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PLAINVILLE
COMMUNITY SCHOOLS

# *Plainville Educator Development, Support and Evaluation Plan (EDSEP)*

## *#TogetherWeCan*

12/24/2012
REV 5/17/13
REV 10/17/13
REV 6/10/14
REV 7/24/14
REV 6/15/2017

# PLAINVILLE COMMUNITY SCHOOLS

## Educator Development, Support and Evaluation Plan: Development Team

| Name | School | Position |
|---|---|---|
| Steven LePage-Chair | Central Office | Assistant Superintendent |
| John Andros | Plainville High School | Special Education Teacher/EAP Officer |
| Andrew Batchelder | Frank T. Wheeler Elementary | Principal |
| Wendy Bender | Louis B. Toffolon Elementary | Grade 3 Teacher |
| Courtney Buccilli | Linden Street Elementary School | Grade 4 Teacher |
| Melinda Buthe | Middle School of Plainville | Grade 6 Soc. Stud. Teacher/EAP Officer |
| Ann Carnevale | Louis B. Toffolon Elementary | Grade 3 Teacher |
| Paula Eshoo | Linden Street Elementary School | Principal |
| Leanne Gmeindl | Central Office | Supervisor of Special Education |
| Paris Godbout | Plainville High School | Science Teacher |
| Tawana Graham-Douglas | Central Office | Curriculum Coordinator K-5 |
| Susan Fabrizio | Louis B. Toffolon Elementary | Grade 5 Teacher |
| Todd Helming | Middle School of Plainville | Music Teacher |
| Kelly Hickey | Plainville High School | School Counselor |
| Carl Johnson | Plainville High School | Assistant Principal |
| Lynn Logoyke | Louis B. Toffolon Elementary | Principal |
| Alyssa Lombardo | Linden Street Elementary School | Library Media Specialist |
| Amy Mahtaney | Frank T. Wheeler Elementary | Grade 3 Teacher |
| Cheryl Michaud | Frank T. Wheeler Elementary | Grade 4 Teacher |
| Melissa Patterson | Linden Street Elementary School | Physical Education Teacher |
| Lena Pietri | Plainville High School | Art Teacher |
| Rosa Perez | Central Office | Director of Curriculum, Instruction, and Assessment |
| Aimee Roberts | Middle School of Plainville | Assistant Principal |
| Allison Rogers | Middle School of Plainville | Grade 7 Soc. Stud. Teacher/EAP Officer |
| Victoria Trzcinski | Central Office | Director of Special Education and Pupil Services |

# Table of Contents

Purpose and Rationale of the Development, Support and Evaluation System……4
CORE DESIGN PRINCIPLES……5
EDUCATOR EVALUATION SYSTEM
Development, Support and Evaluation System Overview……6
Educator Evaluation Process and Timeline……...8
Goal Setting and Planning……9
Primary Evaluators……...…10
Peer-Coaches as Complimentary Observers……10
Peer-Recorded Lesson Reflection Model……11
Ensuring Fairness and Accuracy: Evaluator Training, Monitoring and Auditing……..12
SUPPORT AND DEVELOPMENT
Evaluation-Based Professional Learning.....13
Improvement and Remediation Plans (Intensive Supervision)……14
Career Development and Growth……16
EDUCATOR PRACTICE RELATED INDICATORS
Category #1: Educator Performance and Practice (40%)……17
Overview of the Plainville Observation Process……..18
Category #2: Parent Feedback (10%)……..26
STUDENT OUTCOMES RELATED INDICATORS
Category #3: Student Growth and Development (45%)……..28
I.A.G.D.s……...…30
Category #4: Whole-School Student Learning Indicator and/or Student Feedback (5%)……...34
SUMMATIVE EDUCATOR EVALUATION SCORING……...37
Definition of Effectiveness and Ineffectiveness……..…….40
Dispute-Resolution Process……..41
APPENDIX A:
Plainville Community Schools District Strategic Plan…….……42
APPENDIX B:
CCT Rubric for Effective Teaching……...……..……43
CCT Rubric for Effective Service Delivery 2015……..…….....43

APPENDIX C:
Template for setting SMART goals……45
Action Research Proposal……46
Peer-Coach Program……50
Review of Practice Reporting Form……53
APPENDIX D: SURVEYS INSTRUMENTS……...…….54
APPENDIX E: NON-TENURED EDUCATOR RUBRIC……...…….55
APPENDIX F: FORMS LINKS…...…….....60
Intensive Supervision Phase……...61

# EDUCATOR DEVELOPMENT, SUPPORT AND EVALUATION PLAN

## Introduction

This document outlines the Plainville Community Schools model for the development, support and evaluation of educators and certified specialists throughout the district. Plainville's model was originally designed in alignment with Connecticut's System for Educator Evaluation and Development (SEED) and is rooted in the Connecticut Guidelines for Educator Evaluation and the Common Core of Teaching Rubric for Effective Teaching (2014).

## Purpose and Rationale of the Evaluation System

Research has proven that no school-level factor matters more to students' success than high-quality educators. To support our educators, we need to clearly define excellent practice and results; give accurate, useful information about educators' strengths and development areas; and provide opportunities for growth and recognition. However, evaluation systems often fail to do these things in a meaningful way. Plainville's model strives to change that and to treat our educators like the hard-working professionals they are. The purpose of the new evaluation model is to place an emphasis on development, support, use of meaningful feedback, peer-to-peer collaboration and fair and accurate evaluation of educator performance to help each educator strengthen his/her practice to improve student learning.

## Core Design Principles

The following principles guided the design of Plainville's Educator Development, Support and Evaluation model.

- *Consider multiple, standards-based measures of performance*

  An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of an educator's performance. The Plainville model defines four categories of educator effectiveness: student learning (45%), educator performance and practice (40%), parent feedback (10%) and school-wide student learning or student feedback (5%). These categories are grounded in research-based, state and national standards, including the Connecticut State Standards: The Connecticut Common Core of Teaching (CCT); the Connecticut Framework K-12 Curricular Goals and Standards and locally developed curriculum standards.
- Based on a March 2017 recommendation from the state PEAC Committee that was adopted by the State Board of Education, state mandated assessments (SBA, SAT, CMT Science)* *are not to be used as a measure for educator rating and evaluation; however, should be used to inform goal setting and professional development options in support of focusing attention on areas of student learning needs.*

***Smarter Balanced Assessment: T**he SBA is the standard assessment administered to students in Grades 3 through 8. Students are assessed in the content areas of reading and mathematics in each of these grades and science in grades 5 and 8. Science assessments will shift to NGSS aligned assessments in 2018-2019.
***Scholastic Achievement Test):** The SAT is the new standard assessment administered to students in Grade 11. Students are assessed in the content areas of reading and mathematics. CAPT Science will no longer be administered to 10th graders. In its place, an NGSS aligned assessment will be piloted in 2017-2018 and fully implemented in the 2018-2019 school year.
***Connecticut Mastery Tests** are currently being phased out in the sciences, but will continue to be administered in grades 5 and 8 through the end of the 2017-2018 school year. A new assessment of the Next Generation Science Standards is being developed and will be phased in beginning in the 2018-2019 school year in select grades.

- *Promote both professional judgment and consistency*

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

- *Foster dialogue about student learning*

  This model hinges on improving the professional conversation between and among educators and administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what educators

and their administrators can do to support teaching and learning. Further, master educators will have a new opportunity to serve as "Peer-Coaches" (See Appendix-C) which we are confident will elevate collegial guidance and support to a new level. The new role will provide teacher leaders throughout the district with a wonderful opportunity to share their knowledge, skills and passion for teaching with less experienced educators who wish to engage in this collaborative growth model.

- *Encourage aligned professional development, coaching and feedback to support educator growth*

  Novice and veteran educators alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. Plainville's Educator Development, Support and Evaluation Plan promotes a shared language of excellence to which professional development, coaching, and feedback align to improve practice.

- *Ensure feasibility of implementation*

  Launching this updated model will require hard work; however, this amended version of the original plan seeks to remove unnecessary work and increase ease of use. Throughout Plainville Community Schools, educators will continue to develop new skills and to think differently about how they manage and prioritize their time and resources. Plainville's Educator Development, Support and Evaluation Plan balances high expectations with flexibility for the time and capacity considerations in our schools.

# EDUCATOR EVALUATION SYSTEM

## Educator Development, Support and Evaluation System Overview

This system consists of multiple measures to paint an accurate and comprehensive picture of educator performance. All educators will be evaluated in four categories, grouped in two major focus areas: *Educator Practice and Student Outcomes*.

1. **Educator Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
   (a) **Evidence of educator performance and practice (40%)** as defined in the Connecticut Common Core of Teaching (2014), which articulates four domains and thirty-five components of educator practice. Performance and Practice Goal(s) (PPGs) will be created in support of self-identified and evaluator recommended area(s) of educator development.

PPG(s) will be created by the educator and monitored by both the educator and evaluator in support of growth in this/these goal area(s).

1. *Note: Educators with five years of successful experience who receive *exemplary ratings for two consecutive years will have the option of serving as a trained "peer-coach" (See qualifying criteria and commitments of a peer-coach relative to their evaluation plan in Appendix C).*

   **Educators with Proficient or better ratings may also be approved as a Peer Coach with principal and superintendent approval. This may be initiated with teachers pursuing their 092 certification and seeking leadership opportunities.*

(b) **Parent feedback (10%)** of educator practice based on results of parent feedback indicators adopted by the district and/or individual schools. These may include parent survey information, individual teacher or collective school based parent-feedback goals, and any additional measure deemed appropriate for improving parent feedback.

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

(a) **Student growth and development (45%)** as determined by the educator's student learning objective(s): SLO(s) (Educators are required to *have at least one SLO with two student-learning growth indicators*. Educators may have two SLOs, based on a mutual agreement between the educator and evaluator; however, each SLO must include two IAGDs.

(b) **Whole-school measures of student learning (5%)** as determined by aggregate student learning indicators and/or **student feedback** through student surveys

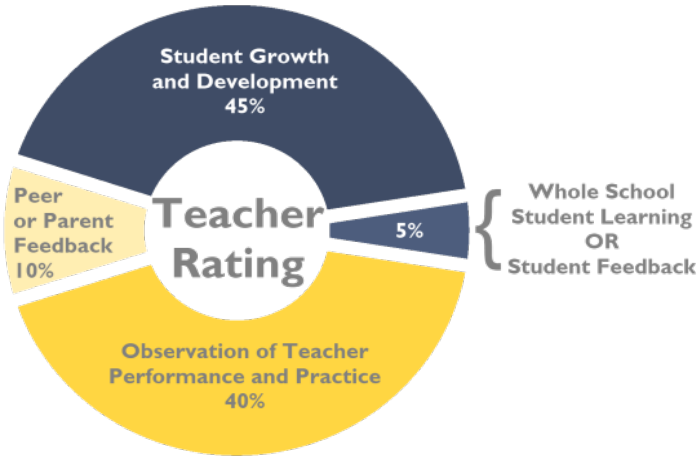
Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Proficient, Developing or Below Standard. The performance levels are defined as:

**Exemplary** – Substantially exceeding indicators of performance

**Proficient** – Meeting indicators of performance

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

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




## Educator Evaluation Process and Timeline

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

| Orientation on process, Teacher Reflection and goal setting, Goal setting conference | Review goals and performance, Mid-year conference | Teacher self-assessment, Scoring, End-of-Year meeting |
|---|---|---|
| By October 15 | By December 15 for Year 1 and 2 educators<br>Between December 15 and February 15 for all others | By June 30 |

## Goal-Setting and Planning:

Timeframe: Completed by October 15

1. *Orientation of New Educators* – Educators new to the district are provided with an orientation to the Plainville's Educator Development, Support and Evaluation Plan.
2. *Orientation on Process* – To begin the evaluation process, evaluators meet with educators, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss Plainville's Strategic Plan Goals as well as the School Improvement Goals established by the principal and faculty. These school and district priorities should be reflected in educator performance and practice goals, (PPG) and in the student learning objective(s), SLO(s). *When mutually agreed by an evaluator and an educator, Action Research may be substituted for one or more goal areas as appropriate (SLO, PPG, Whole School Goal, Parent Feedback Goal) provided the core goal requirements are addressed through the action research project.*

3. *Educator Reflection and Goal-Setting* – The Educator examines student data, prior year evaluation and survey results and the Connecticut Common Core of Teaching standards to draft a proposed performance and practice goal(s), PPG, a parent feedback goal, one or two student learning objective(s) (SLOs), and adopts the school's whole school learning indicator-based goal (or) a student feedback goal for the school year. The educator may collaborate in grade-level, subject matter, and/or PLC teams to support the goal-setting process. Goals will ideally align with and reinforce one another in alignment to the greater school improvement plan goals, PLC goals, and grade level or department goals. It is important for the evaluator to offer any needed guidance and support in the goal setting process.

4. G*oal-Setting Conference* – The evaluator and educator meet to discuss the proposed goals and objectives in order to arrive at mutual agreement about them. The educator collects evidence about his/her practice and the evaluator collects evidence about the educator's practice to support the review.

## Mid-Year Check-In:

Timeframe: **December (for Year 1 and 2 educators), January, and February (for all others)**

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

2. *Mid-Year Conference* – The evaluator and educator complete at least one mid-year check-in conference during which they review progress on educator practice goals, student learning objectives (SLOs) and performance on each to date. The mid-year conference is an important point in the year for addressing concerns and reviewing

results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, educators and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of the SLO to accommodate changes (e.g., student populations, assignment). They also discuss actions that the educator can take and supports the evaluator can provide to promote educator growth in his/her development areas.

**End-of-Year Summative Review:**

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

1. *Educator Self-Assessment* – The educator reviews all information and data collected during the year and completes a Plainville Framework self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.

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

3. *End-of-Year Conference* – The evaluator and the educator meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation on or before June 30.

## Primary Evaluators:

The primary evaluator for most educators will be the school principal, assistant principal, or dean of students, who will be responsible for the overall evaluation process, including assigning summative ratings. The Director of Special Education and Pupil Services and the Supervisor of Special Education will have a primary role in evaluating special education and pupil services staff, in collaboration with their respective building administrators.

## Peer Coaches as Complimentary Observers:

Primary evaluators and or educators may seek the support of *Peer-Coaches* to provide teacher leadership and insight into teaching practices through the Peer-Coach model described in detail in Appendix C. In their role, Peer-Coaches will serve as complementary observers to assist the primary evaluator with providing meaningful feedback and support to fellow teachers. Peer-Coaches are certified educators and teacher leaders who may also have administrative certification; however, this is not required. Peer-Coaches will receive advance training in the use of observation protocols and evaluation tools. An observation conducted and reviewed between a Peer-Coach and a peer-educator should be utilized as an informal observation for the observed teacher and as a "Review of Professional Practice" for the Peer-Coach (which requires the peer-coach to complete the *Review of Professional Practice-Reflection Form)*.

In situations where a Peer-Coach is suggested, the teacher being evaluated can choose not to have the Peer-Coach involved in his/her evaluation. In these situations, the primary evaluator would assume all observation responsibilities as detailed in this plan. Peer-Coaches may also be requested by teachers who are looking for another perspective about their teaching practices, perhaps from a master teacher/teacher leader within their department or from another respected member of the faculty. These situations will require a conversation between the evaluator and the evaluatee to determine whether such an arrangement would be beneficial to all involved.

Peer-Coaches may assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives (SLOs) and providing additional feedback. A Peer-Coach will share his/her feedback with the primary evaluator as it is collected and shared with educators.

Primary evaluators will have sole responsibility for assigning final summative ratings and must achieve proficiency on the training modules provided.

Note: Peer Coaches must have a total of 4 observations and/or reviews of practice. Within these 4 reviews, Peer Coaches must have at least one informal observation, one review of practice and a combination of observations/reviews deemed appropriate by the primary evaluator.

**Peer-Recorded Lesson Reflection Model:** It is widely understood that peer-feedback and ultimately self-reflection are at the core of educator growth; therefore, it is hoped that eligible educators will take professional risks and participate in this model of development if they deem it a good fit for them.

Note: *This option is available to educators who have 3 or more years of experience* regardless of tenure status and level of proficiency (but not on intensive supervision). Year 1 and 2 teachers are not eligible since they are required to participate in 3 formal observations.

**Overview:** Through this option, two (or potentially more) peer educators who have 3 or more years of experience, may collaborate with the goal of increased opportunities for peer feedback and self-reflection. Through this process, they will arrange to record and then view a video-taped lesson of one teacher's instruction (viewing should be done together if at all possible). An administrator may also be asked by the educator to conduct the observation and record the lesson for the educator while completing the observation form.

In preparation for an observation of this nature, the teacher to be observed would provide an informal overview and plan for the lesson prior to the observation. During the observation, the observing peer teacher (or evaluator) would complete an informal observation document to generate discussion and provide feedback following the lesson. The observing teacher will be expected to identify areas of strength as well as potential adjustments that may strengthen the lesson.

**Procedure:**

- An educator wishing to utilize this process will inform her/his primary evaluator of this request and gain agreement from the peer with whom she/he will collaborate (approval must be granted by the primary evaluator)
- The educator to be observed will share the lesson plan, objective, related learning target(s) and a general overview with his/her peer observer and with his/her primary evaluator
- The educator and peer-observer/recorder will coordinate release time needed to videotape and review the recorded lesson together (Note: The observed/videotaped lesson should be at least 20 minutes in duration.)
- The observing peer teacher must complete an Informal Observation Form to guide discussion around the CCT (Observing teacher's primary evaluator will notify Mark Alfano to make this form accessible to the observing teacher through the TalentEd System)
- The observed/recorded teacher will watch the video, analyze the strengths and areas for growth in their lesson based on the Plainville Framework(CCT).
- Each educator(s) involved in this process will reflect on the lesson and the collaboration experience by completing a *Review of Professional Practice-Reflection Form* (This form will be accessible through our TalentEd system).

The observing peer(s) who records the lesson, completes the informal (peer) observation form and provides feedback and insight will satisfy requirements for a *Review of Professional Practice* (see form in Appendix F) with mutual agreement between that educator and his/her evaluator.

The observed educator who provides the lesson overview, teaches the lesson, watches their videotape and reflects on their practice with a peer or evaluator, and then completes the *Review of Professional Practice Reflection Form* will satisfy *(2) Professional Review requirements including an informal observation and a Review of Professional Practice*.

Important Notes:

*Educators may choose not to share peer observation videos or peer feedback with their evaluator. However, this would result in that observation not counting as an observed informal for the teacher or review of professional practice.

*Primary evaluators must complete at least one observation and one review of practice with all tenured educators under their supervision each year, therefore, this model could not be used for all required observations.

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

All evaluators are required to receive training on the evaluation model. Complimentary observers will receive a reduced level of training as compared to primary evaluators; however, such training will include a clear explanation on how to use the CCT observation document as a tool for educator improvement. Such training will include direct training with the use of observation documents and protocols and calibration exercises through live and/or video visitations. Plainville evaluators will build on the work we have done over the last thirteen years, including:

- The development of a shared understanding of high quality lesson design and delivery
- The development of individual problems of instructional practice and theories of action by administrators, departments, Professional Learning Communities and grade level teams
- The use of protocols to collect, describe, discuss, and analyze observational data through regular Central Office and District-wide Administrative Team-Inclusive Instructional Rounds in each school
- The Video Visitation process through which evaluators
    1. view videos of teaching at all levels and calibrate their rubric ratings
    2. examine the educator's performance and practice goal(s), parent feedback goal, student learning objectives (SLOs), and student feedback goal and discuss the Educator's progress toward those goals as evidenced in the video and/or in the administrator's overview

Primary evaluators must demonstrate proficiency by evaluating one or more sample educator case studies prepared and evaluated by the central office administrators, which will include:

- a collection of evidence submitted by the educator
- the evidence collected by an administrator during mini-observations and/or formal observations
- a video-tape of the educator conducting a lesson (for which they will complete the rubrics and prepare for a post-conference)

An administrator and/or complementary observer will be deemed "proficient" if his/her evaluation of the educator's strengths and areas of challenge are substantially similar to those determined by the central office administrators.

At the request of a principal or an employee, the central office administrators will review evaluation ratings that include dissimilar ratings in different categories (e.g., include both *exemplary* and *below standard* ratings). In these cases, the Assistant Superintendent will determine a final summative rating.

In addition, the Superintendent and/or Assistant Superintendent will review all, or randomly selected evaluation evidence files from each school.

## SUPPORT AND DEVELOPMENT

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

## Evaluation-Based Professional Learning

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Throughout Plainville's Educator Development, Support and Evaluation model, every educator will collaborate with his/her evaluator to identify the educator's professional learning needs. This decision will serve as the foundation for ongoing conversations about the educator's practice and impact on student outcomes. The professional learning opportunities identified for each educator will be based on the individual strengths and needs as they are identified through the evaluation process. The process may also reveal areas of common need among educators, which can then be addressed through school-wide professional development opportunities.

To assist with this process a Profession Learning Committee (PLC) has been established with representation from every grade level across all schools. The PLC will meet at least four times per year to give input toward professional learning opportunities across the district. The PLC will serve as a clearinghouse for ideas and needs, and will help identify potential workshop leaders from amongst the Plainville staff. educators will also have the opportunity to design their own professional growth plans provided that their plans are in alignment with school and district priorities.

## Improvement and Remediation Plans (Intensive Supervision)

If an educator's performance is rated as *developing* or *below standard*, it signals the need for the administrator to create an individual Educator improvement and remediation plan. The improvement and remediation plan will be developed in consultation with the educator and his/her exclusive bargaining representative. Improvement and remediation plans must:

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

While the primary goal of the Educator Development, Support and Evaluation Plan is to promote educator learning to enhance the capacity of the district to promote quality teaching and learning, it does happen that occasionally accomplished educators may experience difficulty in consistently demonstrating competence as described in the Connecticut Common Core of Teaching. The purpose of this phase of the Educator Development, Support and Evaluation Plan is to provide additional support and guidance to professionals with identified weaknesses in order to improve performance. This phase will include close supervision from the educator's immediate supervisor. A cognitive coach or peer mentor will be offered to the educator to guide this individual back into good standing within the teaching community. The cognitive coach/peer mentor and the educator may enter into a mutual agreement to guide and assist the educator currently in this phase. The educator will be encouraged to self-select professional readings and attend conferences to promote

their professional growth. Additionally, professional readings and conferences may be offered to the Educator in this phase by the school district to promote the educator's professional growth.

Educators assigned to Intensive Supervision will work cooperatively with their immediate supervisor, and if selected with their cognitive coach/peer mentor, to develop and implement an individualized remediation plan. The supervisor will offer reasonable assistance so that the educator can improve his/her performance in the areas that were considered unsatisfactory. This assistance may include, but is not limited to positive suggestions, resource materials, and referrals to other individuals that may assist with counseling or vocational transitions. A time frame that allows the educator adequate opportunity to improve will be stated. The educator is responsible for coordinating their plan of action and maintaining documentation relative to their progress.

The supervisor will advise the educator that Intensive Supervision Phase, while designed to improve performance, may result in the termination of employment if unsuccessful.

In order to provide the educator with positive support, all persons involved in the Intensive Supervision Phase will maintain the highest level of professional confidentiality.

Initial placement in this Phase will be for 90 school days. If an educator demonstrates mastery of the deficit areas prior to 90 days, he/she will be returned to the Tenured Educator Phase earlier than the 90-day period.

**Step 1 – Notification**
If a supervisor has labeled educator's performance as below standard or developing, the supervisor must notify the educator that he/she is being placed in the Intensive Supervision Phase. This notification can happen at any point in the school year and will be both verbal and written (See Intensive Supervision Form I in Appendix F). In the notification, the supervisor will identify the domains the educator is not meeting and provide documentation that describes the specific problem area(s). At this time, the supervisor will also advise the superintendent of schools. An educator may elect to have union representation in the meeting to review their evaluation or develop an action plan. The educator will also be informed that a mutually agreed upon cognitive coach/peer mentor may also be identified.

**Step 2 – Action Planning**
The educator and the supervisor will develop a plan of action (See Form I-2 in Appendix F) that incorporates educator and supervisor input. This plan will identify the support and resources necessary to assist the educator in improving performance in the areas cited in the notice of Step 1. The plan should clearly outline the desired outcome(s) or behavior(s) and the intervention strategies designed to address the deficiency. The interventions should include objectives that are reasonable, clear, specific, and in response to a pattern of behavior outlined by the supervisor**.** An objective should be written for each identified problem or Teaching Standard that is identified as deficient. However, the supervisor, in collaboration with the Educator, must determine the number and priority of objectives that will be addressed at any one time. The action plan will specify a realistic and firm timeline for each objective.

For each domain needing improvement, the action plan will outline the data or evidence that needs to be collected. In most cases, multiple data sources will need to be collected in order to demonstrate evidence of improvement.

Included in this plan will be the names of other professionals, such as cognitive coaches, peer mentors, teaching colleagues, district and building resource educators, instructional leaders and others with specific expertise and knowledge who may be called upon by the educator to provide assistance. These individuals, however, will not be involved in making the summative decision regarding whether the educator has met the desired outcome. The supervisor who has responsibility for the Educator's final evaluation maintains that role.

At the beginning of the action plan, the educator may request that the superintendent assign an administrator from another building to serve as co-supervisor and evaluator. If such a request is made, the superintendent will decide which administrator will have responsibility for the educator's final evaluation.

**Step 3 - Evaluation**

The educator and the evaluator will document evidence of progress in writing. The educator may submit objective evidence from other sources. Once the data has been collected or the timeline has expired, the evaluator must make a final evaluation of whether the educator has attained the plan's objectives (See Form I-3 in Appendix F). At this time, the evaluator will make one of the following recommendations to the superintendent of schools:

1) the deficient areas have been resolved, and the educator has an average rating of proficient or higher and can return to the Tenured Educator Phase
2) the educator is making progress but has not yet addressed all the areas of concern and an extended plan of action should be developed
3) the educator is not making progress and/or is demonstrating an inability or unwillingness to improve. The educator continues to average 2 or lower on one or more domains. The educator is deemed ineffective and termination is recommended.

### *APPEAL PROCESS*

Appeals regarding evaluation will be heard by an appeals committee. An impartial educator chosen by the EAP and an impartial administrator selected by the Superintendent will make up the appeal committee with the superintendent. The appeals committee will discuss the presentation made by the Educator and administrator. The final decision rests with the Superintendent. The outcome of the appeal will be rendered within 10 days.

## Career Development and Growth

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

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

## EDUCATOR PRACTICE RELATED INDICATORS

The *Educator Practice Related Indicators* half of the Plainville Educator Development, Support and Evaluation Plan evaluates the educator's knowledge of a complex set of skills and competencies and how these are applied in an educator's practice. It is comprised of two categories:

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

These categories will be described in detail below.

