, implements and evaluates all components of safety, security of the building with district personnel.	• Adm. occasionally implements the safety, security plan provided by the district and evaluates it and at times meets with district personnel.	• Adm. follows the safety plans provided by the district. No evaluation of the plan or meetings with district personnel are observable.
2. Adm. Fosters a positive school climate which promotes learning and the well-being of the school community.	• Adm. promotes a positive learning environment via multiple processes and procedures which are clearly defined for the school community.	• Adm. promotes a positive learning environment via a variety of processes and procedures which are well-defined for the school community.	• Adm. supports a positive learning environment as directed by the district. Clarification of procedures and processes is needed.	• Adm. desires to encourage a positive learning environment; however, observable processes and procedures are lacking.

Attributes: ▪ Comprehensive safety and security plan implemented ▪ Consummate school climate promotes learning

I. PERFORMANCE EXPECTATION 3: ORGANIZATION SYSTEMS and STAFF
Element B: Operational Systems

	Exemplary	Proficient	Developing	Below Standard
1. Ensures a safe physical plant according to local, state, and federal guidelines and legal requirements for safety.	• Adm. complies with and consistently communicates all guidelines, requirements and evaluative checks to ensure a safe physical plant.	• Adm. complies with and frequently communicates all guidelines and requirements and evaluative checks to ensure a safe physical plant.	• Adm. complies with all requirements to ensure a safe physical plant.	• Adm. does not comply with guidelines and requirements to ensure a safe physical plant.
2. Administrator oversees security and maintenance of equipment to insure all systems which support teaching and learning are functional.	• Adm. consistently reviews all systems and needs as well as delegates immediate notification of improper functioning of technological equipment and facility needs to all pertinent personnel to investigate as appropriate.	• Adm. frequently reviews all systems and needs as well as delegates immediate notification of improper functioning of technological equipment and facility needs to all pertinent personnel to investigate as appropriate.	• Adm. occasionally reviews systems notification of improper functioning of technological equipment and facility needs to all pertinent personnel to investigate as appropriate.	• Adm. notifies pertinent personnel when systems are not functioning.

Attributes: ▪ Facility supports student learning ▪ Facility is safe and secure

I. PERFORMANCE EXPECTATION 3: ORGANIZATION SYSTEMS and STAFF Element C: Fiscal and Human Resources				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Develops and operates a budget that aligns with district, state, and federal regulations.	• Adm. creates and monitors closely all expenditures and provides funding for all initiatives relative to building needs.	• Adm. creates and monitors all expenditures and provides funding for all initiatives relative to building needs.	• Adm. creates a budget for some initiatives relative to building needs.	• Adm. does not create an appropriate budget for building needs.
2. Implements practices to recruit, support and retain highly qualified staff as well as conducts staff evaluations.	• Adm. consistently supports and provides practices and procedures to retain highly qualified staff. • Staff evaluations are consistently conducted as specified in the teacher evaluation plan.	• Adm. frequently supports and provides practices and procedures to retain highly qualified staff. • Staff evaluations are frequently conducted as specified in the teacher evaluation plan.	• Adm. occasionally supports and provides practices and procedures to retain highly qualified staff. • Staff evaluations are occasionally conducted as specified in the teacher evaluation plan.	• Adm. rarely supports and provides practices and procedures to retain highly qualified staff. • Staff evaluations are not conducted as specified in the teacher evaluation plan.
Attributes: ▪ Fiscally responsible budget ▪ High standards for recruitment and retention of staff				

I. PERFORMANCE EXPECTATION 4: FAMILIES and STAKEHOLDERS Element A: Collaborating with Families and Community Members				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Uses a variety of strategies to engage in open communication with staff, families & community members to improve student achievement.	• Adm. communicates with families consistently and coordinates multiple activities to inform community members of student achievement initiatives.	• Adm. communicates with families frequently and coordinates many activities to inform community members of student achievement initiatives.	• Adm. communicates with families occasionally and coordinates some activities to inform community members of student achievement initiatives.	• Adm. communicates with families rarely and coordinates few activities to inform community members of student achievement initiatives.
Attributes: ▪ Communication and collaboration with all facets of school				

I. PERFORMANCE EXPECTATION 4: FAMILIES and STAKEHOLDERS Element B: Community Interests and Needs				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. Demonstrates the ability to understand, communicate with, and interact effectively with people.	• Adm. possesses superior interpersonal skills and is able to articulate his/her perspective with finesse and clarity.	• Adm. possesses strong interpersonal skills and is able to articulate his/her perspective with ease and clarity.	• Adm. possesses evolving interpersonal skills and is able to articulate his/her perspective with some degree of ease and clarity.	• Adm. possesses weak interpersonal skills and is unable to articulate his/her perspective.
2. Capitalizes on the diversity of the community as an asset to strengthen education.	• Adm. works effortlessly with all facets of the school community to provide varied experiences promoting sensitivity toward diverse perspectives.	• Adm. works diligently with all facets of the school community to provide varied experiences promoting sensitivity toward diverse perspectives.	• Adm. works with the school community and attempts to promote sensitivity toward diverse perspectives.	• Adm. does not work with all facets of the school community and rarely promotes sensitivity toward diverse perspectives
Attributes: ▪ Distinguishable interpersonal skills ▪ Diversity of the community embraced				