### Category #1: Educator Performance and Practice (40%)

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

#### *Plainville's Educator Practice Framework*

A diverse group of Plainville stakeholders reviewed the research and options for a framework of educator practice and has chosen to transition to the 2014 Connecticut Common Core of Teaching (CCT) standards. The educator evaluation and development rubric is taken directly from the CCT (see Appendix B). We believe that this framework and continuum of skills accurately represents the most important competencies that educators need in order to successfully educate each of their students. Plainville is using the Connecticut Common Core for Effective Service Delivery (2015) as the guide document for evaluating certified professionals whose responsibilities do not fall under or loosely connect to the CCT for teachers. Evaluation frameworks and observation forms have been developed based on the skills and competencies embedded within the CCT for Effective Service Delivery.

The CCT is organized into four domains, each with 7-11 components amounting to 35 total indicators of best practice.

## Overview of the Plainville Observation Process

### Guiding Beliefs

- Educators benefit most from timely feedback after their observation.
- The observation process should be supportive and help educators to understand how they can become even better educators.
- Educators seek multiple ways of getting feedback: peers, self, students.
- The evaluation should also include what each educator does to make the school or department better.
- Both educator and administrator reflection are an important part of the process.
- Educator evaluation involves determining an educator's ability to teach as well as helping to improve professional skills.

### General Procedures for all Educators

- All tenured educators will have one formal observation that need not have a pre-conference, but will have a post conference. (See special considerations for proven exemplary teachers and "peer-coaches". Peer-coaches will have reduced traditional observation schedule with alternate opportunities to demonstrate skills and knowledge through coaching practices)
- Formal observations that include pre/post conferences are only required for non-tenured educators or those on Intensive Supervision Plans. However, an educator can request a formal observation at any time.
- All educators will have **four or more Professional Reviews** including at least one observation and one Review of Professional Practice (see table on page 21). These reviews can be completed based upon professional practice in data teams, during peer mentoring support sessions, performances, parent conferences, PPTs, PLC meetings, small group counseling sessions; however, at least one must be a *classroom/instructional observation*. Mini-observations must be 10 minutes or more in length with prompt electronic feedback. Educators may request a meeting with their administrator if they have any questions about the electronic feedback. At least one observation should be followed by a post conference and be at least 30 minutes in length (some exceptions apply for experienced, exemplary educators who may be allowed only 1 formal evaluation each 3 years).
- The CCT self-assessment rubric is to be completed by the educator prior to the first meeting and is discussed with the administrator as part of the goal setting process. While the administrator may give feedback on the educator's CCT self-assessment, he/she will not formally rate the educator at this goal-setting conference. However, both the administrator and educator will assign a rating for each domain at the end of the year.

- ➢ Every educator will set goals for the year that must include at least one Student Learning Objective. (Two SLOs may be developed as deemed appropriate for an educator with mutual agreement between educator and evaluator) Goals may also incorporate data team work, department or grade level work, and/or the school learning plan goals using the following state forms: Educator Goal Setting: Student Learning Objectives (SLO); Educator Goal Setting: Performance and Practice Goal; Educator Goal Setting: Parent Feedback; Educator Goal Setting: Whole School Learning Indicator. If educators need professional development in order to accomplish their goals, they should indicate this on the goal form.

**Non-Tenured Educators Years 1 and 2**

- ➢ TEAM could be part of the evaluation process if the teacher agrees.
- ➢ The first meeting of the year should be held by **October 15**. During this meeting, the initial CCT self-ratings will be discussed and the goal-setting form will be completed.
- ➢ The mid-year meeting will be held no later than **December 15**. There should be no less than one formal observation (pre- and post- meeting, no less than 30 minutes) completed by this time. The Educator and administrator will discuss progress toward CCT measures and on the educator's goals. Educators should articulate how they have worked on the CCT skills as well as the resulting impact on students and their practice.
- ➢ On or before **March 15** there should be a second meeting between the educator and the administrator. A second formal observation (pre- and post- meeting, no less than 30 minutes) must have been completed. During the March meeting, there will be a discussion about growth on the focus areas of the CCT. Renewal versus non-renewal will be decided by this meeting.
- ➢ Between **March 1 and the end of the school year** there will be one more formal observation. The CCT self-reflection rubric must be updated prior to the end of year meeting.
- ➢ Per state requirements, each educator must be reviewed on a Professional Practice at least once per year. This may include an educator's preparation for their goal-setting meeting, mid-year review, end of year review, or T.E.A.M. preparations and prepared goal documents aligned to T.E.A.M.

**Non-Tenured Educators Years 3 and 4, Tenured Educators**
*****(and) Incoming Educators from other districts in which they had acquired tenure**

- ➢ The educator and administrator collaboratively review the educator's ratings on the CCT rubric, decide which domain(s) the educator will work on. The goal-setting meeting with completed forms must be held by **October 15.**
- ➢ The mid-year meeting will be held between **December 15 and February 15**. At this meeting, the CCT rubric will be reviewed and progress will be determined. The educator should articulate how they have worked on the skills articulated in the CCT rubric and what

the impact of their work on their practice has been. Renewal/non-renewal will be determined by this time. We will continue to use the non-tenured educator rubric (see Appendix E) to assist in this process.

- **Prior to the end of the school year**, the end-of-year meeting is held. If it is the educator's **tenure year**, this meeting **must be held prior to the end of March**. Final CCT rubric ratings and progress on goals are discussed at this meeting. Educators must have an average rating of 3 or higher in all areas in order to be granted tenure.
- ***At least 4 Professional Reviews required: 1 Formal Observation, 1 Review of Professional Practice and 2 additional observations and/or reviews of practice as determined by the evaluator***

## Tenured Educators

- Between **May and October 15,** a goal setting conference for the upcoming school year must be held. NOTE: The goal setting conference for the upcoming school year can be tied into the end-of-year conference. The CCT self-reflection rubric must be completed by this time.
- Tenured Educators not deemed "proficient" for two consecutive years must have one "formal" observation (30 or more minute observation with a post-observation meeting) with written feedback each year.**
- A mid-year meeting must be held to discuss progress toward goals and make any appropriate adjustments as deemed necessary through mutual agreement between the educator and evaluator.
- The end-of-year conference must be held prior to the end of the school year. The goals form and CCT rubrics must be completed by the Educator prior to the meeting.
- Any tenured educator who ends the year with a "developing" or "below standard" rating (1 or 2) must be placed on an **Intensive Supervision Plan** (See Page 13).
- If the educator is unable to increase his/her rating to proficient by the end of the Intensive Supervision Plan, they will be deemed "**Ineffective**."
- **Tenured educators with 5 or more years of experience who demonstrate exemplary practice for two consecutive years will have the option of serving as a "Peer-Coach" and guiding the growth and development of less experienced or struggling peers.** Greater flexibility with informal observations and Reviews of Professional Practice will be critical to this position since there will be minimal need to focus on these master educators' abilities in the classroom. Instead, more emphasis will be placed on their ability to impart knowledge, wisdom, support and strategies upon the developing educators they are coaching. Each peer-coach will be trained to ensure that they are prepared to provide complementary observations in a calibrated manner consistent to the process used with certified administrators.

  NOTE:

  - Certified primary evaluators will be responsible to make the ultimate evaluation rating decisions with all new educators involved in the peer-coach Program. As such, the Primary Evaluator must be involved in running the goal-setting meeting,

mid-year meeting and end of year meetings. The peer-coach can be present for these meetings whenever possible as well.

- ***Peer Coaches must be approved for this role by their building administrator/primary evaluator.***

***NOTE: All educators must be reviewed 4 times. Observations will be structured according to the table below. Tenured teachers who have demonstrated exemplary performance ratings for two consecutive years may be exempted from the annual formal observation based on a mutual agreement with the primary evaluator during the goal-setting meeting. However; the combination of informal observations and reviews of practice must equal 4 opportunities for review in total with at least one of each form of evaluation.*

*** Educators seeking peer insight and feedback will have an option of utilizing a peer-coach to guide their growth but will not be required to do so. If they do not wish to have the support of a peer-coach all required observations and evaluations will be completed by the primary evaluator.*

## Observation Requirement Outline

| Educator Category | Plainville Model |
|---|---|
| *Proficient and Exemplary educators in Year 3 or higher* | A combination of at least four observations/reviews of practice, one of which must be a formal observation: If an educator has *proficient* or *exemplary* ratings for two consecutive years, the formal observation may be replaced by an informal observation for two of the three years, with one formal required every third year *(provided proficient or exemplary status is maintained).* |
| *First and Second Year Novice educators* | Three formal in-class observations with pre- and post-conference are minimally required. Additional informal observations may be completed at the discretion of the primary evaluators throughout the year. One Review of Professional Practice is Required |
| *Below Standard and Developing Tenured educators (same as first and second year educators)* | Three formal in-class observations with pre- and post-conference and a Review of Professional Practice. |

| | |
|---|---|
| *To enhance and expand teacher leader opportunities, tenured educators who have taught for 5 or more years and who have received "exemplary" ratings during the previous two consecutive years may choose to become a Peer-Coach with agreement from the primary evaluator/building administrator (See Appendix C for full description)* | One formal observation conducted at least once every three years. *Four total professional reviews* must be documented each year including at least one informal observations and one review of practice by the primary evaluator. Informal observations and reviews of practice can take place in multiple settings that align with the educator's goal(s) for that year. |

**Informal Observation feedback should be received by teachers within 2 school days and Formal Observation Post-Conferences should occur within 3-5 school days whenever possible.*

Pre-conferences and Post-conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. Pre-conferences are optional for observations except where noted in the requirements described on page 13. A pre-conference can be held with a group of educators, where appropriate.

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

- begins with an opportunity for the educator to share his/her self-assessment of the lesson observed;
- cites objective evidence to paint a clear picture for both the educator and the evaluator about the educator's successes, what improvements will be made, and where future observations may focus;
- involves written and verbal feedback from the evaluator; and
- occurs within two days of the observation.

Classroom observations provide the most evidence for CCT Domains 1 and 3 of the CCT, but both pre-and post-conferences provide the opportunity for discussion of all four domains, including practice outside of classroom instruction (e.g., lesson plans, reflections on teaching).

Non-Classroom Reviews of Practice

Because Plainville's evaluation model aims to provide educators with comprehensive feedback on their practice as defined by the four domains of the CCT, all interactions with educators that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plan and assessments, planning meetings, data team meetings, PPTs, 504 meetings, professional learning community meetings, reviews of call-logs or notes from parent-educator meetings, observations of coaching/mentoring other educators, student counseling group meetings, and attendance records from professional development or school-based activities/events. Feedback based on an educator's independent Reviews of Practice must be recorded and submitted through TalentEd to their primary evaluator for approval through the *Review of Professional Practice Reflection Form.* Reviews of Professional Practice can also be recorded by the evaluator on a

separate *Reviews of Professional Practice Observation Form*. This form is based on the CCT Domains 2 and 4 which involve non-classroom instruction related professional practices as listed above.

Feedback

The goal of feedback is to help educators grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive. Feedback should include:

- specific evidence and ratings, where appropriate, on observed components of the Plainville Framework for Educator Evaluation and Support;
- prioritized commendations and recommendations for development actions;
- next steps and supports the Educator can pursue to improve his/her practice; and
- a timeframe for follow up.

Providing both verbal and written feedback after an observation is ideal, but school leaders are encouraged to discuss feedback preferences and norms with their staff.

### *Educator Performance and Practice Goal-Setting*

As described in the Evaluation Process and Timeline (pages 9-11) section, educators develop one to three Performance and Practice Goals that are aligned to identified targets for growth based on the CCT. These goals provide a focus for the observations and feedback conversations.

At the start of the year, each educator will work with his or her evaluator to develop his or her practice and performance goal(s) through mutual agreement. All goals should have a clear link to student achievement and should move the educators towards *proficient* or *exemplary* on the Plainville Framework for Educator Evaluation and Support. Schools may decide to create a school-wide goal aligned to a particular component that all educators will include as one of their goals. Similarly grade levels or departments might decide to create a goal that all educators at the grade level or department will include as one of their goals.

| Goals should be SMART: | **SMART Goal Example for Educator Performance and Practice (40%):** |
|---|---|
| S=Specific and Strategic | By June 2013, I will use higher-order thinking, questioning and discussion techniques to actively engage at least 85% of my students in discussions that promote understanding of content, interaction among students and opportunities to extend thinking. |
| M=Measurable | |
| A=Aligned and Attainable | |
| R=Results-Oriented | |
| T=Time-Bound | |

Additional information on SMART goals can be found in **Appendix C:** Template for Setting SMART Goals. Progress towards goals and action steps for achieving progress should be

referenced in feedback conversations following observations throughout the year. Goals and action steps should be formally discussed during the Mid-Year Conference and the End-of-Year Conference. Although performance and practice goals are not explicitly rated as part of the Educator Performance and Practice category, progress on goals will be reflected in the scoring of Educator Performance and Practice evidence.

A goal may be agreed upon by the educator, in collaboration with their primary evaluator, as a focus area for Action Research. Action Research involves longer-term goal development, continual monitoring of progress, annual reporting on progress based on an agreed upon timeline with measurable indicators of impact, and annual evaluation toward completion of what may be a three-year goal. The purpose of Action Research is to provide an opportunity to continue efforts and maintain focus on an important goal that will impact and improve student learning outcomes. (See Action Research Planning Template in Appendix C)

### *Educator Performance and Practice Scoring*

Individual Observations

Evaluators are not required to provide an overall rating for each observation, but they should provide ratings and evidence for the CCT components that were observed on the CCT based observation form. During observations, evaluators should take evidence-based, scripted notes, capturing specific instances of what the educator and students said and did in the classroom. Evidence-based notes are factual (e.g., the educator asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the educator asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports.

Summative Observation of Educator Performance and Practice Rating

At the end of the year, primary evaluators must determine a final educator performance and practice rating and discuss this rating with educators during the End-of-Year Conference. The evaluator will use a three-step process to calculate the final Educator performance and practice rating:

1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the 35 components.
2) Average components within each domain to a tenth of a decimal to calculate domain-level scores of 1.0-4.0.
3) Apply domain weights to domain scores to calculate an overall Observation of Educator Performance and Practice rating of 1.0-4.0

Each step is illustrated below:

1) Evaluator holistically reviews evidence collected through observations and interactions and uses professional judgment to determine component ratings for each of the components within the CCT.

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

   **Consistency:** What rating have I seen relatively uniform, homogenous evidence for throughout the semester? Does the evidence paint a clear, unambiguous picture of the educator's performance in this area?

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

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

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

| Domain 1 | Rating | Evaluator's Score |
|---|---|---|
| **1.1** | *Developing* | 2 |
| **1.2** | *Developing* | 2 |
| **1.3** | *Proficient* | 3 |
| **1.4** | *Exemplary* | 4 |

2) Average components with each domain to a tenth of a decimal to calculate domain-level scores:

| Domain | Averaged Score |
|---|---|
| **1** | 2.8 |
| **2** | 2.6 |
| **3** | 3.0 |
| **4** | 2.8 |

3) Apply domain weights to domain scores to calculate an overall observation of Educator Performance and Practice rating of 1.0-4.0.

Each of the domain ratings is weighted as follows:

| Domain | Score | Weighting | Weighted Score |
|---|---|---|---|
| Classroom Environment, Student Engagement and Commitment to Learning | 2.8 | 25% | 0.7 |
| Planning for Active Learning | 2.6 | 25% | 0.65 |
| Instruction for Active Learning | 3.0 | 25% | 0.75 |
| Professional Responsibilities and Educator Leadership | 2.8 | 25% | 0.7 |
| Total: | | 100% | 2.8 |

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

The summative Educator Performance and Practice category rating and the component ratings will be shared and discussed with educators during the End-of-Year Conference. This process can also be followed in advance of the Mid-Year Conference to discuss progress toward Educator Performance and Practice goals/outcomes.
***Educators now have the option of providing feedback to the evaluator's ratings within the Summative Evaluation Form that will be included in the employee's file.***

## Category #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10% of the Educator Practice Indicators focus area of the Plainville Educator Development, Support and Evaluation model.

The process described below focuses on:

(1) conducting a whole-school parent survey (meaning data is aggregated at the school level);
(2) determining several school-level parent goals based on the survey feedback;
(3) Educator and evaluator identifying **one** related parent engagement goal and setting improvement targets;
(4) measuring progress on growth targets; and
(5) determining an educator's summative rating. This parent feedback rating shall be based on four performance levels per CSDE requirements

1. Administration of a Whole-School Parent Survey

Parent surveys (see Appendix D) will be conducted at the whole-school level as opposed to the Educator-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Parent surveys will be administered in a way that allows parents to feel comfortable providing feedback without fear of retribution. Surveys will be confidential, and the responses will not be tied to parents' names. A baseline survey was given in February of 2013. Subsequent surveys will be administered regularly in the spring and trends analyzed from year-to-year.

2. Determining School-Level Parent Goals

Principals and educators will review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. This goal-setting process will involve both educators and the principal early in the school year and will result in 2-3 improvement goals for the entire school.

3. Selecting a Parent Engagement Goal and Improvement Targets

After these school-level goals have been set, educators will determine through consultation and mutual agreement with their evaluators **one** related parent goal they would like to pursue as part of their evaluation. Possible goals include improving communication with parents, helping parents become more effective in support of homework, improving parent-educator conferences, etc.

educators will also set improvement targets related to the goal they select. For instance, if the goal is to improve parent communication, an improvement target could be specific to sending more regular correspondence to parents such as sending bi-weekly updates to parents or developing a new website for their class. Part of the evaluator's job is to ensure (1) the goal is related to the overall school improvement parent goals, and (2) that the improvement targets are aligned and attainable.

4. Measuring Progress on Growth Targets

Educators and their evaluators should use their judgment in setting growth/improvement targets for the parent feedback category. There are two ways an educator can measure and demonstrate progress on their growth targets. An educator can (1) measure how successfully they implement a strategy to address an area of need (like the examples in the previous section), and/or (2) they can collect evidence directly from parents to measure parent-level indicators they generate. For example, an educator could conduct interviews with parents or a brief parent survey to see if they improved on their growth target.

5. Arriving at a Parent Feedback Rating

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

| Exemplary (4) | Proficient (3) | Developing (2) | Below Standard (1) |
|---|---|---|---|
| Exceeded the goal | Met the goal | Partially met the goal | Did not meet the goal |

## STUDENT OUTCOMES RELATED INDICATORS

The Student Outcomes Related Indicators half of Plainville Educator Development, Support and Evaluation model is intended to capture the educator's impact on students. Every educator is in the profession to help children learn and grow, and educators already think carefully about what knowledge, skills and talents they are responsible for nurturing in their students each year. As a part of the Plainville Educator Development, Support and Evaluation process, educators will document those aspirations and anchor them in data/evidence.

Student Related Indicators includes two categories:

- Student growth and development, which counts for 45%; and
- A combination of whole-school student learning *and/or* student feedback, which counts for 5% of the total evaluation rating.

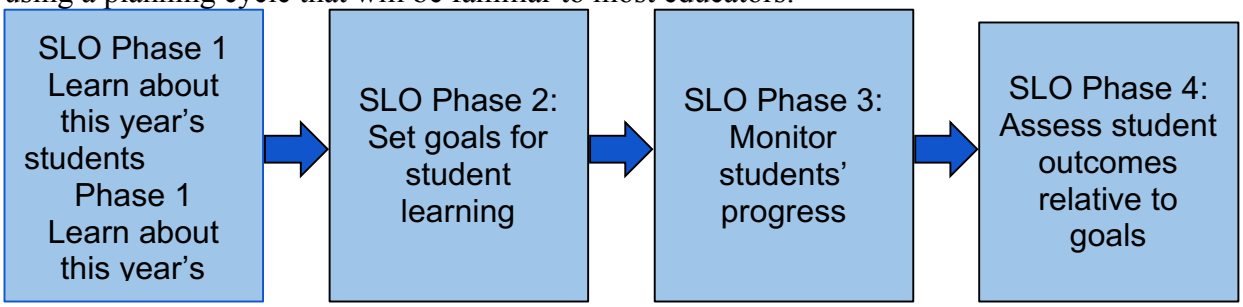
These categories are described in detail below.

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

### *Overview of Student Learning Objectives (SLOs)*

Each educator's students, individually and as a group, are different from other educators' students, even in the same grade level or subject at the same school. For student growth and development to be measured for educator evaluation purposes, it is imperative to use a method that takes each educator's assignment, students and context into account. Plainville will follow Connecticut's process and use a goal-setting process called **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

SLOs in Plainville Educator Development, Support and Evaluation model supports educators in using a planning cycle that will be familiar to most educators:




Plainville Educator Development, Support and Evaluation model requires educators to set specific and measureable targets for each student and for their class as a whole, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:

## SLO Phase 1: Learn about this year's students

This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once educators know their rosters, they will use Performance Plus, PowerSchool and other data sources to access all of the data about their new students' baseline skills and abilities, relative to the grade level or course the educator is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources educators can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

## SLO Phase 2: Set goals for student learning

Typically, each educator will write one SLO, which will be worth 45% of their overall evaluation rating. If it is determined that an educator would benefit from writing two SLOs (by mutual agreement between the educator and evaluator), each SLO would have a value of 22.5%. Educators must use at least two measurable sources of data (IAGDs) to determine whether their goal related efforts are effective for improving learning. The determination as to what measures will be used can be discussed in the goal setting meeting or in advance of the meeting through PLC structures. Such indicators may include district benchmark assessments, report card assessments, or educator-constructed diagnostic assessments.

Other exemplars and models demonstrating quantitative and/or qualitative student growth over the course of the school year are acceptable alternatives if agreed upon by the educator and evaluator.

Such models may include portfolios capturing growth over time through depictions and samples of student work and performance-based assessments.

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

Step 1: Decide on the Student Learning Objective(s)
The objectives will be broad goals for student learning. They should each address a central purpose of the educator's assignment and it should pertain to a large proportion of his/her students. Each SLO should reflect high expectations for student learning - at least a year's worth of growth (or a semester's worth for shorter courses) and should be aligned to Connecticut State Standards for the grade level or course.

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

The following are examples of SLOs based on student data:

| Educator Category | Student Learning Objective |
|---|---|
| Elementary Reading | All students reading skills will improve based on grade level standards. |
| 8th Grade Science | All of my students will master 8th grade standard-based concepts related to science inquiry. |
| High School Visual Arts | All of my students will demonstrate proficiency in applying the five principles of drawing. |
| School Counselor | My students will demonstrate an understanding of the 7 habits of highly effective Teens |

Step 2: Select Indicators of Academic Growth and Development (IAGDs)
An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least two growth indicators.

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

determine what level of performance to target for which students. The Template for Setting SMART Goals should be referenced as a resource for setting SLOs/IAGDs (**Appendix C**).

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

One half (or 22.5%) of the IAGDs used as evidence of whether goals/objectives are met must be determined through the comparison of data across assessments administered over time, subjects or another indicator for other grades and subjects where available, rather than relying solely on one isolated test score. Taken together, an SLO's indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO objective examples:

**Sample SLO- IAGD(s)**

| Educator Category | Student Learning ObjectiveE | Examples of Indicators of Academic Growth and Development *(two required for each SLO)* |
|---|---|---|
| Elementary Reading | All students reading skills will improve based on grade level standards. | 1. All students will demonstrate an increase of one letter score on the IRLA (Example: Level P to Level R) |
| 8th Grade Science | My students will master critical concepts of science inquiry. | 1. My students will design an experiment that incorporates the key principles of science inquiry. 90% will score a 3 or 4 on a scoring rubric focused on the key elements of science inquiry. |
| High School Visual Arts | My students will demonstrate proficiency in applying the five principles of drawing. | 1. 85% of students will attain a 3 or 4 in at least 4 of 5 categories on the principles of drawing rubric designed by visual arts educators in our district. |
| School Counselor | My students will demonstrate an understanding of the 7 habits of highly effective Teens | 1. 80% of the students who participate in the SEEDS TO SUCCESS group will demonstrate an understanding of the 7 Habits of Highly Effective Teens as measured by a pre and post assessments. |

Step 3: Provide Additional Information

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

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

Step 4: Submit SLOs to Evaluator for Approval

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

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

## SLO Approval Criteria

| Priority of Content | Quality of Indicators | Rigor of Objective/Indicators |
|---|---|---|
| Objective is deeply relevant to the School Improvement Plan, the educator's assignment, and the needs of a large proportion of his/her students. | Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the educator. | Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction). |

## SLO Phase 3: Monitor students' progress

Once SLOs are approved, educators will monitor students' progress towards the objectives, examining student work products, administering interim or grade level assessments, tracking students' accomplishments and struggles, etc. Educators will share their interim findings with colleagues during collaborative time, and they will keep their evaluator apprised of progress. When

possible, grade levels and departments should collaborate around common goals aligned to PLC, school and district goals.

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

## SLO Phase 4: Assess student outcomes relative to SLO

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

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

Portfolios containing artifacts demonstrating student growth and learning may be used to provide evidence of skill growth and mastery. While this is particularly useful for less concretely measured courses, portfolios may be used as a measure of growth when mutually agreed by the educator and evaluator.

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

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

SLOs must contain two indicators of growth (IAGDs). As a result, evaluators will score each indicator separately, and then average those scores for the overall SLO score.

The final student growth and development rating for an educator is based on either a single SLO (if there is only one SLO) or the average of their two SLO scores (when two SLOs are in place). For

example, if one SLO was Partially Met, for 2 points, and the other SLO was Met, for 3 points, the student growth and development rating would be 2.5 [(2+3)/2]. The individual SLO ratings and the student growth and development rating will be shared and discussed with educators during the End-of-Year Conference.

*Note: Educator's student growth and development rating will be based on the results of the SLO that are based on non-standardized indicators per April 2017 statutory changes disconnecting state standardized assessment scores from educator evaluation ratings.*

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

Plainville's Educator Evaluation and Development model uses a combination of Whole School Student Learning Indicators and Student Feedback to determine this fourth category of Educator evaluation and development.

### *Component 1: Whole-School Student Learning Indicator*

For this component, the Educator's indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal's evaluation rating at that school. This will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal's evaluation.

### *Component 2: Student Feedback*

Plainville will use feedback from students, collected through surveys that will be disaggregated by Educator, to comprise this category of an educator's evaluation rating. See Appendix D for copies of the surveys that will be used at the elementary (Grade 3-5) and all secondary levels.

Research, including the Gates Foundation's *Measures of Effective Teaching* study, has shown that student surveys can be valid and reliable indicators of educator performance and that student feedback about an educator is correlated with student performance in that class. Additionally, student surveys provide educators with actionable information they can use to improve their practice – feedback that educators would not necessarily receive elsewhere in the evaluation process.

In order to mitigate the concerns of some educators express regarding student surveys, the district has put the following procedures in place:

<u>Eligible Educators and Alternative Measures</u>

Student surveys will not be applicable and appropriate for all educators.

- Students in grades PreK-2 will not be surveyed

- Special education students who would not be able to respond to the survey, even with accommodations, will not be surveyed.
- Surveys will not be used to evaluate an educator if fewer than 15 students would be surveyed or if fewer than 13 students ultimately complete the survey.

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

Survey Instruments

**Appendix D** contains Plainville's surveys for elementary (grades 3-5) and secondary (grades 6-12) students. These surveys developed by *Panorama* have been tested to assure validity and reliability. Students at the secondary level will complete a survey for each of their Educators through a process that ensures validity and reliability of their survey.

The survey is to be used for the purpose of providing educators with constructive feedback and insight that they can used to improve their practice. Results most typically also offer reassurance and positive reinforcement of valued teaching practices.

Survey Administration

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

Establishing Goals

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

Results on survey based goals will be measured in terms of the percentage of students who responded favorably to the question.

In response, an educator must set a numeric performance target. As described above, this target should be based on growth or on maintaining performance that is already high. Educators are encouraged to bear in mind that growth becomes harder as performance increases. For this reason, we recommend that educators set maintenance of high performance targets (rather than growth targets) when current performance exceeds 70% of students responding favorably to a question.

Finally, where feasible, an educator may optionally decide to focus a goal on a particular subgroup of students. Plainville's survey data will include demographic information, such as grade level, gender and race that may be used to help educators focus on a particular demographic. For example, if an educator's survey shows that boys give much lower scores than girls in response to the survey question "My teacher/educator cares about me," the educator might set a growth goal for how the educator's male students respond to that question.

The following are examples of effective goals:

- The percentage of students who "Agree" or "Strongly Agree" with "My teacher believes I can do well" will increase from 50% to 60%.
- The percentage of students who "Agree" or "Strongly Agree" with "My teacher makes what we're learning interesting" will remain at 75%.
- The percentage of 9th graders who "Agree" or "Strongly Agree" with "I feel comfortable asking my teacher for extra help" will increase from 60% to 70%.

See the surveys in **Appendix D** for additional questions that can be used to develop goals.

Arriving at a Student Feedback Summative Rating:

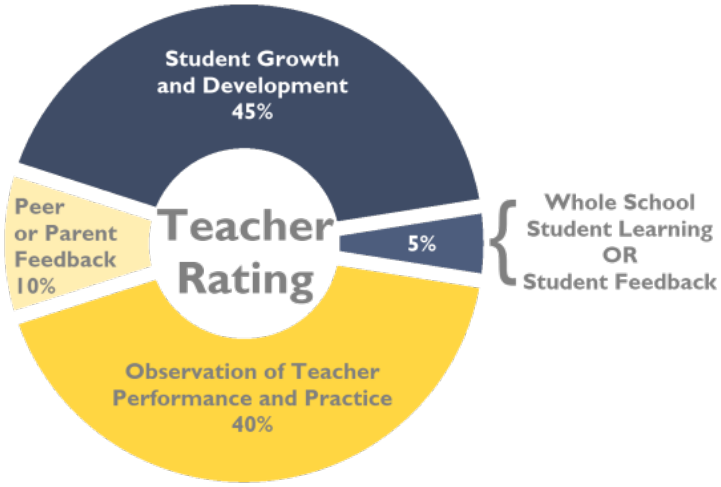
In most cases, summative ratings should reflect the degree to which an educator makes growth on feedback measures, using data from the prior school year or the fall of the current year as a baseline for setting growth targets. For educators with high ratings already, summative ratings should reflect the degree to which ratings remain high.

This is accomplished in the following steps, undertaken by the educator being evaluated through mutual agreement with the evaluator:

1. Review survey results from prior period (previous school year or fall survey).
2. Set **one** measurable goal for growth or performance (see above).
3. Later in the school year, administer surveys to students.
4. Aggregate data and determine whether the educator achieved the goal.
5. Assign a summative rating, using the following scale to be discussed and finalized with their evaluator during the End-of-Year Conference.

| Exemplary | Proficient | Developing | Below Standard |
|---|---|---|---|
| Exceeded the goal | Met the goal | Partially met the goal | Did not meet the goal |

NOTE: If the whole-school student learning indicator rating is not available when the summative rating is calculated, then the student growth and development score will be weighted 50 and the whole-school student learning indicator will be weighted 0 (see Summative Educator Evaluation Scoring- page 34). However, once the state data is available, the evaluator should revisit the final rating and amend at that time as needed, but no later than September 15.




## SUMMATIVE EDUCATOR EVALUATION SCORING

### *Summative Scoring*

The individual summative Educator evaluation rating will be based on the four categories of performance, grouped in two major focus areas: Student Outcomes Related Indicators and Educator Practice Related Indicators.

Every educator will receive one of four performance ratings:

**Exemplary** – Substantially exceeding indicators of performance

**Proficient** – Meeting indicators of performance

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

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

The rating will be determined using the following steps:

1) Calculate the Educator Practice Related Indicators score by combining the observation of Educator performance and practice score and the parent feedback score
2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score and whole-school student learning indicator or student feedback score
3) Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

1) Calculate an Educator Practice Related Indicators rating by combining the observation of Educator performance and practice score and the parent feedback score.

   The observation of educator performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the
   category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

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

**Rating Table**

| Educator Practice Indicators Points | Educator Practice Indicators Rating |
|---|---|
| 50-80 | Below Standard |
| 81-126 | Developing |
| 127-174 | Proficient |
| 175-200 | Exemplary |

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

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

| Category | Score (1-4) | Weight | Points (score x weight) |
|---|---|---|---|
| Student Growth and Development (SLO) | 3.5 | 45 | 158 |
| Whole School Student Learning Indicator or Student Feedback | 3 | 5 | 15 |
| **TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS** | | | **172.5-173** |

**Rating Table**

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

3) Use the Summative Matrix to determine Summative Rating

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

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

Adjustment of Summative Rating: Summative ratings must be completed for all educators by June 30 of a given school year.

## Definition of Effectiveness and Ineffectiveness

In determining whether an educator is effective or ineffective, evaluators shall look for patterns.

A novice Plainville educator will be deemed effective if he or she receives at least two sequential *proficient* ratings, one of which must be earned in the fourth year of the novice Educator's career.

A *below standard* rating shall only be permitted in the first year of the novice educator's career, assuming a pattern of growth of *developing* in year two and two sequential *proficient* ratings in years three and four. The superintendent will offer a contract and grant tenure to any educator he/she deems effective at the end of year four.

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

***Educators have the option of providing a response to the evaluator's ratings within the Summative Evaluation Form. Such feedback will be included as an optional part of the Summative Educator Evaluation Document..***

## Dispute-Resolution Process

A panel, composed of the superintendent, Educator union president and a neutral third person, shall resolve disputes where the evaluator and Educator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the superintendent will make the determination regarding that issue.

## APPENDIX A:

**The following link provides an overview of the efforts and outcomes completed by the 2016 District Strategic Planning Committee. The resulting Strategic Plan will guide Plainville's educational focus from 2017-2022.**

Plainville District Strategic Plan 2017-2022

# APPENDIX B:

Newest CCT documents to be used as the foundation for the Plainville Educator Development, Support and Evaluation Plan

(CCT) Rubric for Effective Teaching 2014 - CT Seed

(CCT) Rubric for Effective Service Delivery 2015 - CT Seed

# APPENDIX C:

## -TEMPLATE FOR SETTING SMART GOALS
## -ACTION RESEARCH PLANNING TEMPLATE
## -PEER-COACH POSITION AND PROGRAM DESCRIPTION
## -REVIEW OF PROFESSIONAL PRACTICE RECORDING FORM

# Template for Setting SMART Goals

The SMART goal-setting process ensures that every goal is measurable and clear. The advantages of the SMART goal-setting process are:

- Provides a structured approach to a complex task;
- Gives a clear framework for creating meaningful and achievable goals;
- Accommodates all kinds of goals;
- Is easy to teach others how to develop;
- Helps to define goals in terms that can be widely understood; and
- Requires thinking through the implementation as well as the outcome.

The characteristics of SMART goals are:

- **Specific and Strategic**
  - The goal should be well defined enough that anyone with limited knowledge of your intent should understand what is to be accomplished.
- **Measurable**
  - Goals need to be linked to some form of a common measure that can be used as a way to track progress toward achieving the goal.
- **Aligned and Attainable**
  - The goal must strike the right balance between being attainable and aligned to standards but lofty enough to impact the desired change.
- **Results-Oriented**
  - All goals should be stated as an outcome or result.
- **Time-Bound**
  - The time frame for achieving the goal must be clear and realistic.

**SMART goals Dos and Don'ts**

| **DO:** | **DON'T:** |
|---|---|
| Create a plan | Expect to accomplish without effort |
| Start small | Focus on too much at once |
| Write it down | Forget to make a deadline |
| Be specific | Deal in absolutes |
| Track your progress | Expect perfection |
| Celebrate your success | Keep your goal on a shelf |
| Ask for support sooner than later | Beat yourself up over shortcomings |
| Make commitments | Try to accomplish it alone |
| | Forget that you CAN DO IT! |

# ACTION RESEARCH PLANNING TEMPLATE

**Overview:**

Action research provides educators with an opportunity to set a goal centered around an identified student learning need. It is a vehicle for crafting a plan to identify the root concern, design a plan to address the concern, shift educator practices, monitor results and adjust the plan as needed to improve student outcomes.

Action research can be completed within one year or may be continued for up to 3-years because some shifts require more than a year to take root. Action research can be conducted independently or may be conducted with a collaborative team of colleagues. This may include a grade level team, a department or PLC group or other appropriate collaborative teams centered around a common student learning concern.

Action research applications should be completed and submitted to the primary evaluator during the goal-setting meeting. Action research should align with district goals identified in the district strategic plan and school goals from the school improvement plan.

Approved action research projects can be used in place of, or in combination with, select goals from the *Educator Development, Support and Evaluation Plan* goals. Details should be determined through a conversation and mutual agreement between the educator and the primary evaluator.

## Goal Setting Form:

**Teacher Name:**
**School:**
**Evaluator:**
**Collaborative Team Member Names (If goal is to be implemented by a group):**
**Date:**

1**. Plainville District Strategic Plan *Goal(s), Objective(s) and Action Item(s)* addressed by this action research proposal:**

**2. School Improvement Plan goal(s) and/or PLC goal(s) this action research proposal addresses:**

3. **Provide the student performance need(s) that your action research plan addresses.**

4. **Provide the evidence that you/your team used to identify the student performance need.**

**5. Identify your steps/your team's collaborative methods used to better understand the student performance need(s).**

Action Plan: The purpose of an action plan is to guide the work of the team. This action plan is a draft that is developed, reviewed, and revised on an ongoing basis.

Note: The evaluator must conduct an end-of-year evaluation during each year of the action research plan. Educators must provide an end-of-year summary of actions taken, results supported by data and steps to be implemented in the future as outlined below.

**Year 1:**

| Month | Action Steps | Instructional Implications/Interventions |
|---|---|---|
| September | | |
| October | | |
| November | | |
| December | | |
| January | | |
| February | | |
| March | | |

| | | |
|---|---|---|
| April | | |
| May | | |
| June | | |
| Year 2(as needed): | | |
| Year 3(as needed): | | |

**PLAINVILLE ACTION RESEARCH MID-YEAR REFLECTION FORM:**

1. **How did you/the team evaluate the effectiveness of the instructional interventions?**
   ***(Include any supporting data or artifact-based evidence)***

2. **Analyze the data:**
   a. **What did you/your team learn by analyzing the supporting data or artifact-based evidence?**

   b. **Overall conclusions based on data/evidence:**

   c. **What questions does the data raise for you/your team's future focus?**

3. **Describe any adjustments you have made in your plan since originally developed.**

4. **Please explain any action plan adjustments you would like to make to your plan**

**at this time.**

5. **Reflect on the effectiveness of your/your team's instructional interventions on the identified student performance need, thus far.**

**PLAINVILLE ACTION RESEARCH END-OF-YEAR REFLECTION FORM:**

1. **How did you (or your team) evaluate the effectiveness of the instructional interventions implemented?**

2. **Analyze the data/evidence of learning and growth:**
    a. **What did you/your team learn by analyzing the data/evidence? (Overall Conclusions)**

    b. **Reflect on the effectiveness of your/your team's instructional interventions on the student performance need.**

3. **How have you/ has your team grown as a result of this Action Research project?**

4. **How has your teaching changed as a result of this action research?**

5. **If your plan will continue for another year, what adjustments will be made as a result of your experiential learning?**

# Peer-Coach
# Position and Program Description

**Overview:** It has become increasingly evident that our district has a valuable opportunity to make better use of teacher leaders from every school. It is clear and well supported by research that non-evaluative peer feedback and support is one of the most positive and reassuring and helpful forms of feedback and development that professionals can receive. This was highlighted through recent surveys that clearly expressed the wish for more peer-to-peer feedback. Plainville Community Schools, with hopes of addressing this need, and developing greater teacher-leader capacity has developed a new *Peer-Coach* position. Peer-Coaches will not be evaluative in their coaching roles; conversely, they will provide non-evaluative insight and feedback for the purpose of professional growth and development to partner-educators who are interested in participating in this program.

**Parameters and Qualifications:** In order to qualify as a Peer-Coach, an educator must:

- Have earned tenure in Plainville
- Have a minimum of 5 years of successful teaching experience with no ratings less than proficient during that time
- Have received two consecutive years of "exemplary" ratings leading up to the year of application for this role*
- Be willing to coach and guide a peer through non-evaluative observations, discussions, sharing of practice, and common efforts to help educator/educators improve in their skills
- Complete required documents to memorialize efforts and outcomes from this mentor-mentee relationship
- This program is optional for both the Peer-Coach and partner educator. This is a voluntary role; however, if a new or developing teacher is in need of growth and development, this program will be encouraged. (In the absence of Peer-Coach's involvement, the primary evaluator would be responsible for conducting all observations required by contract)
- If agreeable to both parties, observed lessons could be videotaped and used during the post-observation discussion to guide self-reflection and coaching feedback. Videotaped lesson reflections completed through the Peer Recorded Lesson Reflection Model can be substituted for traditional observations (for both the Peer-Coach and the partner educator) **Refer to pg. 11* for a full description of this model that also applies to Peer Coaches and their partner educators.
- Peer-Coach's efforts with their partner educators may be substituted for informal observations since these interactions add value to both the peer-coach and their

mentee and would be considered *reviews of professional practice.* These reviews of practice will be recorded on the *Review of Professional Practice Reflection Form, submitted to the primary evaluator through TalentEd, then reviewed and approved by the primary evaluator*

- The primary evaluator must conduct at least one of the educator's observations each year
- Note: All first and second year non-tenured educators must receive 3 formal observations by their primary evaluator(s) and a Review of Professional Practice. They may also choose to be involved as a partner educator to a Peer Coach; however, observations conducted through this program cannot be substituted for the required formal observations
- Peer-Coaches must be approved by their primary evaluator/building principal for this leadership role

  *Building administrators may request approval of an experienced educator to serve as a peer-coach despite not having "exemplary" ratings for two consecutive years. If the evaluator believes this educator would be an effective peer-coach, such approval may be made by the superintendent or assistant superintendent. This may include educators working toward a leadership program who would like to pursue this leadership and learning opportunity.

**Program Benefits:** This role provides teacher-leaders an opportunity to share their expertise with developing educators. It also provides developing educators with highly valuable, non-evaluative peer feedback to assist in their growth.

Observation feedback can be shared with the primary evaluator in a collaborative effort to support the developing teacher; however, observations conducted by a peer-coach as a complimentary observer *will only be used as part of the teacher's summative annual evaluation with agreement from the educator in alignment with the complimentary observer description provided on pages 10-11 of this document.*

Peer-coaching reviews of professional practice can, and should be substituted for traditional teaching observations in the classroom, except for those required through the plan and as deemed necessary by his/her primary evaluator. The Review of Professional Practice Form can be accessed through TalentEd. This must be completed by the educator and submitted for approval by the primary evaluator (Combine into Peer Observation Form).

**Training and Orientation:** Peer-Coach candidates will be identified by their evaluators provided they have an interest to serve in this capacity. Their administrator will then notify the assistant superintendent who will arrange for training on use of the CCT observation rubric as a guide to conducting non-evaluative observations. Training will also include use of videotaped observations to calibrate peer-coach observations based on the CCT. Annual refresher training and calibration activities will be provided as deemed appropriate.

*Note: Peer Coaches who have not had two consecutive years of "exemplary" ratings may still qualify as a Peer Coach with the building principal or immediate supervisor's and superintendent's approval. There are many outstanding teachers who may have been rated proficient based on falling short of ambitious goals. This caveat is meant to assist such professionals in becoming a Peer-Coach with approval, support and guidance from building and district administration.

# Review of Professional Practice Reflection Form

Overview: Reviews of Professional are allowed for tenured educators who have demonstrated proficiency over time. They are also vital to the Peer-Coach role as a guide and mentor sharing practice and support. Finally, reviews of practice are valuable for use with specialists and non-traditional educator positions where much effort and work occurs outside of the classroom. This document provides an opportunity to memorialize such examples of professional practice.

Directions: Please complete the fields below and submit this form to your primary evaluator through the TalentEd program. This review of professional practice, if approved, will replace one of the informal observations required within the Plainville Educator Development, Support and Evaluation Plan (PEDSEP).

1. What was/were the date(s) of your professional practice?

2. Describe the activities related to your professional practice

3. Explain the value that your actions to your professional performance and growth

4. Please share any information about anyone else who was impacted by your efforts.

5. Did your professional practice lead to the desired outcomes?
   Please provide any supporting evidence or information.

6. If this professional practice was related to involvement with a peer as a Peer-Coach, please provide any further information to support the effectiveness of your actions on the educator you are supporting.

Thank you for completing and submitting this document as a Review of Professional Practice. Your primary evaluator will review this document and sign-off on it (or possibly request more information). Your commitment to your profession and to continuous professional growth is very much appreciated.

Educator Signature: Date:

Evaluator Signature: Date:

## APPENDIX D

The following link provides access to the individual survey questionnaires that were completed by students, families, staff, faculty and administrators in April of 2017.

Panorama Surveys 2016-2017

# APPENDIX E: NON-TENURED EDUCATOR RUBRIC

## NONTENURED TEACHER - BEST PRACTICES RUBRIC
### Administrator's Worksheet
**(based upon Connecticut's Common Core of Teaching: Foundation Skills and Competencies)**

| STRAND I - Teachers have knowledge of: | SUPERIOR PERFORMANCE | POTENTIAL FOR SUPERIOR PERFORMANCE | UNSATISFACTORY PERFORMANCE |
|---|---|---|---|
| A. STUDENTS | • Demonstrates full and complete understanding of how students learn and develop.<br>• Demonstrates thorough and insightful understanding of how students differ in their approaches to learning.<br>Comments: ☐ | • Demonstrates that he or she is beginning to understand how students learn and develop.<br>• Demonstrates that he or she is beginning to understand how students differ in their approaches to learning.<br>Comments: ☐ | • Does not demonstrate an understanding of how students learn and develop.<br>• Does not demonstrate an understanding of how students differ in their approaches to learning.<br>Comments: ☐ |
| B. CONTENT | • Demonstrates that he or she is fully proficient in reading, writing and mathematics.<br>• Demonstrates complete understanding the central concepts and skills, tools of inquiry, and structures of the discipline(s) taught.<br>Comments: ☐ | • Demonstrates that he or she is working toward proficiency in reading, writing and mathematics.<br>• Demonstrates that he or she is beginning to understand the central concepts and skills, tools of inquiry and structures of the discipline(s) taught.<br>Comments: ☐ | • Does not demonstrate proficiency in reading, writing and mathematics.<br>• Does not demonstrate an understanding of central concepts and skills, tools of inquiry and structures of the disciplines taught.<br>Comments: ☐ |

| C. PEDAGOGY | • Demonstrates an understanding that content taught is part of a larger K-12 curriculum and recognizes the importance of sequencing curricular objectives to connect with students' previous and future learning.<br>• Recognizes the individual differences in student approaches to learning and consistently varies his or her role in the instructional process.<br>Comments: ☐ | • Beginning to demonstrate a knowledge of how to design and deliver instruction.<br>• Beginning to recognize the individual differences in student approaches to learning and usually varies his or her role in the instructional process.<br>Comments: ☐ | • Does not demonstrate ability to effectively design and deliver instruction.<br>• Does not demonstrate a recognition of the need to vary instructional methods.<br>Comments: ☐ |
|---|---|---|---|

| STRAND II - Teachers apply this knowledge by: | SUPERIOR PERFORMANCE | POTENTIAL FOR SUPERIOR PERFORMANCE | UNSATISFACTORY PERFORMANCE |
|---|---|---|---|
| A. PLANNING | • Consistently plans instruction and assessment based upon knowledge of students, subject matter, the curriculum, school and district goals, and the community.<br>• Consistently creates a structure for learning by selecting and/or creating significant learning tasks that make subject matter meaningful to students.<br>Comments: ☐ | • Usually designs instruction, selects or creates assessment instruments, chooses appropriate instructional materials and sequences learning tasks to achieve learning goals.<br>• Usually designs tasks that meet curricular goals, addresses various learning styles, and decides when student work should be individual or collective.<br>Comments: ☐ | • Occasionally designs instruction, selects or creates assessment instruments, chooses appropriate instructional materials and sequences learning tasks to achieve learning goals.<br>• Occasionally designs tasks that meet curricular goals, addressing various learning styles, and deciding when student work should be individual or collective<br>Comments: ☐ |

| B. INSTRUCTING | | | |
|---|---|---|---|
| | • Demonstrates a full and complete ability to establish and maintain appropriate standards of behavior and create a positive learning environment that shows a deep commitment to students and their success.<br>• Consistently organizes activities that promote achievement of lesson objectives, employs techniques that address a variety of learning styles, incorporates a wide range of resources, and promotes critical thinking and problem solving.<br>• Consistently communicates clearly, using precise language that conveys expectations for students, and engages students in purposeful discourse.<br>• Effectively employs a wide variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills.<br>☐<br>Comments: | • Usually demonstrates the ability to establish and maintain appropriate standards of behavior and create a positive learning environment.<br>• Usually successful in organizing activities that promote achievement of lesson objectives, employing techniques that address a variety of learning styles, incorporating different resources, and promoting critical thinking and problem solving.<br>• Communicates clearly to students expectations for their learning but does not always know when to provide information, when to lead, when to model, and when to let students struggle with a difficulty.<br>• Effectively employs a limited variety of instructional strategies that enable students to think critically, solve problems and demonstrate skills.<br>☐<br>Comments: | • Demonstrates an understanding of the importance of establishing and maintaining appropriate standards of student behavior but has minimal success in achieving this goal.<br>• Demonstrates only a limited ability to organize activities that promote achievement of lesson objectives, employ techniques that address a variety of learning styles, incorporate a wide range of resources, and promote critical thinking and problem solving.<br>• Occasionally remembers to convey expectations for students and demonstrates limited ability to engage students in purposeful discourse.<br>• Demonstrates on a limited basis the ability to vary instuctional activities that enable students to think critically, solve problems and demonstrate skills.<br>☐<br>Comments: |

| | | | |
|---|---|---|---|
| **C. ASSESSING AND ADJUSTING** | • Monitors student understanding of the lesson and adjusts as necessary, shares assessment criteria with students on a regular basis, collects data over time to determine whether or not instructional strategies promote desired learning outcomes, and uses multiple sources of data to examine students' progress in light of national, state and local performance standards.<br><br>Comments: ☐ | • Usually monitors student understanding of the lesson and adjusts as necessary,. Shares assessment criteria with students on a regular basis, collects data over time to determine whether or not instructional strategies promote desired learning outcomes.<br><br>Comments: ☐ | • Occasionally monitors student understanding of the lesson and infrequently makes adjustments. Assessment criteria is shared with students and data collected over time is only occasionally used to evaluate the effectiveness of instructional activities.<br><br>Comments: ☐ |

| **STRAND III - Teachers Demonstrate professional responsibility through:** | **SUPERIOR PERFORMANCE** | **POTENTIAL FOR SUPERIOR PERFORMANCE** | **UNSATISFACTORY PERFORMANCE** |
|---|---|---|---|
| **A. PROFESSIONAL AND ETHICAL PRACTICE** | • Conduct is professional and in accordance with the Code of Professional Responsibility for Teachers.<br><br>• Shares responsibility for student achievement and well-being by working collaboratively with school administrators, colleagues and families, identifying appropriate agencies that can provide resources for students, and individualizing home communication as needed.<br><br>Comments: ☐ | • Conduct is in basic and literal accordance with the Code of Professional Responsibility for Teachers.<br><br>• Understands the need to share responsibility for student achievement and well-being and is beginning to work collaboratively with school administrators, colleagues and families to identify appropriate agencies that can provide resources for students, and to individualize home communication as needed.<br><br>Comments: ☐ | • Conduct is not in accordance with the Code of Professional Responsibility for Teachers.<br><br>• Does not share responsibility for student achievement and well-being by working collaboratively with school administrators, colleagues and families, identifying appropriate agencies that can provide resources for students, and individualizing home communication as needed.<br><br>Comments: ☐ |

| | | | |
|---|---|---|---|
| **B. REFLECTION & CONTINUOUS LEARNING** | • Continually engages in self-evaluation of the effects of his or her choices and actions on students and the school community by working with administrators and colleagues.<br><br>• Continually seeks out opportunities to grow professionally through means such as sharing practices with colleagues, examining professional literature, participating in professional organizations and attending professional development activities that enrich his or her knowledge.<br><br>Comments: ☐ | • Recognizes the need to engage in self-evaluation of the effects of his or her choices and actions on students and the school community by working with administrators and colleagues.<br><br>• Understands the need for teachers to grow professionally and is beginning to seek out opportunities such as sharing practices with colleagues, examining professional literature, participating in professional organizations and attending professional development activities that enrich his or her knowledge.<br><br>Comments: ☐ | • Demonstrates little awareness of the need to engage in self-evaluation of the effects of his or her choices and actions on students and the school community by working with administrators and colleagues.<br><br>• Does not seek out opportunities to grow professionally through means such as sharing practices with colleagues, examining professional literature, participating in professional organizations and attending professional development activities that enrich his or her knowledge.<br><br>Comments: ☐ |
| **C. LEADERSHIP & COLLABORATION** | • Serves as a leader through means such as working with colleagues and/or community leaders to create a positive school culture, secure community support for students and schools, and identifying or addressing needs of the school and student body.<br><br>• Consistently demonstrates a commitment to developing the minds and characters of students, and brings an enthusiasm about learning and about life into daily work.<br><br>Comments: ☐ | • Demonstrates an understanding of the need for leaders and is becoming involved in activities that work toward a leadership role in the school community.<br><br>• Demonstrates a commitment to students and a passion for improving the teaching profession<br><br>Comments: ☐ | • Does not serve as leader in the school community nor demonstrates effort toward this goal.<br><br>• Does not demonstrate a commitment to their students nor a passion for improving the profession.<br><br>Comments: ☐ |

# APPENDIX F: PLAINVILLE EDSEP FORMS

Plainville Framework for Teacher Evaluation and Professional Growth

Educator Goal-Setting: Student Learning Objective Form

Educator Goal-Setting: Performance and Practice Goal Form

Educator Goal-Setting: Whole-School Learning Indicator

Educator Goal Setting: Parent-Feedback Goal Form

Mid-Year Check-In: Educator Self-Assessment

End-of-Year Summative Review: Educator Self-Assessment

Educator Observation Form

Peer Observation Reporting Form

Review of Practice Recording Form

Review of Professional Practice: Self-Reflection/Reporting Form

Intensive Supervision Forms (I)

Summative Evaluation Form

Action Research Goal Setting Form

Action Research Mid-Year Reflection Form

Action Research End of Year Reflection Form

End-of-Year Summative Worksheet

Specialist Observation Form

Specialist Review of Professional Practice

Specialist Framework for Evaluation and Professional Growth

## Intensive Supervision Phase
## Notification of Change of Evaluation Status
## (Completed by Evaluator)

Educator:_____ School Year:_____

School /Assignment:_____ Grade Level/Subject:_____

You are assigned to the Intensive Supervision Phase to correct identified performance problems.