I. PERFORMANCE EXPECTATION 4: FAMILIES and STAKEHOLDERS Element C: Community Resources				
	Exemplary	**Proficient**	**Developing**	**Below Standard**
1. **Collaborates with community agencies of health, social, and other services that provide essential resources and services to children and families.**	• Cohesive relationships with all agencies are evident as administrator collaborates consistently to acquire crucial resources.	• Stable relationships with all agencies are evident as administrator collaborates frequently to acquire crucial resources.	• Evolving relationships with all agencies are occasionally observed as administrator works to acquire crucial resources.	• Weak relationships with all agencies are observed as administrator is not collaborative in acquiring crucial resources.
2. Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.	• Administrator works consistently to sustain beneficial relationships which lead to sharing resources.	• Administrator works frequently to sustain beneficial relationships which lead to sharing resources.	• Administrator attempts to sustain beneficial relationships which lead to sharing resources.	• Administrator does not sustain beneficial relationships.
Attributes: ▪ Collaboration results in essential services offered to all ▪ Highly developed relationships promote sharing of resources				

I. PERFORMANCE EXPECTATION 5: ETHICS and INTEGRITY
Element A: Ethical and Legal Standards of the Profession

	Exemplary	Proficient	Developing	Below Standard
1. Exhibits professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators (see Appendix)	• Adm. demonstrates an ethical, professional manner in accordance with Connecticut's Code of Professional Responsibility for Educators.	_____	_____	• Adm. does not demonstrate an ethical, professional manner in accordance with Connecticut's Code of Professional Responsibility for Educators.
2. Administrator maintains confidentiality, the rights of students, models personal integrity and fairness, and holds others to the same standards.	• Adm. consistently protects the rights of all students, maintains confidentiality and models a respectful, professional and fair demeanor.	• Adm. frequently protects the rights of all students, maintains confidentiality and models a respectful, professional and fair demeanor.	• Adm. at times protects the rights of all students, maintains confidentiality and models a respectful, professional and fair demeanor.	• Adm. does not maintain confidentiality nor models a professional demeanor.

Attributes:
- Professional conduct commensurate with CT Code of Professional Responsibility
- Confidentiality and ethical behavior

I. PERFORMANCE EXPECTATION 5: ETHICS and INTEGRITY
Element B: Personal Values and Beliefs

	Exemplary	Proficient	Developing	Below Standard
1. Demonstrates respect for the inherent dignity and worth of each individual.	• Adm. consistently values all constituents as evidenced by his/her daily interactions.	• Adm. frequently values all constituents as evidenced by his/her daily interactions.	• Adm. is tolerant of all constituents as evidenced by his/her daily interactions.	• Adm. demonstrates a lack of respect for all constituents as evidenced by his/her daily interactions.
2. Models respect for diversity and equitable practices for all stakeholders.	• Adm. possesses an instinctual ability of the value of a diverse community and embraces its contribution.	• Adm. possesses a keen ability of the value of a diverse community and its contribution.	• Adm. possesses some ability to recognize the value of a diverse community and its contribution.	• Adm. is barely cognizant of a diverse community and its contribution.

Attributes:
- Integrity, respect and personal ethics

I. PERFORMANCE EXPECTATION 5: ETHICS and INTEGRITY
Element C: High Standards for Self and Others

	Exemplary	Proficient	Developing	Below Standard
1. Promotes understanding of the legal, social and ethical use of the technology among all members of the school community.	• Adm. is knowledgeable and insightful with regard to the proper use of and issues relating to technology and consistently addresses expectations to the school community.	• Adm. is knowledgeable and effective with regard to the proper use of and issues relating to technology and frequently addresses expectations to the school community.	• Adm. is familiar with regard to the proper use of and issues relating to technology and occasionally addresses expectations to the school community.	• Adm. is aware of the proper use of and issues relating to technology, however rarely addresses expectations to the school community.
2. Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.	• Adm. is a comprehensive model of integrity, ethics, organization, and innovation with distinguishable characteristics that foster successful pedagogy and human development.	• Adm. is a talented model of integrity, ethics, organization, and innovation with notable characteristics that foster successful pedagogy and human development.	• Adm. is a model of integrity, ethics, organization, and innovation with some characteristics that foster successful pedagogy and human development.	• Adm. does not serve as a model of integrity, ethics, organization, and innovation with few characteristics that foster successful pedagogy and human development.