1. Identification of Teaching Domain(s) not met:

2. Identification of data sources which indicate deficiency of Teaching Domain(s):

I-1(b)

3. Statement for Improvement:
   Describe outcome(s) and/or behavior(s) necessary to remedy the deficiency(s):

4. Support Needed:

Educator's Signature:_____
Date:_____

Evaluator's Signature:_____
Date:_____

I-3

**Intensive Supervision Phase**
**Improvement Plan Summary**
**(Completed by Evaluator)**

Educator:_____ School Year:_____

School/Assignment:_____ Grade Level/Subject:_____

1. Improvement Plan Summary

   - ☐ Fully addressed
   - ☐ Partially addressed, plan continues
   - ☐ Initial plan addressed, new intervention plan needed
   - ☐ Little or no improvement

2. Evaluator Comments

3. Recommendation:

   - ☐ Return to Tenured Educator Phase
   - ☐ Continuation in Intensive Supervision Phase (Specific Timeline)
   - ☐ Educator is deemed ineffective

Educator's Signature:_____
Date:_____

Evaluator's Signature:_____
Date:_____

Peer Support Mentor Signature:_____
Date:_____
(If applicable)

Peer Support Mentor Position:_____

I-4

## Notification of Appeal

Educator:_____ School Year:_____

School /Assignment:_____ Grade Level/Subject:_____

1. Statement of Appeal: (Identify specific areas, sections, and/or procedures that are the focus of the appeal.)

Educator's Signature:_____
Date:_____

Completed Appeal Worksheet must be submitted to the Superintendent.

I-5

**Appeal Summary**
**(Completed by Appeal Committee Chairperson)**

This Appeal Summary refers to the Statement of Appeal submitted on _____.
Date

Educator:_____ School Year:_____

School/Assignment:_____ Grade Level/Subject:_____

Administrator:_____

Names of Committee Members:

_____
Impartial Administrator

_____
Impartial Educator

Superintendent's outcome of the Appeal:

Educator's Signature:_____
Date:_____

Superintendent's Signature:_____ Date:_____

PLAINVILLE BOARD OF EDUCATION &
PLAINVILLE COMMUNITY SCHOOLS

# Strategic Plan

Executive Summary 2017-2022

## Our Vision

*To inspire and prepare lifelong learners to follow their passion, engage in their communities, and positively impact our global society.*

## Belief Statements:

►Our public school system is the core of the community and has a fundamental responsibility to develop productive, educated citizens in a democratic society.

►Optimal achievement for each learner is a responsibility shared by students, home, school, and community.

►We must provide each student with a comprehensive curriculum and effective instruction to ensure meaningful engagement in the learning process.

►A safe, caring learning environment promotes the academic growth, health, and emotional well being of each student.

►Communication and collaboration serve to increase knowledge, trust and respect, and are the responsibility of everyone in the community.

►Professional Learning Communities foster teamwork that results in the continuous improvement of teaching and learning outcomes.

## Strategic Plan Overview

The Plainville Community Schools' Strategic Planning process began in the spring of 2016. At that time, the school district partnered with Thoughtexchange, an engagement design company, to develop an online survey to gather insight from the district's stakeholders for use in strategic planning for Plainville Community Schools. The goals of the survey process were to effectively engage the community to gather insight, identify and address emerging issues and challenges, and foster community ownership of education. More than 650 people, including parents, district staff and community members participated in the Thoughtexchange process. In August, 2016, a strategic planning committee was formed and comprised of more than 50 individuals representing every stakeholder group, including Board of Education members, administration, faculty, staff, parents, students, residents, and members of the local business community. Over a series of meetings, the Strategic Planning Committee reviewed the Thoughtexchange survey results and other relevant data, and worked as a Professional Learning Community to develop an updated Vision, Mission, Belief Statements, and Goals that focus on students, teaching and learning. The results of the strategic planning process are memorialized in the 2017-2022 Plainville Community Schools Strategic Plan, which now serves as the framework to guide our school district's work over the next five years. The plan is a "living document" that includes clear and measurable outcomes that will be monitored and reviewed regularly to assess progress, and adjust as needed to support continuous improvement in Plainville Community Schools.

Maureen Brummett, Ed.D.
Superintendent of Schools

**Goal 1: Students:** Develop a student centered curriculum with an emphasis on the mastery of power standards and essential skills that ensure students are college and career ready upon graduation.

**Actions and Outcomes:**

| Step | Action | Outcome |
|---|---|---|
| **1.1** | Global Competencies: creativity, communication, citizenship, Critical thinking, character and collaboration will be embedded into all curricular areas | Global Competencies Framework focused on college and/or career readiness skills is central to secondary educational focus |
| **1.2** | Create learning targets throughout grades Prek-12 based on the Connecticut State Standards | Curriculum promotes authentic, creative, and innovative experiences in and out of the classroom |
| **1.3** | Fully implement a Capstone Experience to include research and/or field experience in a chosen career culminating in a presentation to demonstrate learning | Students are proficient in the college and/or career competencies related to their career of choice |
| **1.4** | Provide professional development opportunities to all teachers of science to increase knowledge and understanding of NGSS and its curricular implications | Plainville's K-12 Science curriculum directly aligns with Next Generation Science Standards (NGSS) |
| **1.5** | Engage a range of students in school based decision making around positive school climate initiatives. | Students, families, and educators are active and involved partners in support of a respectful school climate |
| **1.6** | Expand Pre-K to full day, full week programs at each elementary school. | The Plainville Community Preschool is a high quality program that ensures all students are prepared academically and socially for Kindergarten. |
| **1.7** | Develop a stronger partnership with the Plainville Chamber of Commerce through collaborative opportunities and experiences to support curricular initiatives (i.e. job shadows, Career Day, Capstone Experience) | Plainville Community Schools maintain and broaden mutually beneficial relationships with residents, nonprofits and other organizations to expand opportunities for the district, schools and students. |
| **1.8** | Identify and create successful strategies for increasing parent/family engagement across all levels | School-family connections and partnerships are making a positive impact across the district |

**Goal 2: Teaching:** Provide teachers with regular collaboration time, relevant professional development, and meaningful feedback to promote innovative teaching practices.

## Actions and Outcomes:

| Step | Action | Outcome |
|---|---|---|
| **2.1** | Continue ongoing support of the PLC process through appropriate scheduling and early release days | Building schedule allows for weekly and monthly collaboration among grade levels and departments |
| **2.2** | Revise our state approved Plainville Teacher Evaluation Plan(PTED) to align with updated Strategic Plan | Teacher evaluation plan provides more flexibility as allowed by state guidelines. |
| **2.3** | Expand recognition and celebrations of innovative teacher practices | Teachers have additional opportunities for feedback and peer observation to support their continuous improvement |
| **2.4** | Identify district needs around culturally responsive teaching practices and implement targeted strategies to address student needs. | Professional development aligned to the district vision and goals is provided to teachers |
| **2.5** | Increase capacity of teachers to use technology as a tool for learning, increase engagement of students, and strengthen global competencies | Provide teachers with access and training that promotes meaningful integration of technology into instructional practices |

**Goal 3: Learning:** Ensure that systems for assessing and measuring learning targets provide data to improve teaching practices and student learning.

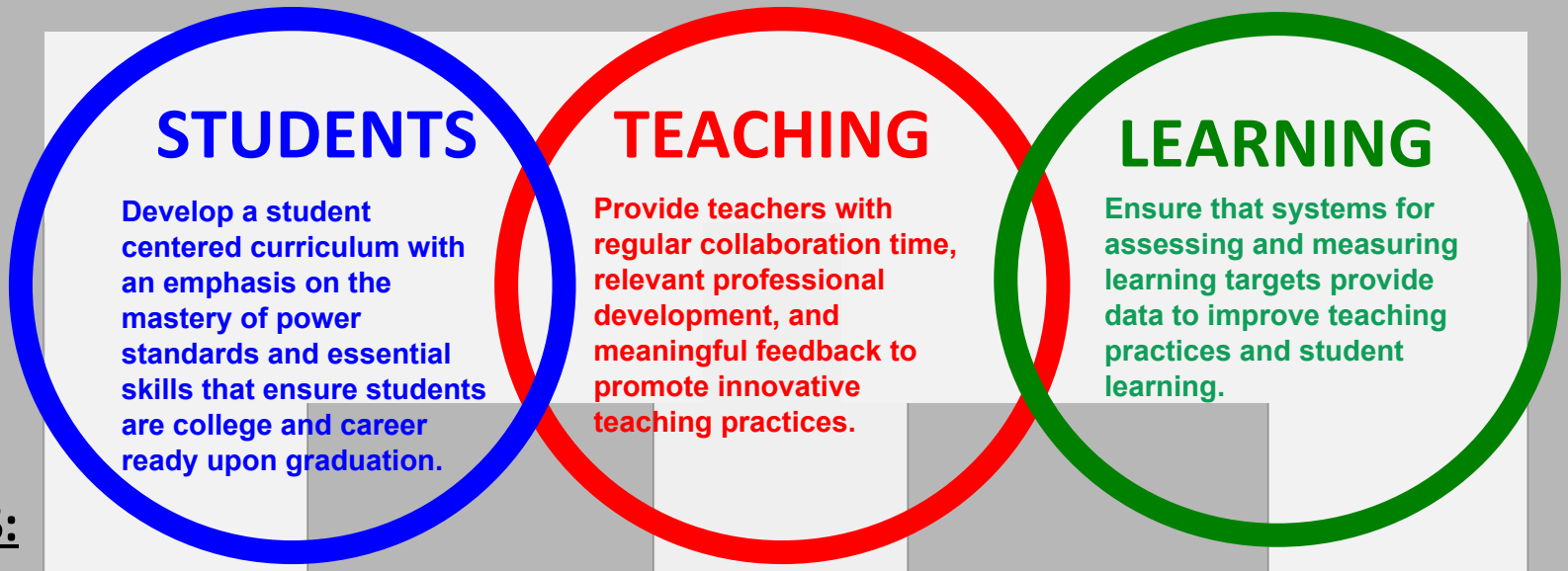
## Actions and Outcomes:

| Step | Action | Outcome |
|---|---|---|
| **3.1** | Embed Global Competencies across all grade levels | Curriculum-writing, revision, and assessment developed by teachers aligns learning targets with college and/or career standards and Global Competencies |
| **3.2** | Utilize PLC time to review and revise assessments to align to power standards and related learning targets | Maintain a district assessment plan for grades PreK-12 in all curricular areas |
| **3.3** | Teachers and administrators will continue to use data to Inform student learning objectives (SLO's), School Learning Plans, and the work of Professional Learning Communities | Teachers utilize local and state assessment data and reports to determine student learning needs, inform instruction, and provide curricular modifications |
| **3.4** | All classrooms PreK-12 will have the technology, training, and equipment needed for effective and engaging instruction | The District Technology Replacement Plan is appropriately funded and ensures that all students have access to state-of-the-art instructional technology |
| **3.5** | Establish multiple pathways for students to access the curriculum | Establish alternative programs for students who need a more personalized approach |

# VISION

***To inspire and prepare lifelong learners to follow their passion, engage in their communities,and positively impact our global society***

## GOALS:




## ACTIONS:

**-Embed global competencies**
**-Support positive school climate/PBIS**
**-Implement Capstone experience**
**-Enrich STEAM / Makerspace opportunities**

**-Maximize technology resources and supports**
**-Continue Instructional Rounds**
**-Expand student access to curriculum through multiple pathways**
**-Support the continuous improvement of Professional Learning Communities**

**-Develop alternative programs**
**-Provide engaging digital resources for learning**
**-Align curriculum to CT Core and Next Gen. Science Standards**
**-Audit assessments to ensure they inform instructional practices**

## OUTCOMES:

- **Expanded high quality preschool**
- **Increased parent/family engagement**
- **Enhanced community collaboration**
- **Authentic, innovative, and creative curricular experiences**
- **College and career proficiency**

- **Flexible teacher evaluation plan**
- **Professional development aligned to district vision and goals**
- **Meaningful technology integration**
- **Increased teacher collaboration time**
- **Culturally responsive teaching practices**
- **Teacher recognition for innovative practices**

- **Learning targets aligned with college/career standards and global competencies**
- **Teachers utilize assessment data to determine student learning needs in all curricular areas**
- **Standards based grading practices**
- **District wide curriculum writing academy is established**

**2017-2018**

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

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

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# Table of Contents


***CCT Rubric for Effective Teaching 2014* Development Committee** ..... 1

**Introduction** *(CCT Rubric for Effective Teaching 2014, Training and Proficiency, Calibration, Observation Process)* ..... 2, 3

**Key Instructional Competencies and Organization of the Rubric** ..... 4

***CCT Rubric for Effective Teaching 2014* – AT A GLANCE** ..... 5

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

**1a.** *Creating a positive learning environment* ..... 6

**1b.** *Promoting developmentally appropriate standards of behavior* ..... 7

**1c.** *Maximizing instructional time* ..... 8

**2: Planning for Active Learning**

**2a.** *Planning of instructional content* ..... 9

**2b.** *Planning instruction to cognitively engage students* ..... 10

**2c.** *Selecting appropriate assessment strategies* ..... 11

**3: Instruction for Active Learning**

**3a.** *Implementing instructional content* ..... 12

**3b.** *Leading students to construct meaning and apply new learning* ..... 13

**3c.** *Assessing student learning, providing feedback to students and adjustments to instruction* ..... 14

**4: Professional Responsibilities and Teacher Leadership**

**4a.** *Engaging in continuous professional learning* ..... 15

**4b.** *Collaborating to develop and sustain a professional learning environment* ..... 16

**4c.** *Working with colleagues, students and families to develop and sustain a positive school climate* ..... 17

**Equal Opportunity/Affirmative Action Policy** ..... 18




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# Introduction

## Introduction to The CCT Rubric for Effective Teaching 2014

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

## Training and Proficiency

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

## Calibration

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


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## Observation Process

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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



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# CCT Rubric for Effective Teaching 2014 – AT A GLANCE

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

### Domain 1 — Classroom Environment, Student Engagement and Commitment to Learning[2]

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

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

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

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

### Domain 3 — Instruction for Active Learning

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

**3a.** Implementing instructional content for learning.

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

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

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

### Domain 2 — Planning for Active Learning

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

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

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

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

### Domain 4 — Professional Responsibilities and Teacher Leadership

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

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

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

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



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

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

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

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

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

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



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

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

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

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

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

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



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

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

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

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

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



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# 2: Planning for Active Learning

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

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

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

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

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

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

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

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



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# 2: Planning for Active Learning

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

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

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

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

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

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

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

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



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# 2: Planning for Active Learning

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

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

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

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

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


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# 3: Instruction for Active Learning

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

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

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

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

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

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



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# 3: Instruction for Active Learning

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

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

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

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

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



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# 3: Instruction for Active Learning

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

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

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

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

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



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# 4: Professional Responsibilities and Teacher Leadership

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

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

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


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# 4: Professional Responsibilities and Teacher Leadership

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

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

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


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# 4: Professional Responsibilities and Teacher Leadership

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

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

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

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



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# The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015

## Adapted for Student and Educator Support Specialists

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

CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Connecticut State Department of Education**

# Contents

Contributors ..... 1

Introduction (*CCT Rubric for Effective Service Delivery 2015*, Training and Proficiency, Calibration, Observation Process) ..... 2

Comparison of the CT Common Core of Teaching and the *CCT Rubric for Effective Service Delivery 2015* ..... 4

*CCT Rubric for Effective Service Delivery 2015* — At a Glance ..... 5

**Domain 1: Learning Environment, Engagement and Commitment to Learning**

1a. Promoting a positive learning environment that is respectable and equitable ..... 6

1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment ..... 7

1c. Maximizing service delivery by effectively managing routines and transition ..... 8

**Domain 2: Planning for Active Learning**

2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge ..... 9

2b. Developing plans to actively engage learners in service delivery ..... 10

2c. Selecting appropriate assessment strategies to identify and plan learning targets ..... 11

**Domain 3: Service Delivery**

3a. Implementing service delivery for learning ..... 12

3b. Leading students/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies ..... 13

3c. Assessing learning, providing feedback and adjusting service delivery ..... 14

**Domain 4: Professional Responsibilities and Leadership**

4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning ..... 15

4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning ..... 16

4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning ..... 17

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# Introduction

**The Connecticut State Department of Education (CSDE)** recognizes the challenges faced by districts in the evaluation of educators who teach in non-tested grades and subjects. A group of these individuals is referred to as student and educator support specialists (SESS). Support specialists or service providers are those individuals who, by the nature of their job description, do not have traditional classroom assignments but serve a "caseload" of students, staff or families. In addition, they often are not directly responsible for content instruction nor do state standardized assessments directly measure their impact on students.

The CSDE, in partnership with SESS representatives from around the state, developed the *CCT Rubric for Effective Service Delivery 2014* for use with support specialists. This rubric was purposefully developed as a companion to the *CCT Rubric for Effective Teaching 2014* and parallels its structure and format to illustrate the common characteristics of effective practice across a variety of educators in the service of learners.

In spring 2015, phase 1 of a validation study of the *CCT Rubric for Effective Service Delivery* began with an extended group of field practitioners. This work resulted in an improved version of the rubric to embrace a wider range of service provider roles and responsibilities with greater attention to both student and adult learners. As with any tool for the observation of educator performance and practice, the *CCT Rubric for Effective Service Delivery 2015* is offered as an option for use as part of a district's evaluation and support plan and can be considered by the established district Professional Development and Evaluation Committee (PDEC). Specifically, school psychologists, speech and language pathologists, school social workers and school counselors may find this adapted rubric to most closely represent a progression of their practice; however, this most recent version has considered other educators in a school that may have unique assignments and responsibilities (e.g., board-certified behavior analyst (BCBA), home school family liaison, instructional coach, transition coordinator, etc.).

## Training and Proficiency

The *CCT Rubric for Effective Service Delivery 2015* may be used by trained and proficient evaluators to observe a support specialist. Accurate and reliable evaluation of the domains, indicators and attributes can only be achieved through careful, rigorous training and demonstrated proficiency that build on the experience base and professional judgment of the educators who use this instrument. As part of the CSDE-sponsored training, evaluators will be provided sample performances and artifacts as well as a supplemental handbook to guide their ratings.

***IMPORTANT! The CCT Rubric for Effective Service Delivery 2015 is not a checklist with predetermined points.*** Rather, it is a tool that, when combined with training to ensure consistency and reliability of the collection of evidence, can lead to high quality feedback and inform professional learning opportunities to advance professional practice.

## Calibration

To ensure consistent and fair evaluations across different observers, settings and educators, observers need to regularly calibrate their judgments against those of their colleagues. Engaging in ongoing calibration activities conducted around a common understanding of good teaching or service delivery will help to establish inter-rater reliability and ensure fair and consistent evaluations. Calibration activities offer the opportunity to participate in rich discussion and reflection through which to deepen understanding of the *CCT Rubric for Effective Service Delivery 2015* and ensure that observers can accurately measure educator practice against the indicators within the observation tool.

# Introduction

## Observation Process

The ***CCT Rubric for Effective Service Delivery 2015*** can be used by trained and proficient evaluators to observe SESS practices. Each educator shall be observed, at a minimum, as stated in the Connecticut Guidelines for Educator Evaluation. In order to promote an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations. All observations should be followed by feedback, either verbal (e.g., a post-conference, comments about professional meetings/presentations, etc.) or written (e.g., via e-mail, comprehensive write-up or both), within days of an observation. Specific, actionable feedback is also used to identify professional learning needs and tailor support to address those needs.

Evidence can be gathered from formal observations, informal observations and non-classroom observations/reviews of practice. As part of the initial goal-setting conference for SESS providers, it will be important to discuss with an evaluator the various learning environments where opportunities for observation can occur. Although the Connecticut Guidelines for Educator Evaluation do not specifically define these types of observations, the state model known as the System for Educator Evaluation and Development (SEED), provides the following definitions:

**Formal In-Class/Learning Environment Observations:** At least 30 minutes followed by a post-observation conference, which includes timely written and verbal feedback.

**Informal In-class/Learning Environment Observations:** At least 10 minutes followed by written or verbal feedback.

**Non-classroom Observations/Reviews of Practice:** Include, but are not limited to, observation of data team meetings or team meetings focused on individual students or groups of students, observations of early intervention team meetings, observations of individual or small group instruction with a student outside the classroom, collaborative work with staff in and out of the classroom, provision of training and technical assistance with staff or families, and leading schoolwide initiatives directly related to the support specialist's area of expertise.

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

**A. Pre-Conference:** Before the observation, the evaluator will review planning documentation and other relevant artifacts provided by the service provider in order to understand the context for the work to be observed, including the objectives for the activity; the service to be delivered; how effectiveness of the activity will be assessed before, during and after; what materials and resources will be used.

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

**C. Post-Conference:** The post-observation conference gives the service provider the opportunity to reflect on and discuss the practice observed, progress of the recipients of the service, adjustments made during service delivery, further supporting artifacts as well as describe the impact on future services and supports.

**D. Analysis:** The evaluator analyzes the evidence gathered during the observation and the pre- and post-conferences and identifies the applicable performance descriptors contained in the *CCT Rubric for Effective Service Delivery 2015.*

**E. Ratings/Feedback:** Based on the training guidelines for the *CCT Rubric for Effective Service Delivery 2015*, the evaluator will tag evidence to the appropriate indicator within the domains of the rubric and provide feedback to the service provider. Although each attribute within an indicator may not be applicable to the service provider's role or the specific learning environment where the observation is taking place, a trained evaluator should be able to collect evidence for most attributes within each indicator during an academic year.

# Comparison of the CT Common Core of Teaching and the CCT Rubric for Effective Service Delivery 2015

The ***Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2015*** is completely aligned with the CCT. The ***CCT Rubric for Effective Service Delivery 2015*** will be used to evaluate a service provider's performance and practice, which accounts for 40 percent of his or her annual summative rating, as required in the Connecticut Guidelines for Educator Evaluation and represented within the state model, the System for Educator Evaluation and Development (SEED).

Because service delivery is a complex, integrated activity, the domain indicators from the CCT Foundational Skills (2010) have been consolidated and reorganized in this rubric for the purpose of describing essential and critical aspects of practice. For the purpose of the rubric, the domains have also been renumbered. **The four domains and 12 indicators** (three per domain) identify the essential aspects of a service provider's performance and practice.

| CT Common Core of Teaching Standards | | *CCT Rubric for Effective Service Delivery 2015* | | Generally Observed |
|---|---|---|---|---|
| Domain 1 | Content and Essential Skills, which includes ***The CT Core Standards*** and other CT content standards | *Demonstrated at the pre-service level as a pre-requisite to certification and embedded within the rubric* | | |
| Domain 2 | Classroom Environment, Student Engagement and Commitment to Learning | Domain 1 | Learning Environment, Engagement and Commitment to Learning | In-class/Learning Environment Observations |
| Domain 3 | Planning for Active Learning | Domain 2 | Planning for Active Learning | Non-classroom Observations/ Reviews of Practice |
| Domain 4 | Instruction for Active Learning | Domain 3 | Service Delivery | In-class/Learning Environment Observations |
| Domain 5 | Assessment for Learning | *Now integrated throughout the other domains* | | |
| Domain 6 | Professional Responsibilities and Teacher Leadership | Domain 4 | Professional Responsibilities and Leadership | Non-classroom Observations/ Reviews of Practice |

# CCT Rubric for Effective Service Delivery 2015 — At a Glance

| Evidence Generally Collected Through **Observations** | Evidence Generally Collected Through **Non-classroom/Reviews of Practice** |
|---|---|
| ▶ Domain 1: Learning Environment, Engagement and Commitment to Learning | ▶ Domain 2: Planning for Active Learning |
| *Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:*<br>1a. Promoting a positive learning environment that is respectful and equitable.<br>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment.<br>1c. Maximizing service delivery by effectively managing routines and transition. | *Service providers design academic,social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*<br>2a. Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.<br>2b. Developing plans to actively engage learners in service delivery.<br>2c. Selecting appropriate assessment strategies to identify and plan learning targets. |
| ▶ Domain 3: Service Delivery | ▶ Domain 4: Professional Responsibilities and Leadership |
| *Service providers implement academic,social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*<br>3a. Implementing service delivery for learning.<br>3b. Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.<br>3c. Assessing learning, providing feedback and adjusting service delivery. | *Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:*<br>4a. Engaging in continuous professional learning to enhance service delivery and improve student/adult learning.<br>4b. Collaborating to develop and sustain a professional learning environment to support student/adult learning.<br>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student/adult learning. |

# Domain 1: Learning Environment, Engagement and Commitment to Learning

*Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:*

**INDICATOR 1a: Promoting a positive learning environment that is respectful and equitable.[1]**

| | | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY<br>*All characteristics of* **Proficient**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | **Rapport and positive social interactions** | Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners. | Interactions between service provider and learners are generally positive and respectful. The provider inconsistently attempts to promote positive social interactions among learners. | Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions among learners. | Fosters an environment where learners proactively demonstrate positive social interactions and conflict-resolution skills. |
| | **Respect for learner diversity[2]** | Establishes and maintains a learning environment that disregards learners' cultural, social or developmental differences. | Establishes and maintains a learning environment that is inconsistently respectful of learners' cultural, social or developmental differences. | Establishes and maintains a learning environment that is consistently respectful of learners' cultural, social or developmental differences. | Recognizes and incorporates learners' cultural, social and developmental diversity as an asset to enrich learning opportunities. |
| | **Environment supportive of intellectual risk-taking** | Creates or promotes a learning environment that discourages learners to take intellectual risks. | Creates or promotes a learning environment that encourages some but not all learners to take intellectual risks. | Consistently creates or promotes a learning environment that encourages learners to take intellectual risks. | Creates an environment where learners are encouraged to take risks by respectfully questioning or challenging ideas presented. |
| | **High expectations for learning** | Establishes and communicates few or unrealistic expectations for learners. | Establishes and communicates realistic expectations for some, but not all learners. | Establishes and communicates high but realistic expectations for all learners. | Creates opportunities for learners to set their own goals and take responsibility for their own growth and development. |

1. A respectful and equitable learning environment supports whole-child development and the understanding that educators must continuously work to ensure not only that educational learning environments are inclusive and respectful of all students but they also offer opportunities for equitable access, survivability, outputs and outcomes. Branson, C. & Gross, S. (Eds.). (2014). *Handbook of Ethical Educational Leadership.* New York: Routledge.
2. Respect for learner diversity means recognizing individual differences, including but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

# Domain 1: Learning Environment, Engagement and Commitment to Learning

*Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:*

**INDICATOR 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.**

| | | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY<br>*All characteristics of* **Proficient**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | **Communicating and reinforcing appropriate standards of behavior** | Minimally communicates and/ or reinforces appropriate standards of behavior resulting in interference with learning. | Inconsistently communicates or reinforces appropriate standards of behavior resulting in some interference with learning. | Communicates and reinforces appropriate standards of behavior that support a productive learning environment. | Creates opportunities for learners to take responsibility for their own behavior or seamlessly responds to misbehavior. |
| | **Promoting social and emotional competence[3]** | Minimally attentive to teaching, modeling or reinforcing social skills and provides little to no opportunity for learners to self-regulate and take responsibility for their actions. | Inconsistently teaches, models, or reinforces social skills and limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions. | Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions. | Encourages learners to independently apply proactive strategies[4] and take responsibility for their actions. |

3. Social competence is exhibiting self-awareness, self-management, social awareness and social skills at appropriate times and with sufficient frequency to be effective in the situation (Boyatzis, Goleman, and Rhee, 2000).

4. Proactive strategies include self-regulation strategies, problem-solving strategies, conflict resolution processes, interpersonal communication and responsible decision-making.

# Domain 1: Learning Environment, Engagement and Commitment to Learning

*Service providers promote student/adult learner engagement, independence and interdependence in learning and facilitate a positive learning community by:*

**INDICATOR 1c: Maximizing service delivery by effectively managing routines and transition.**[5]

| | | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY<br>*All characteristics of* **Proficient**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | **Routines and transitions appropriate to needs of learners** | Implements and manages routines and transitions resulting in significant loss of service delivery time. | Implements and manages routines and transitions resulting in some loss of service delivery time. | Implements and manages effective routines and transitions that maximize service delivery time. | Encourages or provides opportunities for learners to demonstrate or independently facilitate routines and transitions. |

5. Routines can be instructional or non-instructional organizational activities. Transitions are non-instructional activities such as moving from one grouping, task or context to another.

# Domain 2: Planning for Active Learning

*Service providers design[6] academic, social/behavioral, therapeutic, crisis or consultative plans[7] to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**INDICATOR 2a: Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.**

| | | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY<br>*All characteristics of* **Proficient**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | **Standards alignment** | Designs plans that are misaligned with relevant Connecticut content standards[8] or discipline-specific state and national guidelines. | Designs plans that partially align with relevant Connecticut content standards, or discipline-specific state and national guidelines. | Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines. | Designs plans that enable learners to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work. |
| | **Evidence-based practice** | Designs plans that are not evidence based. | Designs plans that are partially evidence based. | Designs plans using evidence-based practice. | Designs plans that challenge learners to apply learning to new situations. |
| | **Use of data to determine learner needs and level of challenge** | Designs plans without consideration of learner data. | Designs plans using limited sources of data to address learner needs and to support an appropriate level of challenge. | Designs targeted and purposeful plans using multiple sources of data[9] to address learner needs and support an appropriate level of challenge. | Proactive in obtaining, analyzing and using data to guide collaborative planning. |
| | **Targeted and specific objectives for learners** | Develops objectives that are not targeted or specific to the needs of learners. | Develops objectives that are targeted or specific to the needs of some, but not the majority of, learners. | Develops objectives that are targeted and specific to the needs of all learners. | Plans include opportunities for learners to develop their own objectives. |

*

6. Depending upon the role of the service provider, the action verb could be design, collaborate, inform or consult.
7. Academic, behavioral, therapeutic, crisis or consultative plans may be developed for and directed to whole group, small group and or individual learners.
8. Connecticut content standards are standards developed for all content areas including Common Core State Standards (CCSS) inclusive of College and Career Ready Anchor Standards and Early Learning and Development Standards (ELDS).
9. Multiple sources of data may include existing data or data to be collected (progress monitoring). Data may be formal (standardized tests) or informal (survey responses, interviews, anecdotal records, grades) and may be formative or summative.

# Domain 2: Planning for Active Learning

*Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**INDICATOR 2b: Developing plans to actively engage learners in service delivery.**

| ATTRIBUTES | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY<br>*All characteristics of* **Proficient**, *plus one or more of the following:* |
|---|---|---|---|---|
| **Strategies, tasks and questions** | Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement. | Selects or designs plans that are primarily service provider-directed and offer some opportunities for active learner engagement. | Selects or designs plans that include strategies, tasks and questions that promote opportunities for active learner engagement. | Selects or designs plans that allow learners to apply or extend learning to the school setting and larger world. |
| **Resources[10] and flexible groupings[11] and new learning** | Selects or designs resources or groupings that do not actively engage learners or support new learning. | Selects or designs resources and groupings that actively engage and support some, but not all, learners. | Selects or designs a variety of resources and flexible groupings that actively engage learners in demonstrating new learning in multiple ways. | Selects or designs opportunities for learners to make choices about resources and flexible groupings to support and extend new learning. |

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

11. Flexible groupings are groupings of learners that are changeable based on the purpose of the service delivery and on changes in the needs of individual learners over time.

# Domain 2: Planning for Active Learning

*Service providers design academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**INDICATOR 2c: Selecting appropriate assessment strategies[12] to identify and plan learning targets.**

| ATTRIBUTES | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY<br>*All characteristics of* **Proficient**, *plus one or more of the following:* |
|---|---|---|---|---|
| **Selection of assessments and interpretation of results** | Does not use knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information. | Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information. | Uses knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information. | Conducts information sessions with colleagues to enhance understanding of the assessment selection process, information obtained and development of learning plans. |
| **Criteria for learner success** | Does not identify appropriate criteria for assessing learner success. | Identifies general criteria for assessing learner success. | Identifies objective and measurable criteria for assessing learner success. | Integrates learner input into the plan for assessing learner success. |
| **Ongoing assessment of learning** | Does not plan for use of assessment strategies or methods to monitor or adjust service delivery. | Plans for use of assessment strategies or methods that provide limited opportunities to monitor or adjust service delivery. | Plans for use of assessment strategies or methods at critical points to effectively monitor or adjust service delivery. | Plans to engage learners in using assessment criteria to self-monitor and reflect on learning. |

12. Assessment strategies are used to evaluate learners before, during and after service delivery. Entry assessments are often diagnostic and used to determine eligibility for services. Formative assessment is part of the process used by service providers during service delivery, which provides feedback to monitor and adjust ongoing services. Summative assessments are used to evaluate learners at the end of a service delivery plan to determine learner success.

# Domain 3: Service Delivery

*Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**INDICATOR 3a: Implementing service delivery[13] for learning.**

| | | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY<br>*All characteristics of* **Proficient**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | **Purpose of service delivery** | Does not communicate academic or social/behavioral expectations for service delivery. | Communicates academic or social/behavioral expectations for service delivery in a way that results in the need for further clarification. | Clearly communicates academic or social/behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut content standards or discipline-specific state and national guidelines. | Provides opportunities for learners to communicate how academic or social/behavioral expectations can apply to other situations. |
| | **Precision of service delivery** | Delivery of services is inconsistent with planning. | Delivery of services is consistent with some but not all services as planned. | Delivery of services is consistent with planning and demonstrates flexibility and sensitivity for the majority of learners. | Delivery of services demonstrates flexibility and sensitivity for all learners. |
| | **Progression of service delivery** | Delivers services in an illogical progression. | Generally delivers services in a logical and purposeful progression. | Delivers services in a logical and purposeful progression. | Challenges all learners to take responsibility and extend their own learning. |
| | **Level of challenge** | Delivers services that are at an inappropriate level of challenge for learners. | Delivers services at an appropriate level of challenge for some, but not all, learners. | Delivers services at an appropriate level of challenge for the majority of learners. | Provides opportunities for all learners to extend learning beyond expectations, make cross-curricular connections or generalize behavior to multiple situations, as appropriate. |

13. Service delivery is derived from a framework of principles and best practices used to guide the design and implementation of service as described by state and national professional standards.

# Domain 3: Service Delivery

*Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**INDICATOR 3b: Leading student/adult learners to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.**

| | | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY<br>*All characteristics of* **Proficient**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | **Strategies, tasks and questions** | Uses tasks and questions that do not engage learners in purposeful learning. | Uses tasks or questions to actively engage some, but not all, learners in constructing new learning. | Uses differentiated strategies, tasks, and questions to actively engage the majority of learners in constructing new and meaningful learning through integrated discipline-specific tools that promote problem-solving, critical and creative thinking, purposeful discourse or inquiry. | Includes opportunities for all learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, synthesize and communicate information. |
| | **Resources and flexible groupings and new learning** | Uses available resources or groupings that do not actively engage learners and support new learning. | Uses available resources or groupings that actively engage some, but not all, learners and support some new learning. | Uses multiple resources or flexible groupings to actively engage the majority of learners in demonstrating new learning in a variety of ways. | Promotes learner ownership, self-direction, and choice of available resources or flexible groupings. |
| | **Learner responsibility and independence** | Implements service delivery that is primarily provider-directed, and provides little or no opportunities for learners to develop independence. | Implements service delivery that is mostly provider directed and provides some opportunities for learners to develop independence and share responsibility for the learning. | Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning. | Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals. |

# Domain 3: Service Delivery

*Service providers implement academic, social/behavioral, therapeutic, crisis or consultative plans to engage student/adult learners in rigorous and relevant learning and to promote their curiosity about the world at large by:*

**INDICATOR 3c: Assessing learning, providing feedback[14] and adjusting service delivery.**

| | | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY<br>*All characteristics of* **Proficient**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | **Criteria for learner success** | Does not communicate criteria for academic or social/behavioral success. | Communicates general criteria for academic or social/behavioral success. | Communicates or models specific criteria for academic or social/behavioral success. | Integrates learner input in identifying criteria for individualized academic or social/behavioral success. |
| | **Ongoing assessment of learning** | Uses assessment strategies or methods that are not relevant to academic or social/behavioral outcomes. | Uses assessment strategies or methods that are partially aligned to intended academic or social/behavioral outcomes. | Uses a variety of assessment strategies or methods that elicit specific evidence of intended academic or social/behavioral outcomes at critical points throughout service delivery. | Provides opportunities for learners to identify strengths, needs, and help themselves or their peers to improve learning. |
| | **Feedback to learner** | Provides no meaningful feedback or feedback is inaccurate and does not support improvement toward academic or social/behavioral outcomes. | Provides general feedback that partially supports improvement toward academic or social/behavioral outcomes. | Provides specific, timely, accurate and actionable feedback that supports the improvement and advancement of academic or social/behavioral outcomes. | Encourages self-reflection or peer feedback that is specific and focused on advancing learning. |
| | **Adjustments to service delivery[15]** | Adjustments to service delivery are not responsive to learner performance or engagement in tasks. | Adjustments to service delivery are responsive to some, but not all, learners' performance or engagement in tasks. | Adjustments to service delivery are responsive to learner performance or engagement in tasks. | Engages learners in identifying ways to adjust their academic or social/behavioral plan. |

14. Effective feedback is descriptive and immediate and helps learners to improve their performance by telling them what they are doing well while providing meaningful, appropriate and specific suggestions for improvement, as appropriate.

15. Adjustments to service delivery are based on information gained from progress monitoring. Service providers make purposeful decisions about changes necessary to help learners achieve service delivery outcomes.

# Domain 4: Professional Responsibilities and Leadership

*Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:*
**INDICATOR 4a: Engaging in continuous professional learning to enhance service delivery and improve student//adult learning.**

| | | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY<br>*All characteristics of* **Proficient**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | **Self-evaluation/ reflection** | Does not self-evaluate/reflect on how practice affects learning. | Self-evaluates/reflects on practice and impact on learning, but takes limited or ineffective action to improve individual practice. | Self-evaluates/reflects on individual practice and the impact on learning; identifies areas for improvement and takes effective action to improve professional practice. | Uses ongoing self-evaluation/ reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs. |
| | **Response to feedback** | Does not accept feedback and recommendations or make changes for improving practice. | Accepts feedback and recommendations but changes in practice are limited or ineffective. | Willingly accepts feedback and recommendations and makes effective changes in practice. | Proactively seeks feedback in order to improve in a range of professional practices. |
| | **Professional learning** | Does not actively participate in professional learning opportunities. | Participates in required professional learning opportunities but makes minimal contributions. | Participates actively in required professional learning and seeks opportunities within and beyond the school to strengthen skills and apply new learning to practice. | Takes a lead in or initiates opportunities for professional learning with colleagues, families or community. |

# Domain 4: Professional Responsibilities and Leadership

*Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:*
**INDICATOR 4b: Collaborating to develop and sustain a professional learning environment to support student/adult learning.**

| | | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY<br>*All characteristics of* **Proficient**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | **Collaboration with colleagues** | Attends required meetings but does not use outcomes of discussions to adjust service delivery. | Participates in required meetings and uses some outcomes of discussions to adjust service delivery. | Collaborates with colleagues regularly to synthesize and analyze data and adjust practice accordingly. | Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt practices to support professional growth and development. |
| | **Ethical conduct** | Does not act in accordance with ethical codes of conduct and professional standards. | Acts in accordance with ethical codes of conduct and professional standards. | Acts in accordance with and supports colleagues in adhering to ethical codes of conduct and professional standards. | Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice. |
| | **Maintenance of records** | Records are incomplete, or confidential information is stored in an unsecured location. | Records are complete but may contain some inaccuracies. Confidential information is stored in a secured location. | Records are complete, organized and accurate. Confidential information is stored in a secured location. | Supports and assists colleagues, in the larger school community, in maintaining accurate and secure records. |
| | **Ethical use of technology** | Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner. | Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner. | Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner, and takes steps to prevent the misuse of information and technology. | Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community. |

# Domain 4: Professional Responsibilities and Leadership

*Service providers maximize support for learning by developing and demonstrating professionalism, collaboration and leadership by:*

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

| | | BELOW STANDARD | DEVELOPING | PROFICIENT | EXEMPLARY<br>*All characteristics of* **Proficient**, *plus one or more of the following:* |
|---|---|---|---|---|---|
| ATTRIBUTES | **Positive school climate** | Does not contribute to developing and sustaining a positive school climate. | Takes a minimal role in engaging with colleagues, learners or families to develop and sustain a positive school climate. | Engages with colleagues, learners or families to develop and sustain a positive school climate. | Leads efforts within and outside the school to improve and strengthen the school climate. |
| | **Stakeholder[16] engagement** | Does not communicate with stakeholders about learner academic or behavioral performance outside required reports and conferences. | Communicates with stakeholders about learner academic or behavioral performance through required reports and conferences, and makes some attempts to build relationships with some, but not all, stakeholders. | Communicates frequently and proactively with stakeholders about learner academic or behavioral expectations and performance, and develops positive relationships with stakeholders to promote learner success. | Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders and communities to support learner growth and development. |
| | **Culturally responsive communications[17] with stakeholders** | Demonstrates a lack of awareness of cultural differences or inserts bias and negativity when communicating with stakeholders. | Demonstrates an awareness of some, but not all, cultural differences when communicating with stakeholders. | Demonstrates knowledge of cultural differences and communicates in a responsive manner with stakeholders and the community. | Leads efforts to enhance culturally responsive communications with stakeholders. |

16. Stakeholders can include student/adult learners, families, colleagues, community members etc. and are determined by the role and delineated responsibilities of the service provider.

17. Culturally responsive communications use the cultural knowledge, prior experiences and performance styles of diverse learners to make learning more appropriate and effective and support connectedness between home and school experiences.

## PLAINVILLE FRAMEWORK FOR TEACHER EVALUATION AND PROFESSIONAL GROWTH

**Directions: Rating decisions should be based on typical performance relative to each domain and attribute.**

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

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

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

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

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* |
|---|---|---|---|---|
| ***Communicating, reinforcing and maintaining appropriate*** | Demonstrates little or no evidence that standards of behavior have been established; and/or minimally | Establishes standards of behavior but inconsistently enforces expectations resulting | Establishes high standards of behavior, which are consistently reinforced resulting in | Student behavior is completely appropriate. OR Teacher seamlessly responds to |

| | | | | |
|---|---|---|---|---|
| ***standards of behavior*** | enforces expectations (e.g., rules and consequences) resulting in interference with student learning. | in some interference with student learning. | little or no interference with student learning. | misbehavior without any loss of instructional time. |
| ***Promoting social competence and responsible behavior*** | Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior. | Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions. | When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions. | Students take an active role in maintaining high standards of behaviors.<br>OR<br>Students are encouraged to independently use proactive strategies and social skills and take responsibility for their actions. |

***Indicator 1c - Maximizing instructional time by effectively managing routines and transitions***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* |
|---|---|---|---|---|
| ***Routines and transitions appropriate to needs of students*** | Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time. | Inconsistently establishes routines and transitions, resulting in some loss of instructional time. | Establishes routines and transitions resulting in maximized instructional time. | Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions. |

*Evidence Submitted by Teacher:*

## Domain 2: Planning for Active Learning

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

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* |
|---|---|---|---|---|
| ***Content of lesson plan is aligned with standards*** | Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards. | Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards. | Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards. | Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance. |
| ***Content of lesson appropriate to sequence of lessons and appropriate level of challenge*** | Does not appropriately sequence content of the lesson plan. | Partially aligns content of the lesson plan within the sequence of lessons; and inconsistently supports an appropriate level of challenge. | Aligns content of the lesson plan within the sequence of lessons; and supports an appropriate level of challenge. | Plans to challenges students to extend their learning to make interdisciplinary connections. |
| ***Use of data to determine students' prior knowledge and differentiation based*** | Uses general curriculum goals to plan common instruction and learning tasks without | Uses appropriate, whole class data to plan instruction with limited attention to prior | Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to | Plans for students to identify their own learning needs based on their own individual data. |

| | | | | |
|---|---|---|---|---|
| ***on students' learning needs*** | consideration of data, students' prior knowledge or different learning needs. | knowledge and/or skills of individual students. | plan targeted, purposeful instruction that advances the learning of students. | |
| ***Literacy strategies*** | Plans instruction that includes few opportunities for students to develop literacy skills or academic vocabulary. | Plans instruction that includes some opportunities for students to develop literacy skills or academic vocabulary in isolation. | Plans instruction that integrates literacy strategies and academic vocabulary. | Designs opportunities to allow students to independently select literacy strategies that support their learning for the task. |

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

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

***Indicator 2c - Selecting appropriate assessment strategies to monitor student progress.***

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

*Evidence submitted by teacher:*

## Domain 3: Instruction for Active Learning

***Indicator 3a - Implementing instructional content for learning***

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

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

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* |
|---|---|---|---|---|
| ***Strategies, tasks and questions*** | Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information. | Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities for problem-solving, critical thinking and/or purposeful discourse or inquiry. | Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problemsolving, critical and creative thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies. | Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information. |
| ***Instructional resources and flexible groupings*** | Uses resources and/or groupings that do not cognitively engage | Uses resources and/or groupings that minimally engage students cognitively | Uses resources and flexible groupings that cognitively engage students in | Promotes student ownership, self-direction and choice of resources and/or |

| | | | | |
|---|---|---|---|---|
| | students or support new learning. | and support new learning. | demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections. | flexible groupings to develop their learning. |
| ***Student responsibility and independence*** | Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners. | Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process. | Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process. | Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work. |

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

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

*Evidence submitted by teacher:*

## Domain 4: Professional Responsibilities and Teacher Leadership

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

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

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

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

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

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

*Evidence submitted by teacher:*

## EDUCATOR GOAL-SETTING: STUDENT LEARNING OBJECTIVE (SLO)

Educators are asked to develop at least one Student Learning Objective. This form should be completed for each SLO.

A **Student Learning Objective (SLO)** should be a broad goal for student learning. It should reflect high expectations for student learning and should be aligned to relevant Common Core State Standards and/or district standards.

An **Indicator of Academic Growth and Development (IAGD)** is a measure you use to determine success in achieving the SLO. Each SLO must provide two IAGDs to provide evidence of SLO success.

*Educator's Name:*

*Date:*

*Number of students you are teaching:*

*Number of students covered by this SLO:*

*Percentage of students covered by this SLO:*

(Students Covered / Total Students)*100

*SLO #1 (45% if one SLO, 22.5% if two SLOs):*

*Standardize if applicable*

**Rationale for Objective:**

*1. Why was this SLO Chosen?*

*2. What specific Common Core State Standard does it address?*

**Indicator(s) of Academic Growth and Development (IAGD)**

Please clearly indicate the targeted performance expectation for the selected students. An IAGD should represent at least one year's growth and/or mastery of grade-level content standards.

*IAGD – Indicator #1:*

*Indicator 1 targeted performance expectation:*

*IAGD – Indicator #2:*

*Indicator 2 targeted performance expectation:*

**Baseline Data/Background Information**

Include what you know about the targeted students' performance skills and achievement levels at the beginning of the year (relevant to the SLO) as well as any additional student data or background information that you used in setting your objective. Provide this information for each indicator, if specific pre-test or baseline data are available.

*Baseline Data/Background Information:*

**Strategies/Actions to Achieve the SLO**

Outline the steps and approach you plan to take in order to make progress towards, and ultimately achieve, your SLO.

*Strategies:*

Include additional strategies as needed

**Data Collection/Assessment of Progress Toward Achieving the SLO**

Describe what data you will collect to assess progress toward achieving the SLO.

*Data Collection/Assessment of Progress Toward Achieving the SLO*

**Professional Learning/Support**

Identify the professional learning and/or other type(s) of support that would help you to achieve this SLO.

*Professional Learning/Support:*

**Instructions for Evaluator:** The evaluator should review the SLO and IAGDs proposed by the educator and evaluate and comment based on the following criteria:

**1. Priority of Content** – Objective/Indicators are deeply relevant to the educator's assignment and address a large proportion of his/her students.

**2. Rigor of Objective/Indicator** – Objective/Indicator is obtainable, but ambitious, and represents at least one year's student growth (or appropriate growth over a shorter period of instruction.

**3. Quality of Indicators** – Indicators provide specific, measurable evidence and allow judgment about students' progress over the school year or term.

## EDUCATOR GOAL-SETTING: PERFORMANCE AND PRACTICE GOALS (40%)

**Performance and Practice Goal (40%):**

- Educators develop one to three performance and practice goals (PPG) that are aligned to the Plainville Framework for Educator Evaluation and Support. These goals provide a focus for the observations and feedback conversations. They should be based on relevant student learning data, a self-assessment of performance and practice relative to the Plainville Framework for Educator Evaluation and Support, feedback from your principal, and previous professional development and survey data. Goals should have a clear link to improving student achievement and/or building school community and culture. They should also move teachers toward Proficient or Exemplary on the Plainville Framework for Educator Evaluation and Support. This plan should anchor and be responsive to professional growth conversations throughout the year.
- Goals should be SMART Goals: Specific and Strategic, Measurable, Aligned and Attainable, Results-Oriented and Time-Bound.

*Approved Action Research Plans may be utilized to fulfill Performance and Practice Goals. If such a plan will be used, check the box.*

☐ Action Research Plan

*Educator Name:*

*Date:*

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**Instructions:** Complete this section for your **first** goal. At least one goal is **required**, and should be based on a review and self-assessment from the Plainville Framework for Educator Evaluation and Support. (see Plainville PEDSEP Handbook)

*PPG #1 (required):*

*Rationale for PPG #1 (required):*

*Action Steps for PPG #1 (required):*

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**Instructions**: Complete this section for your second PPG (optional)

*PPG #2:*

*Rationale for PPG #2:*

*Action Steps for PPG #2:*

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**Instructions**: Complete this section for your third PPG (optional)

*PPG #3:*

*Rationale for PPG #3:*

*Action Steps for PPG #3:*

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**Instructions for Evaluator**: Once the educator completes their edits and returns the form to the evaluator, the evaluator should review the Performance and Practice goal(s) (PPG) proposed by the educator and evaluate and comment in the space below. If the goals need more detail or edits, choose the option "Needs Revision" to send the goals back to the teacher. Otherwise, click the "Approve" button to complete this step of the process.

## EDUCATOR GOAL-SETTING: WHOLE-SCHOOL STUDENT LEARNING INDICATOR

**Whole-School Student Learning Indicator Goal(5%):**

*Educator Name*

*Date:*

***Insert your administrator's whole-school student learning goals***

***Identify at least one strategy that addresses how you will contribute to the whole-school student learning goals as established by your school administrator.***

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**Instructions for Evaluator:** The evaluator should review the Whole School Student Learning Indicator Goal(s) proposed by the teacher and evaluate and comment in the space below.

If any benchmark data is available for discussion during the Goal-Setting Conference, the evaluator can include it here. If appropriate, the educator can adjust his/her goal based on the available data and in discussion with his/her evaluator - the evaluator can click the "Needs Revision" button below to return the form to the teacher as necessary.

Click the "Approve" button below to complete this step of the process.