Attributes: ▪ Value of promoting ethical use of technology
▪ High standards for school community

I. PERFORMANCE EXPECTATION 6: THE EDUCATION SYSTEM
Element A: Professional Influence

	Exemplary	Proficient	Developing	Below Standard
1. Promotes public discussion and communicates to all stakeholders and policy makers the state of educational issues.	Adm. continuously promotes public discussion and informs all stakeholders and policy makers regarding educational issues.	Adm. frequently promotes public discussion and informs all stakeholders and policy makers regarding educational issues.	Adm. occasionally promotes public discussion and informs all stakeholders and policy makers regarding educational issues.	Adm. rarely promotes public discussion and informs all stakeholders and policy makers regarding educational issues.

Attributes: ▪ Positive impact guiding educational issues

I. PERFORMANCE EXPECTATION 6: THE EDUCATION SYSTEM
Element B: The Educational Policy Environment

	Exemplary	Proficient	Developing	Below Standard
1. Communicates educational policies and political support to acquire equitable resources for all.	• Adm. is highly competent in dealing with all policies and complex political issues to ensure equitable resources for all.	• Adm. is competent in dealing with all policies and complex political issues to ensure equitable resources for all.	• Adm. is able to deal with all policies and political issues to ensure equitable resources for all.	• Adm. is ineffective in dealing with all policies and political issues to ensure equitable resources for all.
Attributes: ▪ Embraces the public forum to acquire resources				

I. PERFORMANCE EXPECTATION 6: THE EDUCATION SYSTEM
Element C: Policy Management

	Exemplary	Proficient	Developing	Below Standard
1. Informs, advocates and engages all parties to ensure equity and resources to be available to meet the needs of all students.	• Adm. consistently informs, advocates and engages all parties of the paramount needs of all students.	• Adm. frequently informs, advocates and engages all parties of the paramount needs of all students.	• Adm. occasionally informs, advocates and engages all parties of the paramount needs of all students.	• Adm. rarely informs and engages all parties of the paramount needs of all students.
Attributes: ▪ Maintains perspicuity to communicate needs.				

FOUR CATEGORIES OF ADMINISTRATOR PERFORMANCE

Student Learning Indicators

1) Multiple Student Learning Indicators: 45**%**

2) Teacher Effectiveness: 5%

> 50%

Performance and Practice Indicators

1) Performance and Practice: 40%

2) Stakeholder Feedback: 10%

> 50%

Multiple Student Indicators (45%)

- 22.5% School Performance Index (SPI)

  - ➢ SPI progress (aggregate, subgroups) required
  - ➢ SPI ratings (aggregate, subgroups) optional

- 22.5% local measures (at least 2 indicators)
  - ➢ Subjects/grades not assessed on state-administered assessments
  - ➢ will include cohort and extended graduation rate (HS only)

- Indicators within each 22.5% adjusted to reflect scope of job responsibilities and/or use district-wide student learning results for roles other than principals

Teacher Effectiveness (5%)

- Measured by the percentage of teachers meeting student learning objectives as indicated in their performance evaluations

- Assistant Principal measures of teacher effectiveness focus only on teachers they are responsible for evaluating

- Building Administrators who do not evaluate teachers the teacher effectiveness for the principal will apply

Performance and Practice (40%)

- Use of Trumbull Administrator Performance Rubric based on the CSLS

- Teaching and Learning weighed twice as much as any other standard

- Professional learning provided

Stakeholder Requirement and Feedback (10%)

- The Trumbull instrument including, but not limited to, focus groups, surveys, or questionnaires based on the CSLS

- Ratings based on improvement and overall performance

- Stakeholders will include teachers, parents, and may include others

- Central Office administrators must be rated on feedback from stakeholders whom the administrator directly serves.

- Feedback must be based on elements and indicators within the Connecticut Leadership Standards and will be kept anonymous and will demonstrate validity and reliability.

FOUR PERFORMANCE LEVELS

Exemplary – Substantially exceeding indicators of performance

Proficient – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

Below Standard – Not meeting indicators of performance

SUMMATIVE RATING MATRIX

Summative Rating Matrix		Performance Practice Related Indicators Rating 40% Observations and 10% Stakeholder Feedback			
		Exemplary 4	Proficient 3	Developing 2	Below Standard 1
Student Related Indicators Rating 45% Assessments and 5% Learning – Teacher Effectiveness	Exemplary 4	Exemplary	Exemplary	Proficient	Gather further information
	Proficient 3	Exemplary	Proficient	Proficient	Gather further information
	Developing 2	Proficient	Proficient	Developing	Developing
	Below Standard 1	Gather further information	Gather further information	Developing	Below Standard