## EDUCATOR GOAL-SETTING: PARENT FEEDBACK

**Parent Feedback Goal (10%):**

Principals and educators should review parent survey results at the beginning of the school year to identify areas for improvement and set general parent engagement goals based on the survey results. After school-level goals have been set, you and your evaluator will collaborate to determine one parent-related goal to pursue.

*Possible goals include: improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.*

*Educator Name*

*Date:*

***Parent Feedback Goal:***

***Rationale for Parent Feedback Goal:***

***Measuring Growth/Improvement Related to Goal:***

*1. Determine how you will measure growth/improvement towards your goal. There are two ways you can measure and demonstrate progress on your growth targets:*
*• You can choose to measure how successfully you implement a strategy to address an area of need*
*• You can collect evidence directly from parents to measure parent-level indicators you generate. For example, you might conduct interviews with parents or a brief parent survey to see how well you have met your target goal. (District parent survey results relative to your school may also be used as evidence of goal attainment)*

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**Instructions for Evaluator:** The evaluator should review the Parent Feedback Goal(s) proposed by the educator and evaluate and comment in the space below.

If any benchmark data is available for discussion during the Goal-Setting Conference, the evaluator can include it here. If appropriate, the teacher can adjust his/her goal based on the available data and in discussion with his/her evaluator by the evaluator choosing the "Needs Revision" button below to return the form to the teacher. Click "Approve" when all data is complete to finish this step of the process.

**Building:** **Responsible:**

## MID-YEAR CHECK-IN: EDUCATOR SELF-ASSESSMENT

*Educator Name*

*Date:*

### Educator Self-Assessment/Reflection

*Describe your progress to date for each goal/SLO*

*Describe the professional learning and/or strategies that have contributed to your progress.*

*Describe any challenges or barriers to achieving your goals/SLO(s).*

*What modified action steps and/or adjustments will you implement to address challenges or continue to make progress towards your goals/SLOs(s)?*

*Other Comments*

*Instructions for Evaluator:*

After reviewing the Mid-Year Check-in: Teacher Self-Assessment, provide any comments/response that may be appropriate to capture prior to holding the Mid-Year Conference

*Beginning of the year Performance and Practice Goal*

## END-OF-YEAR SUMMATIVE REVIEW: EDUCATOR SELF-ASSESSMENT

To be completed by the educator prior to the End of Year Conference with the evaluator.

*Educator Name:*

*Date:*

**Teacher Self-Assessment/Reflection**

*1. Provide your overall assessment of progress toward your goals/SLOs.*

*2. Describe what you have done that produced these results.*

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

*4. List the professional learning activities you participated in throughout the year.*

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

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

**Student Growth Indicators**

*Student Growth and Development – SLO #1 (45% for one SLO, 22.5% for two SLOs):*

| | *Did Not Meet* | *Partially Met* | *Met* | *Exceeded* |
|---|---|---|---|---|
| *Attainment of Objective:* | | | | |

*Student Growth and Development – SLO #2 (22.5%):*

| | *Did Not Meet* | *Partially Met* | *Met* | *Exceeded* |
|---|---|---|---|---|
| *Attainment of Objective:* | | | | |

*Notes:*

*Whole-School Student Learning Indicators and Student Feedback (5%):*

| | *Did Not Meet* | *Partially Met* | *Met* | *Exceeded* |
|---|---|---|---|---|
| *Attainment of Objective:* | | | | |

*Notes:*

**Educator Practice Indicators**

*Educator Practice and Performance (40%):*

| | *Did Not Meet* | *Partially Met* | *Met* | *Exceeded* |
|---|---|---|---|---|
| *Attainment of Objective:* | | | | |

*Notes:*

*Parent Feedback (10%):*

| | *Did Not Meet* | *Partially Met* | *Met* | *Exceeded* |
|---|---|---|---|---|
| *Attainment of Objective:* | | | | |

*Notes:*

# PLAINVILLE COMMUNITY SCHOOLS EDUCATOR OBSERVATION FORM

*Description:*

*Date:*

*Start Time:*

*End Time:*

*Educator:*

*Evaluator:*

## Domain 1 - Classroom Environment, Student Engagement and Commitment to Learning

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

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

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| | but not all students; OR is inconsistent in communicating high expectations for student learning. | expectations for learning for all students. | high goals and take responsibility for their own learning. | |

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

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

***Indicator 1c - Maximizing instructional time by effectively managing routines and transitions***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Routines and transitions appropriate to needs of students*** | Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time. | Inconsistently establishes routines and transitions, resulting in some loss of instructional time. | Establishes routines and transitions resulting in maximized instructional time. | Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions. | |

*Comments:*

## Domain 3 - Instructions for Active Learning

***Indicator 3a - Implementing instructional content for learning***

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

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

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Strategies, tasks and questions*** | Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information. | Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities | Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problemsolving, critical and creative | Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information. | |

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| | | for problem-solving, critical thinking and/or purposeful discourse or inquiry. | thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies. | | |
| ***Instructional resources and flexible groupings*** | Uses resources and/or groupings that do not cognitively engage students or support new learning. | Uses resources and/or groupings that minimally engage students cognitively and support new learning. | Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections. | Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning. | |
| ***Student responsibility and independence*** | Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners. | Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process. | Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process. | Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work. | |

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

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Criteria for student success*** | Does not communicate criteria for success and/or opportunities for students to self-assess are rare. | Communicates general criteria for success and provides limited opportunities for students to self-assess. | Communicates specific criteria for success and provides multiple opportunities for students to self-assess. | Integrates student input in generating specific criteria for assignments. | |
| ***Ongoing assessment of student learning*** | Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/ objective. | Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes. | Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward | Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning. | |

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| | | | achievement of the intended instructional outcomes. | |
| ***Feedback to students*** | Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate. | Provides feedback that partially guides students toward the intended instructional outcomes. | Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning. | Encourages peer feedback that is specific and focuses on advancing student learning. |
| ***Instructional Adjustments*** | Makes no attempts to adjust instruction. | Makes some attempts to adjust instruction that is primarily in response to whole-group performance. | Adjusts instruction as necessary in response to individual and group performance. | Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work. |

*Comments:*

*Overall Comments/Post Conference Comments:*

*Pre-Conference Date*

if required

*Post-Conference Date*

if required

## PLAINVILLE COMMUNITY SCHOOLS PEER OBSERVATION FORM

*Description:*

*Date:*

*Start Time:*

*End Time:*

*Educator:*

*Evaluator:*

## Domain 1 - Classroom Environment, Student Engagement and Commitment to Learning

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

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

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|---|---|---|---|---|
| | but not all students; OR is inconsistent in communicating high expectations for student learning. | expectations for learning for all students. | high goals and take responsibility for their own learning. | |

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

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Communicating, reinforcing and maintaining appropriate standards of behavior*** | Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning. | Establishes standards of behavior but inconsistently enforces expectations resulting in some interference with student learning. | Establishes high standards of behavior, which are consistently reinforced resulting in little or no interference with student learning. | Student behavior is completely appropriate.<br>OR<br>Teacher seamlessly responds to misbehavior without any loss of instructional time. | |
| ***Promoting social competence and responsible behavior*** | Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior. | Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions. | When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions. | Students take an active role in maintaining high standards of behaviors.<br>OR<br>Students are encouraged to independently use proactive strategies5 and social skills and take responsibility for their actions. | |

***Indicator 1c - Maximizing instructional time by effectively managing routines and transitions***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Routines and transitions appropriate to needs of students*** | Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time. | Inconsistently establishes routines and transitions, resulting in some loss of instructional time. | Establishes routines and transitions resulting in maximized instructional time. | Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions. | |

*Comments:*

## Domain 3 - Instructions for Active Learning

***Indicator 3a - Implementing instructional content for learning***

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

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

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Strategies, tasks and questions*** | Includes tasks that do not lead students to construct new and meaningful learning and that focus primarily on low cognitive demand or recall of information. | Includes a combination of tasks and questions in an attempt to lead students to construct new learning, but are of low cognitive demand and/or recall of information with some opportunities | Employs differentiated strategies, tasks and questions that cognitively engage students in constructing new and meaningful learning through appropriately integrated recall, problemsolving, critical and creative | Includes opportunities for students to work collaboratively to generate their own questions and problem-solving strategies, synthesize and communicate information. | |

| | | | | | |
|---|---|---|---|---|---|
| | | for problem-solving, critical thinking and/or purposeful discourse or inquiry. | thinking, purposeful discourse and/or inquiry. At times, students take the lead and develop their own questions and problem-solving strategies. | | |
| ***Instructional resources and flexible groupings*** | Uses resources and/or groupings that do not cognitively engage students or support new learning. | Uses resources and/or groupings that minimally engage students cognitively and support new learning. | Uses resources and flexible groupings that cognitively engage students in demonstrating new learning in multiple ways, including application of new learning to make interdisciplinary, real world, career or global connections. | Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop their learning. | |
| ***Student responsibility and independence*** | Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners. | Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process. | Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process. | Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work. | |

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

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Criteria for student success*** | Does not communicate criteria for success and/or opportunities for students to self-assess are rare. | Communicates general criteria for success and provides limited opportunities for students to self-assess. | Communicates specific criteria for success and provides multiple opportunities for students to self-assess. | Integrates student input in generating specific criteria for assignments. | |
| ***Ongoing assessment of student learning*** | Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of lesson purpose/ objective. | Assesses student learning with focus on whole-class progress toward achievement of the intended instructional outcomes. | Assesses student learning with focus on eliciting evidence of learning at critical points in the lesson in order to monitor individual and group progress toward | Promotes students' independent monitoring and self-assess, helping themselves or their peers to improve their learning. | |

| | | | | |
|---|---|---|---|---|
| | | | achievement of the intended instructional outcomes. | |
| ***Feedback to students*** | Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate. | Provides feedback that partially guides students toward the intended instructional outcomes. | Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning. | Encourages peer feedback that is specific and focuses on advancing student learning. |
| ***Instructional Adjustments*** | Makes no attempts to adjust instruction. | Makes some attempts to adjust instruction that is primarily in response to whole-group performance. | Adjusts instruction as necessary in response to individual and group performance. | Students identify ways to adjust instruction that will be effective for them as individuals and results in quality work. |

*Comments:*

*Overall Comments/Post Conference Comments:*

*Pre-Conference Date*

if required

*Post-Conference Date*

if required

***NOTE:** If the observed educator does not wish to use this observation as one of their *Professional Reviews*, press "Save Progress". This form will only be viewable by the primary evaluator if "Save and Submit" is selected.

*Use towards evaluation* ☐ Yes

# PLAINVILLE COMMUNITY SCHOOLS REVIEW OF PRACTICE FORM - TEACHER

*Description:*

*Date:*

*Start Time:*

*End Time:*

*Educator:*

*Evaluator:*

## Domain 2 - Planning for Active Learning

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

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Strategies, tasks and questions cognitively engage students*** | Plans instructional tasks directed instructional that limit opportunities for strategies, tasks and students' cognitive questions that provide some engagement. | Plans primarily teacher- directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement. | Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based learning and / or application to other situations. | Plans to release responsibility to the students to apply and/ or extend learning beyond the learning expectation. | |
| ***Instructional resources and flexible groupings support cognitive engagement and new learning*** | Selects or designs resources and/or groupings that do not cognitively engage students or support new learning. | Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning. | Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning. | Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning. | |

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

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Strategies, tasks and questions cognitively engage students*** | Plans instructional tasks directed instructional that limit opportunities for strategies, tasks and students' cognitive questions that provide some engagement. | Plans primarily teacher- directed instructional strategies, tasks and questions that provide some opportunities for students' cognitive engagement. | Plans instructional strategies, tasks and questions that promote student cognitive engagement through problem-solving, critical or creative thinking, discourse or inquiry-based | Plans to release responsibility to the students to apply and/ or extend learning beyond the learning expectation. | |

| | | | | |
|---|---|---|---|---|
| | | | learning and / or application to other situations. | |
| ***Instructional resources and flexible groupings support cognitive engagement and new learning*** | Selects or designs resources and/or groupings that do not cognitively engage students or support new learning. | Selects or designs resources and/or groupings that minimally engage students cognitively and minimally support new learning. | Selects or designs resources and/or flexible groupings that cognitively engage students in real world, global and/or career connections that support new learning. | Selects or designs resources for interdisciplinary connections that cognitively engage students and extend new learning. |

***Indicator 2c - Selecting appropriate assessment strategies to monitor student progress.***

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

*Comments:*

## Domain 4 - Professional Responsibilities and Teacher Leadership

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

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Teacher self-evaluation/ reflection and impact on student learning*** | Insufficiently reflects on/ analyzes practice and impact on student learning. | Self-evaluates and reflects on practice and impact on student learning, but makes limited efforts to improve individual practice. | Self-evaluates and reflects on individual practice and impact on student learning, identifies areas for improvement, and takes action to improve professional practice. | Uses ongoing self-evaluation and reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs. | |
| ***Response to feedback*** | Unwillingly accepts feedback and recommendations | Reluctantly accepts feedback and recommendations | Willingly accepts feedback and makes changes in | Proactively seeks feedback in order to improve a range | |

| | | | | |
|---|---|---|---|---|
| | for improving practice. | for improving practice, but changes in practice are limited. | practice based on feedback. | of professional practices. |
| ***Professional learning*** | Attends required professional learning opportunities but resists participating. | Participates in professional learning when asked but makes minimal contributions. | Participates actively in required professional learning and seeks out opportunities within and beyond the school to strengthen skills and apply new learning to practice. | Takes a lead in and/or initiates opportunities for professional learning with colleagues. |

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

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

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

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|

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

*Comments:*

*Overall Comments/Post Conference Comments:*

*Pre-Conference Date*

if required

*Post-Conference Date*

if required

**Building:** **Responsible:**

## PLAINVILLE REVIEW OF PROFESSIONAL PRACTICE

Please complete the fields below and submit this form to your primary evaluator through the TalentEd program. This review of professional practice, if approved, will replace one of the informal observations required within the Plainville Educator Development, Support and Evaluation Plan (PEDSEP).

*What was/were the date(s) of your professional practice?*

*Describe the activities related to your professional practice.*

*Explain the value that your actions to your professional performance and growth.*

*Please share any information about anyone else who was impacted by your efforts.*

*Did your professional practice lead to the desired outcomes?*
*Please provide any supporting evidence or information.*

*If this professional practice was related to involvement with a peer as a Peer-Coach, please provide any further information to support the effectiveness of your actions on the educator you are supporting.*

Thank you for completing and submitting this document as a Review of Professional Practice. Your primary evaluator will review this document and sign-off on it (or possibly request more information). Your commitment to your profession and to continuous professional growth is very much appreciated.

## PLAINVILLE ACTION RESEARCH GOAL SETTING

Action research provides educators with an opportunity to set a goal centered around an identified student learning need. It is a vehicle for crafting a plan to identify the root concern, design a plan to address the concern, shift educator practices, monitor results and adjust the plan as needed to improve student outcomes.

Action research can be completed within one year or may be continued for up to 3-years because some shifts require more than a year to take root. Action research can be conducted independently or may be conducted with a collaborative team of colleagues. This may include a grade level team, a department or PLC group or other appropriate collaborative teams centered around a common student learning concern.

Action research applications should be completed and submitted to the primary evaluator during the goal-setting meeting. Action research should align with district goals identified in the district strategic plan and school goals from the school improvement plan.

Approved action research projects can be used in place of, or in combination with, select goals from the Educator Development, Support and Evaluation Plan goals. Details should be determined through a conversation and mutual agreement between the educator and the primary evaluator.

*Year of Action Plan*

*Teacher Name*

*School*

*Evaluator*

*Collaborative Team Member Names (If goal is to be implemented by a group)*

*Date*

*Plainville District Strategic Plan Goal(s), Objective(s) and Action Item(s) addressed by this action research proposal*

*School Improvement Plan goal(s) and/or PLC goal(s) this action research proposal addresses*

*Provide the student performance need(s) that your action research plan addresses*

*Provide the evidence that you/your team used to identify the student performance need.*

*Identify your steps/your team's collaborative methods used to better understand the student performance need(s)*

*Year 1*

| | *Action Steps* | *Instructional Implications/Inverventions* |
|---|---|---|
| *September* | | |
| *October* | | |
| *November* | | |
| *December* | | |
| *January* | | |
| *February* | | |
| *March* | | |
| *April* | | |
| *May* | | |
| *June* | | |
| *Year 2(as needed)* | | |
| *Year 3(as needed)* | | |

**Building:** **Responsible:**

## PLAINVILLE ACTION RESEARCH MID-YEAR REFLECTION

*Date*

*How did you/the team evaluate the effectiveness of the instructional interventions?*
*(Include any supporting data or artifact-based evidence)*

*Analyze the data:*

*What did you/your team learn by analyzing the supporting data or artifact-based evidence?*

*Overall conclusions based on data/evidence:*

*What questions does the data raise for you/your team's future focus?*

*Describe any adjustments you have made in your plan since it was originally developed.*

*Please explain any action plan adjustments you would like to make at this time.*

*Reflect on the effectiveness of your/your team's instructional interventions on the identified student performance needs, thus far.*

**Building:** **Responsible:**

## PLAINVILLE ACTION RESEARCH END-OF-YEAR REFLECTION

*Date*

*How did you (or your team) evaluate the effectiveness of the instructional interventions implemented?*

*Analyze the data/evidence of learning and growth:*

*What did you/your team learn by analyzing the data/evidence? (Overall Conclusions)*

*Reflect on the effectiveness of your/your team's instructional interventions on the student performance needs.*

*How have you/ has your team grown as a result of this Action Research project?*

*How has your teaching changed as a result of this action research?*

*If your plan will continue for another year, what adjustments will be made as a result of your experiential learning?*

# PLAINVILLE COMMUNITY SCHOOLS SPECIALIST OBSERVATION FORM

*Description:*

*Date:*

*Start Time:*

*End Time:*

*Educator:*

*Evaluator:*

## Domain 1 - Classroom Environment, Student Engagement and Commitment to Learning

***Indicator 1a - Promoting a positive learning environment that is respectful and equitable***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Rapport and positive social interactions*** | Limited evidence of rapport with student(s), staff and families Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners. | Interactions between service provider and learners are generally positive and respectful. The provider inconsistently attempts to promote positive social interactions among learners. | Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions among learners. | Fosters an environment where learners proactively demonstrate positive social interactions and conflict-resolution skills. | |
| ***Respect for learner diversity*** | Establishes and maintains a learning environment that disregards learners' cultural, social or developmental differences. | Establishes and maintains a learning environment that is inconsistently respectful of learners' cultural, social or developmental differences. | Establishes and maintains a learning environment that is consistently respectful of learners' cultural, social or developmental differences. | Recognizes and incorporates learners' cultural, social and developmental diversity as an asset to enrich learning opportunities. | |
| ***Environment supportive of intellectual risk-taking*** | Creates or promotes a learning environment that discourages learners to take intellectual risks. | Creates or promotes a learning environment that encourages some but not all learners to take intellectual risks. | Consistently creates or promotes a learning environment that encourages learners to take intellectual risks. | Creates an environment where learners are encouraged to take risks by respectfully questioning or challenging ideas presented | |
| ***High expectations for learning*** | Establishes and communicates few or unrealistic expectations for learners | Establishes and communicates realistic expectations for some, but not all learners. | Establishes and communicates high but realistic expectations for all learners. | Creates opportunities for learners to set their own goals and take responsibility for their own growth and development. | |

***Indicator 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Communicating and reinforcing appropriate standards of behavior*** | Minimally communicates and/ or reinforces appropriate standards of behavior resulting in interference with learning. | Inconsistently communicates or reinforces appropriate standards of behavior resulting in some interference with learning. | Communicates and reinforces appropriate standards of behavior that support a productive learning environment. | Creates opportunities for learners to take responsibility for their own behavior or seamlessly responds to misbehavior. | |
| ***Promoting social and emotional competence*** | Minimally attentive to teaching, modeling or reinforcing social skills and provides little to no opportunity for learners to self-regulate and take responsibility for their actions. | Inconsistently teaches, models, or reinforces social skills and limits opportunities to build learners' capacity to self-regulate and take responsibility for their actions. | Consistently teaches, models, or positively reinforces social skills and builds learners' capacity to self-regulate and take responsibility for their actions. | Encourages learners to independently apply proactive strategies and take responsibility for their actions. | |

***Indicator 1c - Maximizing service delivery by effectively managing routines and transition***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Routines and transitions appropriate to needs of learners*** | Implements and manages routines and transitions resulting in significant loss of service delivery time. | Implements and manages routines and transitions resulting in some loss of service delivery time. | Implements and manages effective routines and transitions that maximize service delivery time. | Encourages or provides opportunities for learners to demonstrate or independently facilitate routines and transitions. | |

*Comments:*

## Domain 3 - Service Delivery

***Indicator 3a - Implementing service delivery for learning***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Purpose of service delivery*** | Does not communicate academic or social/ behavioral expectations for service delivery. | Communicates academic or social/ behavioral expectations for service delivery in a way that results in the need for further clarification. | Clearly communicates academic or social/ behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut content standards or discipline- | Provides opportunities for learners to communicate how academic or social/ behavioral expectations can apply to other situations. | |

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| | | | specific state and national guidelines. | |
| ***Precision of service delivery*** | Delivery of services is inconsistent with planning. | Delivery of services is consistent with some but not all services as planned. | Delivery of services is consistent with planning and demonstrates flexibility and sensitivity for the majority of learners. | Delivery of services demonstrates flexibility and sensitivity for all learners. |
| ***Progression of service delivery*** | Delivers services in an illogical progression. | Generally delivers services in a logical and purposeful progression. | Delivers services in a logical and purposeful progression. | Challenges all learners to take responsibility and extend their own learning. |
| ***Level of challenge*** | Delivers services that are at an inappropriate level of challenge for learners. | Delivers services at an appropriate level of challenge for some, but not all, learners. | Delivers services at an appropriate level of challenge for the majority of learners. | Provides opportunities for all learners to extend learning beyond expectations, make cross-curricular connections or generalize behavior to multiple situations, as appropriate. |

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

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Strategies, tasks and questions*** | Uses tasks and questions that do not engage learners in purposeful learning. | Uses tasks or questions to actively engage some, but not all, learners in constructing new learning. | Uses differentiated strategies, tasks, and questions to actively engage the majority of learners in constructing new and meaningful learning through integrated discipline-speci c tools that promote problem- solving, critical and creative thinking, purposeful discourse or inquiry. | Includes opportunities for all learners to work collaboratively, when appropriate, or to generate their own questions or problem- solving strategies, synthesize and communicate information. | |
| ***Resources and flexible groupings and new learning*** | Uses available resources or groupings that do not actively engage learners and support new learning. | Uses available resources or groupings that actively engage some, but not all, learners and support some new learning. | Uses multiple resources or flexible groupings to actively engage the majority of learners in demonstrating new | Promotes learner ownership, self-direction, and choice of available resources or flexible groupings. | |

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| | | | learning in a variety of ways. | |
| ***Learner responsibility and independence*** | Implements service delivery that is primarily provider-directed, and provides little or no opportunities for learners to develop independence. | Implements service delivery that is mostly provider directed and provides some opportunities for learners to develop independence and share responsibility for the learning. | Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning. | Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals. |

***Indicator 3c - Assessing learning, providing feedback and adjusting service delivery***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Criteria for learner success*** | Does not communicate criteria for academic or social/ behavioral success. | Communicates general criteria for academic or social/ behavioral success. | Communicates or models specific criteria for academic or social/ behavioral success. | Integrates learner input in identifying criteria for individualized academic or social/ behavioral success. | |
| ***Ongoing assessment of learning*** | Uses assessment strategies or methods that are not relevant to academic or social/ behavioral outcomes. | Uses assessment strategies or methods that are partially aligned to intended academic or social/ behavioral outcomes. | Uses a variety of assessment strategies or methods that elicit specific evidence of intended academic or social/ behavior-al outcomes at critical points throughout service delivery. | Provides opportunities for learners to identify strengths, needs, and help themselves or their peers to improve learning. | |
| ***Feedback to learner*** | Provides no meaningful feedback or feedback is inaccurate and does not support improvement toward academic or social/behavioral outcomes | Provides general feedback that partially supports improvement toward academic or social/ behavioral outcomes. | Provides specific, timely, accurate and actionable feedback that supports the improvement and advancement of academic or social/ behavioral outcomes. | Encourages self-reflection or peer feedback that is specific and focused on advancing learning. | |
| ***Adjustments to service delivery*** | Adjustments to service delivery are not responsive to learner performance or engagement in tasks. | Adjustments to service delivery are responsive to some, but not all, learners' performance or engagement in tasks. | Adjustments to service delivery are responsive to learner performance or engagement in tasks. | Engages learners in identifying ways to adjust their academic or social/ behavioral plan. | |

*Comments:*

*Overall Comments/Post Conference Comments:*

*Pre-Conference Date*

if required

*Post-Conference Date*

if required

# PLAINVILLE COMMUNITY SCHOOLS REVIEW OF PRACTICE FORM - SPECIALIST

*Description:*

*Date:*

*Start Time:*

*End Time:*

*Educator:*

*Evaluator:*

## Domain 2 - Planning for Active Learning

***Indicator 2a - Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Standards alignment*** | Designs plans that are misaligned with relevant Connecticut content standards or discipline-specific state and national guidelines. | Designs plans that partially align with relevant Connecticut content standards, or discipline-specific state and national guidelines. | Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines. | Designs plans that enable learners to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work. | |
| ***Evidence-based practice*** | Designs plans that are not evidence based. | Designs plans that are partially evidence based. | Designs plans using evidence-based practice. | Designs plans that challenge learners to apply learning to new situations. | |
| ***Use of data to determine learner needs and level of challenge*** | Designs plans without consideration of learner data. | Designs plans using limited sources of data to address learner needs and to support an appropriate level of challenge. | Designs targeted and purposeful plans using multiple sources of data9 to address learner needs and support an appropriate level of challenge. | Proactive in obtaining, analyzing and using data to guide collaborative planning. | |
| ***Targeted and specific objectives for learners*** | Develops objectives that are not targeted or specific to the needs of learners. | Develops objectives that are targeted or specific to the needs of some, but not the majority of, learners. | Develops objectives that are targeted and specific to the needs of all learners. | Plans include opportunities for learners to develop their own objectives. | |

***Indicator 2b - Planning assessment and prevention/intervention strategies to actively engage student(s)***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Strategies, tasks and questions*** | Selects or designs plans that are service provider-directed and | Selects or designs plans that are primarily service provider- directed | Selects or designs plans that include strategies, tasks | Selects or designs plans that allow learners to apply or extend learning to | |

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| | provide limited opportunities for active learner engagement. | and offer some opportunities for active learner engagement. | and questions that promote opportunities for active learner engagement. | the school setting and larger world. |
| ***Resources and flexible groupings and new learning*** | Selects or designs resources or groupings that do not actively engage learners or support new learning. | Selects or designs resources and groupings that actively engage and support some, but not all, learners. | Selects or designs a variety of resources and flexible groupings that actively engage learners in demonstrating new learning in multiple ways. | Selects or designs opportunities for learners to make choices about resources and flexible groupings to support and extend new learning. |

***Indicator 2c - Selecting appropriate assessment strategies to identify and plan learning targets***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Selection of assessments and interpretation of results*** | Does not use knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information. | Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information. | Uses knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information. | Conducts information sessions with colleagues to enhance understanding of the assessment selection process, information obtained and development of learning plans. | |
| ***Criteria for learner success*** | Does not identify appropriate criteria for assessing learner success. | Identifies general criteria for assessing learner success. | Identifies objective and measurable criteria for assessing learner success. | Integrates learner input into the plan for assessing learner success. | |
| ***Ongoing assessment of learning*** | Does not plan for use of assessment strategies or methods to monitor or adjust service delivery. | Plans for use of assessment strategies or methods that provide limited opportunities to monitor or adjust service delivery. | Plans for use of assessment strategies or methods at critical points to effectively monitor or adjust service delivery. | Plans to engage learners in using assessment criteria to self-monitor and reflect on learning. | |

*Comments:*

## Domain 4 - Professional Responsibilities and Leadership

***Indicator 4a - Engaging in continuous professional learning to enhance service delivery and improve student/ adult learning***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Self- evaluation/ reflection*** | Does not self-evaluate/reflect on how practice affects learning. | Self-evaluates/ reflects on practice and impact on learning, but takes limited or ineffective action to | Self-evaluates/ reflects on individual practice and the impact on learning; identifies areas for | Uses ongoing self-evaluation/ reflection to initiate professional dialogue with colleagues to | |

| | | | | |
|---|---|---|---|---|
| | | improve individual practice. | improvement and takes effective action to improve professional practice. | improve collective practices to address learning, school and professional needs. |
| ***Response to feedback*** | Does not accept feedback and recommendations or make changes for improving practice. | Accepts feedback and recommendations but changes in practice are limited or ineffective. | Willingly accepts feedback and recommendations and makes effective changes in practice. | Proactively seeks feedback in order to improve in a range of professional practices. |
| ***Professional learning*** | Does not actively participate in professional learning opportunities. | Participates in required professional learning opportunities but makes minimal contributions. | Participates actively in required professional learning and seeks opportunities within and beyond the school to strengthen skills and apply new learning to practice. | Takes a lead in or initiates opportunities for professional learning with colleagues, families or community. |

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

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Collaboration with colleagues*** | Attends required meetings but does not use outcomes of discussions to adjust service delivery. | Participates in required meetings and uses some outcomes of discussions to adjust service delivery. | Collaborates with colleagues regularly to synthesize and analyze data and adjust practice accordingly. | Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt practices to support professional growth and development. | |
| ***Ethical conduct*** | Does not act in accordance with ethical codes of conduct and professional standards. | Acts in accordance with ethical codes of conduct and professional standards. | Acts in accordance with and supports colleagues in adhering to ethical codes of conduct and professional standards. | Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice. | |
| ***Maintenance of records*** | Records are incomplete, or confidential information is stored in an unsecured location. | Records are complete but may contain some inaccuracies. Confidential information is stored in a secured location. | Records are complete, organized and accurate. Confidential information is stored in a secured location. | Supports and assists colleagues, in the larger school community, in maintaining accurate and secure records. | |

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|---|---|---|---|---|---|
| ***Ethical use of technology*** | Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner. | Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner. | Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner, and takes steps to prevent the misuse of information and technology. | Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community. | |

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

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* | *N/A* |
|---|---|---|---|---|---|
| ***Positive school climate*** | Does not contribute to developing and sustaining a positive school climate. | Takes a minimal role in engaging with colleagues, learners or families to develop and sustain a positive school climate. | Engages with colleagues, learners or families to develop and sustain a positive school climate. | Leads efforts within and outside the school to improve and strengthen the school climate. | |
| ***Stakeholder engagement*** | Does not communicate with stakeholders about learner academic or behavioral performance outside required reports and conferences. | Communicates with stakeholders about learner academic or behavioral performance through re- quired reports and conferences, and makes some attempts to build relationships with some, but not all, stakeholders. | Communicates frequently and proactively with stakeholders about learner academic or behavioral expectations and performance, and develops positive relationships with stakeholders to promote learner success. | Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. Seeks input from stakeholders and communities to support learner growth and development. | |
| ***Culturally responsive communications with stakeholders*** | Demonstrates a lack of awareness of cultural differences or inserts bias and negativity when communicating with stakeholders. | Demonstrates an awareness of some, but not all, cultural differences when communicating with stakeholders. | Demonstrates knowledge of cultural differences and communicates in a responsive manner with stakeholders and the community. | Leads efforts to enhance culturally responsive communications with stakeholders. | |

*Comments:*

*Overall Comments/Post Conference Comments:*

*Pre-Conference Date*

if required

*Post-Conference Date*

if required

## PLAINVILLE FRAMEWORK FOR SPECIALIST EVALUATION AND PROFESSIONAL GROWTH

# Domain 1: Learning Environment, Engagement and Commitment to Learning

***Indicator 1a - Promoting a positive learning environment that is respectful and equitable***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* |
|---|---|---|---|---|
| ***Rapport and positive social interactions*** | Limited evidence of rapport with student(s), staff and families Interactions with learners are negative or disrespectful or the provider does not promote positive social interactions among learners. | Interactions between service provider and learners are generally positive and respectful. The provider inconsistently attempts to promote positive social interactions among learners. | Interactions between service provider and learners are consistently positive and respectful. The provider consistently promotes positive social interactions among learners. | Fosters an environment where learners proactively demonstrate positive social interactions and conflict-resolution skills. |
| ***Respect for learner diversity*** | Establishes and maintains a learning environment that disregards learners' cultural, social or developmental differences. | Establishes and maintains a learning environment that is inconsistently respectful of learners' cultural, social or developmental differences. | Establishes and maintains a learning environment that is consistently respectful of learners' cultural, social or developmental differences. | Recognizes and incorporates learners' cultural, social and developmental diversity as an asset to enrich learning opportunities. |
| ***Environment supportive of intellectual risk-taking*** | Creates or promotes a learning environment that discourages learners to take intellectual risks. | Creates or promotes a learning environment that encourages some but not all learners to take intellectual risks. | Consistently creates or promotes a learning environment that encourages learners to take intellectual risks. | Creates an environment where learners are encouraged to take risks by respectfully questioning or challenging ideas presented |
| ***High expectations for learning*** | Establishes and communicates few or unrealistic expectations for learners | Establishes and communicates realistic expectations for some, but not all learners. | Establishes and communicates high but realistic expectations for all learners. | Creates opportunities for learners to set their own goals and take responsibility for their own growth and development. |

***Indicator 1b: Promoting developmentally appropriate standards of social and behavioral functioning that support a productive learning environment.***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* |
|---|---|---|---|---|
| ***Communicating and reinforcing appropriate standards of behavior*** | Minimally communicates and/ or reinforces appropriate standards of behavior resulting in interference with learning. | Inconsistently communicates or reinforces appropriate standards of behavior resulting in some interference with learning. | Communicates and reinforces appropriate standards of behavior that support a productive learning environment. | Creates opportunities for learners to take responsibility for their own behavior or seamlessly responds to misbehavior. |
| ***Promoting social and emotional competence*** | Minimally attentive to teaching, modeling or reinforcing social skills and provides little to no | Inconsistently teaches, models, or reinforces social skills and limits opportunities to build | Consistently teaches, models, or positively reinforces social skills and builds | Encourages learners to independently apply proactive strategies |

| | | | | |
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| | opportunity for learners to self- regulate and take responsibility for their actions. | learners' capacity to self-regulate and take responsibility for their actions. | learners' capacity to self-regulate and take responsibility for their actions. | and take responsibility for their actions. |

***Indicator 1c - Maximizing service delivery by effectively managing routines and transition***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* |
|---|---|---|---|---|
| ***Routines and transitions appropriate to needs of learners*** | Implements and manages routines and transitions resulting in significant loss of service delivery time. | Implements and manages routines and transitions resulting in some loss of service delivery time. | Implements and manages effective routines and transitions that maximize service delivery time. | Encourages or provides opportunities for learners to demonstrate or independently facilitate routines and transitions. |

*Evidence submitted by teacher:*

## Domain 2: Planning for Active Learning

***Indicator 2a - Developing plans aligned with standards that build on learners' knowledge and skills and provide an appropriate level of challenge.***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* |
|---|---|---|---|---|
| ***Standards alignment*** | Designs plans that are misaligned with relevant Connecticut content standards8 or discipline-specific state and national guidelines. | Designs plans that partially align with relevant Connecticut content standards, or discipline-specific state and national guidelines. | Designs plans that directly align with relevant Connecticut content standards or discipline-specific state and national guidelines. | Designs plans that enable learners to integrate relevant Connecticut content standards and discipline-specific state and national guidelines into their work. |
| ***Evidence-based practice*** | Designs plans that are not evidence based. | Designs plans that are partially evidence based. | Designs plans using evidence-based practice. | Designs plans that challenge learners to apply learning to new situations. |
| ***Use of data to determine learner needs and level of challenge*** | Designs plans without consideration of learner data. | Designs plans using limited sources of data to address learner needs and to support an appropriate level of challenge. | Designs targeted and purposeful plans using multiple sources of data9 to address learner needs and support an appropriate level of challenge. | Proactive in obtaining, analyzing and using data to guide collaborative planning. |
| ***Targeted and specific objectives for learners*** | Develops objectives that are not targeted or specific to the needs of learners. | Develops objectives that are targeted or specific to the needs of some, but not the majority of, learners. | Develops objectives that are targeted and specific to the needs of all learners. | Plans include opportunities for learners to develop their own objectives. |

***Indicator 2b - Planning assessment and prevention/intervention strategies to actively engage student(s)***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* |
|---|---|---|---|---|
| ***Strategies, tasks and questions*** | Selects or designs plans that are service provider-directed and provide limited opportunities for active learner engagement. | Selects or designs plans that are primarily service provider-directed and offer some opportunities for | Selects or designs plans that include strategies, tasks and questions that promote | Selects or designs plans that allow learners to apply or extend learning to the school setting and larger world. |

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| | | active learner engagement. | opportunities for active learner engagement. | |
| ***Resources and flexible groupings and new learning*** | Selects or designs resources or groupings that do not actively engage learners or support new learning. | Selects or designs resources and groupings that actively engage and support some, but not all, learners. | Selects or designs a variety of resources and flexible groupings that actively engage learners in demonstrating new learning in multiple ways. | Selects or designs opportunities for learners to make choices about resources and flexible groupings to support and extend new learning. |

***Indicator 2c - Selecting appropriate assessment strategies to identify and plan learning targets***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* |
|---|---|---|---|---|
| ***Selection of assessments and interpretation of results*** | Does not use knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information. | Uses limited knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information. | Uses knowledge of learners' abilities, developmental level, cultural, linguistic or experiential background to select and interpret assessment information. | Conducts information sessions with colleagues to enhance understanding of the assessment selection process, information obtained and development of learning plans. |
| ***Criteria for learner success*** | Does not identify appropriate criteria for assessing learner success. | Identifies general criteria for assessing learner success. | Identifies objective and measurable criteria for assessing learner success. | Integrates learner input into the plan for assessing learner success. |
| ***Ongoing assessment of learning*** | Does not plan for use of assessment strategies or methods to monitor or adjust service delivery. | Plans for use of assessment strategies or methods that provide limited opportunities to monitor or adjust service delivery. | Plans for use of assessment strategies or methods at critical points to effectively monitor or adjust service delivery. | Plans to engage learners in using assessment criteria to self-monitor and reflect on learning. |

*Evidence submitted by teacher:*

## Domain 3: Service Delivery

***Indicator 3a - Implementing service delivery for learning***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* |
|---|---|---|---|---|
| ***Purpose of service delivery*** | Does not communicate academic or social/ behavioral expectations for service delivery. | Communicates academic or social/ behavioral expectations for service delivery in a way that results in the need for further clarification. | Clearly communicates academic or social/ behavioral expectations for service delivery and aligns the purpose of service delivery with relevant Connecticut content standards or discipline-specific state and national guidelines. | Provides opportunities for learners to communicate how academic or social/ behavioral expectations can apply to other situations. |
| ***Precision of service delivery*** | Delivery of services is inconsistent with planning. | Delivery of services is consistent with some | Delivery of services is consistent with planning and | Delivery of services demonstrates flexibility |

| | | | | |
|---|---|---|---|---|
| | | but not all services as planned. | demonstrates flexibility and sensitivity for the majority of learners. | and sensitivity for all learners. |
| ***Progression of service delivery*** | Delivers services in an illogical progression. | Generally delivers services in a logical and purposeful progression. | Delivers services in a logical and purposeful progression. | Challenges all learners to take responsibility and extend their own learning. |
| ***Level of challenge*** | Delivers services that are at an inappropriate level of challenge for learners. | Delivers services at an appropriate level of challenge for some, but not all, learners. | Delivers services at an appropriate level of challenge for the majority of learners. | Provides opportunities for all learners to extend learning beyond expectations, make cross-curricular connections or generalize behavior to multiple situations, as appropriate. |

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

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* |
|---|---|---|---|---|
| ***Strategies, tasks and questions*** | Uses tasks and questions that do not engage learners in purposeful learning. | Uses tasks or questions to actively engage some, but not all, learners in constructing new learning. | Uses differentiated strategies, tasks, and questions to actively engage the majority of learners in constructing new and meaningful learning through integrated discipline-speci c tools that promote problem-solving, critical and creative thinking, purposeful discourse or inquiry. | Includes opportunities for all learners to work collaboratively, when appropriate, or to generate their own questions or problem-solving strategies, synthesize and communicate information. |
| *Resources and flexible groupings and new learning* | Uses available resources or groupings that do not actively engage learners and support new learning. | Uses available resources or groupings that actively engage some, but not all, learners and support some new learning. | Uses multiple resources or flexible groupings to actively engage the majority of learners in demonstrating new learning in a variety of ways. | Promotes learner ownership, self-direction, and choice of available resources or flexible groupings. |
| *Learner responsibility and independence* | Implements service delivery that is primarily provider-directed, and provides little or no opportunities for learners to develop independence. | Implements service delivery that is mostly provider directed and provides some opportunities for learners to develop independence and share responsibility for the learning. | Implements service delivery that provides multiple opportunities for learners to develop independence and take responsibility for the learning. | Supports and challenges learners to identify ways to approach learning that will be effective for them as individuals. |

***Indicator 4c - Assessing learning, providing feedback14 and adjusting service delivery***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| ***Criteria for learner success*** | Does not communicate criteria for academic or social/behavioral success. | Communicates general criteria for academic or social/behavioral success. | Communicates or models specific criteria for academic or social/ behavioral success. | Integrates learner input in identifying criteria for individualized academic or social/ behavioral success. |
| ***Ongoing assessment of learning*** | Uses assessment strategies or methods that are not relevant to academic or social/ behavioral outcomes. | Uses assessment strategies or methods that are partially aligned to intended academic or social/ behavioral outcomes. | Uses a variety of assessment strategies or methods that elicit speci c evidence of intended academic or social/behavior- al outcomes at critical points throughout service delivery. | Provides opportunities for learners to identify strengths, needs, and help themselves or their peers to improve learning. |
| ***Feedback to learner*** | Provides no meaningful feedback or feedback is inaccurate and does not support improvement toward academic or social/ behavioral outcomes | Provides general feedback that partially supports improvement toward academic or social/ behavioral outcomes. | Provides speci c, timely, accurate and actionable feedback that supports the improvement and advancement of academic or social/ behavioral outcomes. | Encourages self-reflection or peer feedback that is specific and focused on advancing learning. |
| ***Adjustments to service delivery*** | Adjustments to service delivery are not responsive to learner performance or engagement in tasks. | Adjustments to service delivery are responsive to some, but not all, learners' performance or engagement in tasks. | Adjustments to service delivery are responsive to learner performance or engagement in tasks. | Engages learners in identifying ways to adjust their academic or social/behavioral plan. |

*Evidence submitted by teacher:*

## Domain 4: Professional Responsibilities and Leadership

***Indicator 4a - Engaging in continuous professional learning to enhance service delivery and improve student/ adult learning***

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* |
|---|---|---|---|---|
| ***Self- evaluation/ reflection*** | Does not self-evaluate/ reflect on how practice affects learning. | Self-evaluates/reflects on practice and impact on learning, but takes limited or ineffective action to improve individual practice. | Self-evaluates/reflects on individual practice and the impact on learning; identifies areas for improvement and takes effective action to improve professional practice. | Uses ongoing self-evaluation/ reflection to initiate professional dialogue with colleagues to improve collective practices to address learning, school and professional needs. |
| ***Response to feedback*** | Does not accept feedback and recommendations or make changes for improving practice. | Accepts feedback and recommendations but changes in practice are limited or ineffective. | Willingly accepts feedback and recommendations and makes effective changes in practice. | Proactively seeks feedback in order to improve in a range of professional practices. |
| ***Professional learning*** | Does not actively participate in professional learning opportunities. | Participates in required professional learning opportunities but makes minimal contributions. | Participates actively in required professional learning and seeks opportunities within and beyond the school to strengthen skills and | Takes a lead in or initiates opportunities for professional learning with colleagues, families or community. |

| | | | | |
|---|---|---|---|---|
| | | | apply new learning to practice. | |

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

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* |
|---|---|---|---|---|
| ***Collaboration with colleagues*** | Attends required meetings but does not use outcomes of discussions to adjust service delivery. | Participates in required meetings and uses some outcomes of discussions to adjust service delivery. | Collaborates with colleagues regularly to synthesize and analyze data and adjust practice accordingly. | Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt practices to support professional growth and development. |
| ***Ethical conduct*** | Does not act in accordance with ethical codes of conduct and professional standards. | Acts in accordance with ethical codes of conduct and professional standards. | Acts in accordance with and supports colleagues in adhering to ethical codes of conduct and professional standards. | Collaborates with colleagues to deepen the learning community's awareness of the moral and ethical demands of professional practice. |
| ***Maintenance of records*** | Records are incomplete, or confidential information is stored in an unsecured location. | Records are complete but may contain some inaccuracies. Confidential information is stored in a secured location. | Records are complete, organized and accurate. Confidential information is stored in a secured location. | Supports and assists colleagues, in the larger school community, in maintaining accurate and secure records. |
| ***Ethical use of technology*** | Disregards established rules and policies in accessing and using information and technology in a safe, legal and ethical manner. | Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner. | Adheres to established rules and policies in accessing and using information and technology in a safe, legal and ethical manner, and takes steps to prevent the misuse of information and technology. | Advocates for and promotes the safe, legal and ethical use of information and technology throughout the school community. |

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

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* |
|---|---|---|---|---|
| ***Positive school climate*** | Does not contribute to developing and sustaining a positive school climate. | Takes a minimal role in engaging with colleagues, learners or families to develop and sustain a positive school climate. | Engages with colleagues, learners or families to develop and sustain a positive school climate. | Leads efforts within and outside the school to improve and strengthen the school climate. |
| ***Stakeholder engagement*** | Does not communicate with stakeholders about learner academic or behavioral performance outside required reports and conferences. | Communicates with stakeholders about learner academic or behavioral performance through re- quired reports and conferences, and | Communicates frequently and proactively with stakeholders about learner academic or behavioral expectations and | Supports colleagues in developing effective ways to communicate with stakeholders and engage them in opportunities to support learning. |

| | | | | |
|---|---|---|---|---|
| | | makes some attempts to build relationships with some, but not all, stakeholders. | performance, and develops positive relationships with stakeholders to promote learner success. | Seeks input from stakeholders and communities to support learner growth and development. |
| ***Culturally responsive communications with stakeholders*** | Demonstrates a lack of awareness of cultural differences or inserts bias and negativity when communicating with stakeholders. | Demonstrates an awareness of some, but not all, cultural differences when communicating with stakeholders. | Demonstrates knowledge of cultural differences and communicates in a responsive manner with stakeholders and the community. | Leads efforts to enhance culturally responsive communications with stakeholders. |

*Evidence submitted by teacher:*

## END-OF-YEAR SUMMATIVE WORKSHEET: EDUCATOR (100%)

*Educator Name:*

*Conference Date:*

## Educator Practice Related Indicators (50%)

### Educator Performance and Practice, which counts for 40% and Parent Feedback, which counts for 10%

Items in this section will be averaged and weighted automatically.

**The Educator Performance and Practice category of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. Please consider all observations when completing Domains 1-4 on this rubric.**

***Domain 1: Classroom Environment, Student Engagement and Commitment to Learning***

*Indicator 1a - Creating a positive learning environment that is responsive to and respectful of the learning needs of all students*
*Indicator 1b - Promoting developmental appropriate standards of behavior that support a productive learning environment for all students.*
*Indicator 1c - Maximizing instructional time by effectively managing routines and transitions*

| | Below Standard | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| *1a - Rapport and positive social interactions* | | | | |
| *1a - Respect for student diversity* | | | | |
| *1a - Environment supportive of intellectual risk-taking* | | | | |
| *1a - High expectations for student learning* | | | | |
| *1b - Communicating, reinforcing and maintaining appropriate standards of behavior* | | | | |
| *1b - Promoting social competence and responsible behavior* | | | | |
| *1c - Routines and transitions appropriate to needs of students* | | | | |

*Comments:*

*Non-Weighted Average Score - Domain 1:*

Average of all Domain 1 Ratings

***Domain 2: Planning for Active Learning***

*Indicator 2a - Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge for all students.*
*Indicator 2b - Planning instruction to cognitively engage students in the content.*
*Indicator 2c - Selecting appropriate assessment strategies to monitor student progress.*

| | Below Standard | Developing | Proficient | Exemplary |
|---|---|---|---|---|

| | |
|---|---|
| *2a - Content of lesson plan is aligned with standards* | |
| *2a - Content of lesson appropriate to sequence of lessons and appropriate level of challenge* | |
| *2a - Use of data to determine students' prior knowledge and differentiation based on students' learning needs* | |
| *2a - Literacy strategies* | |
| *2b - Strategies, tasks and questions cognitively engage students* | |
| *2b - Instructional resources and flexible groupings support cognitive engagement and new learning* | |
| *2c - Criteria for student success* | |
| *2c - Ongoing assessment of student learning* | |

*Comments:*

*Non-Weighted Average Score - Domain 2:*

Average of all Domain 2 Ratings

***Domain 3: Instruction for Active Learning***

*Indicator 3a - Implementing instructional content for learning*
*Indicator 3b - Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.*
*Indicator 3c - Assessing student learning, providing feedback to students and adjusting instruction.*

| | *Below Standard* | *Developing* | *Proficient* | *Exemplary* |
|---|---|---|---|---|
| *3a - Instructional purpose* | | | | |
| *3a - Content accuracy* | | | | |
| *3a - Content progression and level of challenge* | | | | |
| *3a - Literacy strategies* | | | | |
| *3b - Strategies, tasks and questions* | | | | |
| *3b - Instructional resources and flexible groupings* | | | | |
| *3b - Student responsibility and independence* | | | | |
| *3c - Criteria for student success* | | | | |
| *3c - Ongoing assessment of student learning* | | | | |
| *3c - Feedback to students* | | | | |
| *3c - Instructional Adjustments* | | | | |

*Comments:*

*Non-Weighted Average Score - Domain 3:*

Average of all Domain 3 Ratings

***Domain 4: Professional Responsibilities and Teacher Leadership***

*Indicator 4a - Engaging in continuous professional learning to impact instruction and student learning*
*Indicator 4b - Collaborating to develop and sustain a professional learning environment to support student learning.*
*Indicator 4c - Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.*

| | Below Standard | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| *4a - Teacher self-evaluation/ reflection and impact on student learning* | | | | |
| *4a - Response to feedback* | | | | |
| *4a - Professional learning* | | | | |
| *4b - Collaboration with colleagues* | | | | |
| *4b - Contribution to professional learning environment* | | | | |
| *4b - Ethical use of technology* | | | | |
| *4c - Positive school climate* | | | | |
| *4c - Family and community engagement* | | | | |
| *4c - Culturally responsive communications* | | | | |

*Comments:*

*Non-Weighted Average Score - Domain 4:*

Average of all Domain 4 Ratings

***Teacher Performance and Practice - Weighted Rating***

(Average Domain 1 *.25)+(Average Domain 2 * .25)+(Average Domain 3 *.25)+(Average Domain 4 *.25)

***Parent Feedback Goal (10%)***
*Evaluator: Check the box that best indicates the attainment of this objective.*

| | Did Not Meet | Partially Met | Met | Exceeded |
|---|---|---|---|---|
| *Attainment of Objective* | | | | |

***Total Teacher Practice Related Indicator Points (50%):***

(Observation of Teacher Performance and Practice average * 40) + (Parent Feedback Score * 10)

***Total Teacher Practice Related Indicator Rating (50%):***

The value above from "Total Teacher Practice Related Indicator Points (50%)" (you may need to save draft in order to see the calculation result) is used to create this Teacher Practice-Related Rating, based on the table below. Make note of the rating - it will be used at the end of this form to determine the overall rating.

| Teacher Practice Indicators Points | Teacher Practice Indicators Rating |
|---|---|
| 50-80 | Below Standard |
| 81-126 | Developing |
| 127-174 | Proficient |
| 175-200 | Exemplary |

## Student Outcomes Related Indicators (50%)

***SLO Rating #1 (one SLO - 45%, two SLO's - 22.5%)***
*Evaluator: Check the box that best indicates the attainment of this objective. If the objective has multiple indicators, you may wish to make a separate rating for each indicator that can be averaged for the overall SLO score, or you may use your judgment in determining the overall attainment of the objective.*

| | Did Not Meet | Partially Met | Met | Exceeded |
|---|---|---|---|---|
| Attainment of Objective | | | | |

***SLO Rating #2 (22.5%)***
*Evaluator: Check the box that best indicates the attainment of this objective. If the objective has multiple indicators, you may wish to make a separate rating for each indicator that can be averaged for the overall SLO score, or you may use your judgment in determining the overall attainment of the objective.*

| | Did Not Meet | Partially Met | Met | Exceeded | N/A |
|---|---|---|---|---|---|
| Attainment of Objective | | | | | |

***Total Student Growth and Development (SLOs)Points***

(SLO Average * 45)

***Whole School Student Indicator/Student Feedback Rating (5%)***
***Student Feedback Indicator***

| | Did Not Meet | Partially Met | Met | Exceeded | N/A |
|---|---|---|---|---|---|
| Attainment of Objective | | | | | |

If the Student Feedback is not available or is not being used this year, choose N/A.

***Whole School Student Indicator***

| | Did Not Meet | Partially Met | Met | Exceeded | N/A |
|---|---|---|---|---|---|
| Attainment of Objective | | | | | |

If the Whole School Student Indicator is not available or is not being used, choose N/A.

***Total Whole School Student Learning Indicator and/or Student Feedback Score***

Average of Whole School Indicators * 5 (note - if an indicator is rated N/A, it is not included in the average)

***TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS***

SLO Weighted Rating + Whole School Indicator Weighted Rating

***TOTAL STUDENT OUTCOMES RELATED INDICATORS RATING***

The value indicated above in the **TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS** calculation (you may need to save draft to see the value), is used with the table below to determine a Student Outcomes Related rating. Make note of this rating as it will be used below to attain a final evaluation rating.

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

## Summative Rating

***Total Teacher Practice Related Indicator Rating (50%):***

***TOTAL STUDENT OUTCOMES RELATED INDICATORS RATING (50%)***

| | | Teacher Practice Related Indicators Rating | | | |
|---|---|---|---|---|---|
| **Student Outcomes** | | Exemplary - 4 | Proficient - 3 | Developing - 2 | Below Standard - 1 |

| | | | | | |
|---|---|---|---|---|---|
| **Related Indicators Rating** | Exemplary - 4 | Exemplary | Exemplary | Proficient | Gather Further Information |
| | Proficient - 3 | Exemplary | Proficient | Proficient | Developing |
| | Developing - 2 | Proficient | Proficient | Developing | Developing |
| | Below Standard - 1 | Gather Further Information | Developing | Developing | Below Standard |

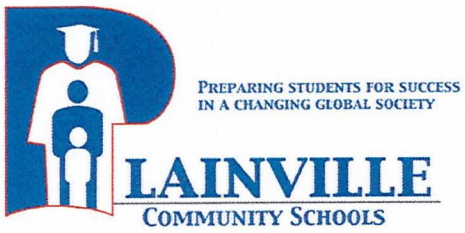
Gather the *Teacher Practice Related Rating* and the *Student Outcomes Related Indicators Rating* value. Map the ratings on the outside row/column on the grid and where the two intersect is the Final Summative Rating. (e.g. a Proficient Practice Related rating and an Exemplary Student Outcomes rating intersects at "Exemplary.")

### *Final Summative Rating*

Use the chart above along with the ratings arrived-at above to give a summative rating.

### *Educator Response To Evaluator Rating*

# Plainville Community Schools




# Administrator Effectiveness, Professional Learning and Performance Evaluation Manual

**Administrator Evaluation Manual**

# TABLE OF CONTENTS


**Overview of Administrator Evaluation Process**
Introduction
Beliefs and Core Values
Vision, Mission, and Goals
Learning Principles
a. Leadership Rubric Categories
Four Categories of the process
1. Administrator Performances and Practice (40%)
2. Stakeholder Feedback (10%)
3. Student Learning Measures (45%)
4. Teacher Effectiveness (5%)
c. Aggregate and Summative Scoring

**Evaluation-Based Professional Learning**
**Individual Administrator Improvement and Remediation Plans**
**Career Development and Growth**
**Orientation Programs**

**Appendix**
**Appendix A – Plainville Supervisory Organizational Chart**
**Appendix B- Plainville Leadership Continuum**
**Appendix C- Forms**
*Form A – Administrative Goals Setting, Self-Reflection and Conference Form*
*Form B- Observation Protocol*
*Form C- Summative Rating Form*
*Form D- Administrative Support Plan*
**Appendix D – Sample Surveys**
**Appendix E – CSDE SPI Classification and Performance Targets**
**Appendix F – Plainville School/Department Improvement Forms**
*Goal Planning Worksheet*
*School/Department Goals Form*
*Progress Monitoring Form*
**Appendix G – Plainville Board of Education Strategic Plan**

## PLAINVILLE COMMUNITY SCHOOLS

**Educator Effectiveness, Professional Learning and Performance Evaluation:**
**The Process for Supervising and Evaluating Plainville Educators**


**Board of Education:**
Lisa Buckley, Board Vice Chair
Brent Davenport
Michael Giuliano
Deborah Hardy
Cheryl Provost
Andrea Saunders, Board Chair
Becky Tyrrell
Foster White
Barbara Willard

**Superintendent:**
Jeffrey C. Kitching

**Assistant Superintendent:**
Maureen Brummett, Ed.D

**District Administrators:**
Jonathan Coe, Plainville High School Assistant Principal
Paula Eshoo, Linden Street School Principal
Catherine Frayler, Frank T. Wheeler School Principal
Matthew Guarino, Middle School of Plainville Principal
Edward Hoyt, Director of Business and Operations
Thomas Laudadio, Middle School of Plainville Dean of Students
Steven LePage, Plainville High School Principal
Lynn Logoyke, Louis Toffolon School Principal
Rosa Perez, Plainville High School Assistant Principal
Aimee Roberts, Middle School of Plainville Assistant Principal
Victoria Trzcinski, Director of Special Education and Pupil Services
Linda Van Wagenen, Ed.D., Director of Curriculum, Instruction and Assessment
Anne Walsh, Supervisor of Special Education

## Introduction

The Plainville Board of Education and Superintendent are committed to a balanced and practical approach to the supervision and evaluation of administrators in our district. This plan represents that commitment, balancing accountability for continuous improvement for our schools and student achievement with the support necessary to build leadership capacity among our administrators.

The Plainville Community Schools Administrator Evaluation Plan defines administrator effectiveness in terms of (1) administrator practice (the actions taken by administrators that have been shown to impact key aspects of school life); (2) the results that come from this leadership (teacher effectiveness and student achievement); (3) and the perceptions of the administrator's leadership among key stakeholders in their community. Annual summative evaluations provide each administrator with a summative rating aligned to one of 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

## Evaluation and the District Mission, Vision, Beliefs, and Goals

As a district, we are responsible to ensure that effective teaching is supported in all classes by developing human capacity. Plainville believes that a community of learners is the foundation to continuous growth for all professionals, especially its leaders.

### Mission

*To provide rigorous and enriching experiences that prepare each student for success in a changing global society.*

### Vision

The Plainville Community Schools maintain an unwavering focus on students, teaching and learning through a commitment to continuous improvement and alignment of all our actions with the Board's mission and goals.

### Beliefs

- Our public school system is the core of the community and has a fundamental responsibility to develop productive educated citizens in a democracy.
- Optimal achievement for each learner is a responsibility shared by students, home, school, and community.
- We must provide each student with a comprehensive curriculum and effective instruction to ensure meaningful engagement in the learning process.

- A safe, caring learning environment promotes the academic growth, health, and emotional wellbeing of each student.
- Communication and collaboration foster knowledge, trust, and respect and are the responsibility of everyone in the community.

**District Goals:**

1. Develop a comprehensive engaging curricular and instructional program aligned with the critical skills and attributes required for success in a changing global society.
2. Align teaching practices, improvement mechanisms, and evaluation systems with our goals for learning, mission, and beliefs.
3. Ensure that systems for assessing learning and measuring achievement provide data to drive our teaching practices and align with our goals for student learning and development.

**Theory of Action**

If the district's leadership maintains everyone's focus on students, teaching and learning, then we will develop a climate of trust and collaboration that leads to a culture of continuous improvement, resulting in increased student achievement and success.

**School/Department Improvement Plans**

Each school and department leader in Plainville is responsible for developing, implementing and monitoring a School/Department Improvement Plan (SIP) that is aligned with our district mission and goals. These plans must incorporate data on the current conditions within the school or department into goals for improvement. Each SIP also includes a Theory of Action, a plan for changes in instructional strategies designed to lead toward goal attainment, and an evaluation plan detailing how success will be measured. The SIPs will form the foundation for each Plainville administrator's yearly evaluation plan.

## Four Categories of Administrator Evaluation

**Overview of Process**

Administrators and supervisors interact throughout the process in support of a thorough analysis of professional performance. A strong combination of self-reflection and interaction with a supervisor provides the necessary review of practice to support administrator growth and development

Essential to the process is the establishment of School Improvement Plans aligned to district mission and goals. Review of this and other fundamental school planning documents along with a self-reflection provides the context for administrators to set goals in support of student performance as well as their own professional learning. Stakeholder feedback is also made available to support goals setting and year-long growth planning. These growth goals become

the focus of collegial discussion during a mid-year conference to ensure administrators are tracking towards their anticipated performance and achievement outcomes. (see Form A in Appendix C).

**Goal Setting and Review**

The goal setting process is predicated on the collection of various sets of data that will allow an administrator's to truly reflect upon their practice and the outcomes of their previous year. Form A outlines the structure for this process.

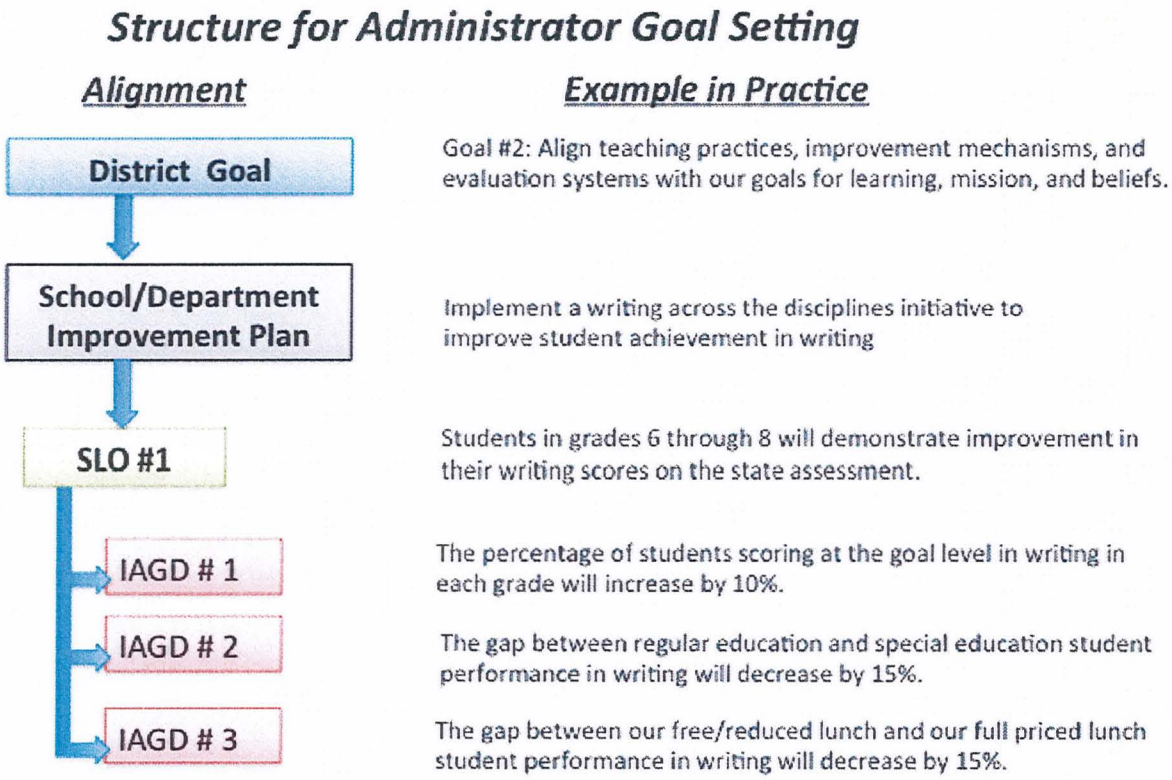
Administrators begin with the self-reflection using the Common Core of Leading (CCL). Administrators will review each section of the rubric analyzing their own practice and determining areas of strength and areas of weakness. In conjunction with this review of professional practice, administrators should consider their school's/department's performance and School/Department Improvement Plan (SIP) to establish two Student Learning Objectives (SLO), coupled with Indicators of Academic Growth and Development (IAGD), that will focus review of their student outcomes at the end of the evaluative cycle. These goals are outlined in more detail in the Student Learning Measures section of this document beginning on page 15. Additional data, if not already taken into consideration during the school improvement planning process, should also be considered. Administrators are encouraged to review stakeholder feedback data and teacher effectiveness needs and make connections between their SLOs and targets they are setting for their professional growth, improvements related to the perceptions of key stakeholders including parents, teachers and student, and the targets they set for influencing and improving teacher effectiveness. If an administrator cannot establish a clear through line with all of these data points, additional goals may be established that allow the administrator to focus their attention on each of these important areas of growth and development.

The general structure for an administrator's goal setting for the year is outlined in Figure 2. Details to assist an administrator in design of each SLO and corresponding targets are outlined in sections that follow.

**Orientation Programs**

During the first year of implementation time will be designated during the summer Administrative Summit and through designated Administrative Council meetings for orientation, training and rollout of the plan for all administrators. Reflection and review of the documents strengths and challenges will be discussed regularly for modifications and adjustments during our scheduled Administrative Council meetings. As part of Plainville's efforts to establish a revised teacher evaluation plan, all administrators have already undergone a year-long training program provided through the Central office Administration, that included outside consultants from the SDE and the Center for School Change.

**Figure 2:**




**Category 1: Administrator Performance and Practice (40%)**

Forty percent (40%) of an administrator's evaluation shall be based on ratings of administrator performance and practice by the district superintendent or her/his designee(s). *For the purpose of this section, the word "administrator" will constitute those individuals in positions requiring an administrative certification (092) including principals and assistant principals. Individuals holding an (092) certification but whose primary role includes teaching students will be evaluated under the district's teacher evaluation system.

Forty percent (40%) of an administrator's evaluation shall be based on observation and evidence collection related to leadership practice and performance as articulated in Plainville Public School's modified version of the CT Common Core of Leading Leadership Rubric. Supervisors will collect evidence through three distinct methodologies, meetings and school visits, formal observations of administrator practice, and on-going review of artifacts. Additionally, review of artifacts including professional development plans, teacher feedback, administrator reflections as well as planning documents, school improvement plans, and evidences of teacher development and professional relationships can also be considered in measuring administrator performance and practice. The collection of gathered evidence via meetings and school visits, formal observations of administrator practice, and ongoing review of practice may also take place

during district Instructional Rounds and administrator presentations throughout the year. *Table 1* provides an overview of the core actions to be taken by administrators and their supervisor throughout the year.

**Table 1**

| **Timeline** | Actions/Events |
|---|---|
| By Oct 1st | Administrator<br>• Complete and submit Form A: "Goal Setting Self-Reflection"<br>• Review district/and or school data<br>• Review stakeholder feedback that is relevant to their job function<br>• Complete and submit *School/Department Improve Planning Form* |
| By Nov 1st | Beginning-of-Year Conference held (administrator with evaluator)<br>Goal-setting completed (collaboratively) |
| By Jan 31st | Evaluator:<br>• Complete a minimum of 1 Formal Observation with feedback provided on Form D: "Observation Protocol"<br>(2 for new, "Below Standard" or "Developing" administrators)<br>• Complete a minimum of 2 Informal observation |
| By Feb 28th | Mid-Year Conference Form B: "Mid-Year Conference" submitted |
| By June 1st | Evaluator:<br>• Complete a minimum of 1 additional Informal Observation<br>• Complete 1 additional Formal Observation for "Below Standard" or "Developing" administrators with Form D: "Observation Protocol" |
| Ongoing and By June 1st | Administrator:<br>• Submit all final artifacts<br>• Submit Form C: "Year-End Summative Conference" with reflections on goal progress |
| By June 30 | End-of-Year Conference held<br>Evaluator:<br>• Complete, provide, and if necessary, review and explain Form E: "Summative Rating" |

For the purpose of clarifying the systems of meetings and observations, the following definitions of evidence collection are provided:

**Formal Observation:** Formal observations will be announced visits that are focused on administrator goals and targets and will provide an opportunity for the evaluator to collect

evidence and provide feedback relative to the Plainville Performance Continuum. The evaluator will establish a time for a school based or job-specific visit that provides opportunities for written and oral feedback.

**Informal Observation:** Informal observations are unannounced school based or job-specific visits that allow an evaluator to see leadership practice in action. These types of visits can include but are not limited to: brief observations of leadership practice in team meetings, staff meetings, professional development, parent or student interactions, classroom visitations, school wide-functions and written feedback provided based on the Plainville Continuum.

**Artifact Review**: All administrators will have the opportunity to collect information relative to their practice that can be shared with an evaluator in support of their overall evaluation and across all domains of Plainville's Common Core of Leading Leadership Continuum. Artifacts are submitted as evidence of administrator effectiveness in terms of the leadership standards. For each document uploaded, administrators will be able to indicate which Performance Expectations and Elements the artifact supports.

Artifacts should be organized to help evaluators understand performance and/or progress related to goals and targets established at the beginning of the year as well as provide an opportunity for review of administrator practice associated with the how these artifacts will be organized to help evaluators and administrators engage in meaningful discussions about specific performance and practice.

Artifacts can include any of the following options:

- School Improvement Plan documentation
- Faculty Meeting agendas
- Teacher evaluation data and materials
- Faculty professional growth plans/material
- Teacher feedback
- School Climate data and Panorama Survey data
- Presentations to faculty or the Board
- Materials and notes from Instructional Rounds
- Data Team materials
- Theory of Action data and back-up information

**Mid-Year Conference**

The administrator and the evaluator meet during the year to discuss the progress related to the goals and targets set by the administrator. The focus of this meeting will be to examine progress and discuss potential need for refocus or change to current targets and action steps.

**End-of Year Conference**

The administrator and the evaluator meet prior to submission of the final summative evaluation to review and reflect upon the level of performance associated with the goals and targets set by the administrator. This provides an opportunity for final self-reflection and clarification of performance prior to the final summative evaluation being submitted by the evaluator.

**Leadership Performance Rubric**

Plainville Community Schools has, through a committee process including input from all administrative level staff in the district, reviewed and analyzed various leadership rubrics to determine the best leadership framework for analysis of administrative performance and practice. The final selection is a rubric is a version of the Connecticut Common Core of Leading (CCL): Leadership Rubric, revised by other Connecticut school districts to incorporated some modifications. The rubric maintains the six (6) Performance Expectations. The Elements were used to replace the indicators and indicators were consolidated to create the continuum levels. Appendix B shows the full continuum to be used for all procedures associated with the 40% administrator performance and practice.

Plainville Community Schools will use the following structure to weigh the six (6) Performance Expectations of the CCL. According to the SDE established guidelines, Performance Expectation #2, Teaching and Learning, must weigh twice as much as any other performance expectation from the continuum.

| **Performance Expectations** | **Score** | **Weight** | **Points (Score x Weight)** |
|---|---|---|---|
| Vision, Mission, and Goals | | 20% | |
| Teaching and Learning | | 40% | |
| Organizational Systems and Safety | | 10% | |
| Families and Stakeholders | | 20% | |
| Ethics and Integrity | | 5% | |
| The Education System | | 5% | |
| **Total** | | | |

**EXAMPLE:**

| **Performance Expectations** | **Score** | **Weight** | **Points (Score x Weight)** |
|---|---|---|---|
| Vision, Mission, and Goals | 2 | 20% | .40 |
| Teaching and Learning | 2 | 40% | .80 |
| Organizational Systems and Safety | 4 | 10% | .40 |
| Families and Stakeholders | 2 | 20% | .40 |
| Ethics and Integrity | 3 | 5% | .15 |
| The Education System | 4 | 5% | .20 |
| **Total** | | | **2.35** |

For Central Office Staff (Assistant Superintendent, Director of Curriculum and Instruction, Director of Special Education, Supervisor of Special Education, Director of Business and Operations) weighting is modified to address specific job functions. For these Administrators, will use the following structure to weigh the six Performance Expectations of the Plainville Common Core of Leading.

| **Performance Expectations** | **Score** | **Weight** | **Points** (Score x Weight) |
|---|---|---|---|
| Vision, Mission, and Goals | | 20% | |
| Teaching and Learning | | 40% | |
| Organizational Systems and Safety | | 10% | |
| Families and Stakeholders | | 10% | |
| Ethics and Integrity | | 5% | |
| The Education System | | 15% | |
| **Total** | | | |

Additional district staff may require modifications to the weighting in alignment with their specific job functions as approved by the Superintendent.

**Arriving at a Leadership Practice Summative Rating**

Summative ratings are based on the preponderance of evidence for each performance expectation in the Plainville Public School's modified version of the CT Common Core of Leading Leadership Continuum. Evaluators collect written evidence about and observe the principal's leadership practice across the six performance expectations described in the Continuum and as specified in the preceding tables. Specific attention is paid to leadership performance areas identified as needing development.

**Form B** provides structures for on-going evidence collection and has been provided in Appendix C. Once the evidence has been reviewed and an administrator's final score has been determined based on the weighting of each Performance Expectation, the supervisor will use **Form C** to record a final rating.

**Performance and Practice Rating Example**

| Exemplary Practice | Proficient Practice | Developing Practice | Below Standard Practice |
|---|---|---|---|
| 3.51 – 4.0 | 2.5 – 3.5 | 1.5 – 2.49 | 1- 1.49 |
| **Rating** | | **2.35** | |
| **Rating Scale** | | ***Developing*** | |

**Training for Supervisors of Administrators**

Prior to the start of school, all evaluators of administrators will receive professional development for administrator professional growth related to the evaluation process. Plainville will work directly with the State Department of Education and other appropriate outside consultants to support the development of the Superintendent, Assistant Superintendent and any principal who will supervise administrators such as assistant principals. These trainings and support are designed to ensure a comprehensive understanding of leadership applications related to teacher evaluation and to progress towards inter-rater agreement and reliability.

**Stakeholder Feedback (10%)**

Ten percent (10%) of an administrator's summative rating shall be based on feedback from stakeholders on areas of principal and/or school practice as described in the Connecticut Leadership Standards. For school-based administrators, stakeholders solicited for feedback must include teachers and parents, but may include other stakeholders (other staff, community members, students, etc.). More than half of the rating of a principal on stakeholder feedback must be based on an assessment of improvement over time. To ensure a proper baseline has been established prior to assessing improvement over time, Plainville will begin to apply an

analysis of administrator improvement to assessment of performance related to Stakeholder Feedback in year 2 which will allow for a clear understanding of Growth. Plainville will set both common targets of improvement and performance for all administrators, as well as, where necessary, set specific targets for individual administrators.

Plainville Community Schools has selected Panorama LLC to use collect and summarize school climate survey data for the analysis of stakeholder feedback. Appendix D provides examples of survey questions from the Panorama surveys. In 2013 surveys were completed by all students in grades 3-12, all parents in the Plainville Community Schools received a hardcopy and/or electronic version of the climate survey to complete, and all faculty and staff in the district was asked to complete an electronic survey. The 2013 survey data will serve as a baseline moving forward. The Panorama surveys will be re-administered to the same stakeholder groups in 2014. After the 2014 survey data is collected and analyzed the Board and administration will consult with Panorama and decide on future scheduling of the survey distribution, possibly adopting an every-other-year approach.

**Survey Validity and Reliability**

Following the 2013 administration of the Panorama survey, feedback was gathered from stakeholders in all groups (administrators, teachers, parents and students) to re-examine the individual survey questions and overall survey validity. The feedback gathered in this process will be used by the Central Office Administration to adjust the surveys for the 2014 administration. Surveys question sets will also be shared with teacher and parent focus groups prior to administration. This process for gathering feedback will be used each year the survey is given to assure stakeholders' input is accounted for in the development of survey question.

Plainville Community Schools has established a clear set of protocols for both administering stakeholder surveys and managing the resulting data (see below). Plainville will review survey and collected data to help in the process of determining validity and reliability. To be reliable, measurement must be consistent from individual to individual surveyed, across settings and at different times. Consistency of information is essential for making general statements. Analysis of surveys from year to year will allow Plainville to establish the extent to which the survey information is relevant to the conclusion being drawn and is sufficiently accurate and complete to support goals being established at a school and individual administrator level.

Protocol and Requirements:

- Surveys must be fair, reliable, valid, and useful
- Student surveys are created and administered in an age-appropriate manner
- Student and staff surveys will be administered electronically during the school/work day
- Survey results are confidential
- Responses must be anonymous
- Results align with and influence Student Learning Goals (SLOs).

- Parents surveys should be have an electronic and paper copy option and include procedures for multiple reminders to ensure a higher response rate

Administrators will articulate targets associated with data collected by stakeholders. When applicable, administrators will make specific connections between Student Learning Objectives being set and the targets and associated actions in response to Stakeholder Feedback. Form A: *Administrator Goal Setting, Self-Reflection and Conference Form* is used to support the articulation of these targets.

Assessment of performance in Stakeholder Feedback will be based on review of survey data as it related to targets established during the Goal Setting Conference.

| **Exceeded Goal** | **Met Goal** | **Partial Improvement** | **No Improvement** |
|---|---|---|---|
| **Exemplary Practice** | **Proficient Practice** | **Developing Practice** | **Below Standard Practice** |
| 3.51 – 4.0 | 2.5 – 3.5 | 1.5 – 2.49 | 1- 1.49 |
| | | **Rating** | |
| | | **Rating Scale** | |

**Example Target**

Target is to increase ***positive*** response to Parent Communication questions on Survey from 45% rating at effective to 55% rating at "effective". For purposes of our example we will suggest that the target was met at 55% responding at "effective" on the survey question(s)

| **Exceeded Goal** | **Met Goal** | **Partial Improvement** | **No Improvement** |
|---|---|---|---|
| **Exemplary Practice** | **Proficient Practice** | **Developing Practice** | **Below Standard Practice** |
| 3.51 – 4.0 | 2.5 – 3.5 | 1.5 – 2.49 | 1- 1.49 |
| | | **Rating** | **3** |
| | | **Rating Scale** | ***Proficient*** |

If review of data revealed that a positive response rate at 50% rating at "effective" during the spring administration, showing a 5% change, this would constitute a ***Developing*** rating based on the rating scale.

**Student Learning Measures (45%)**

Forty-five percent (45%) of an administrator's summative rating shall be based on multiple student indicators of student learning success and achievement.

- Twenty-two point five percent (22.5%) of an administrator's rating shall be based only on student performance and/or growth on the state-administered assessments in core content areas that are part of the state's approved accountability system. This portion must include:
    - School Performance Index (SPI) progress from year to year;
    - SPI progress for student subgroups
- Twenty-two point five percent (22.5%) of an administrator's rating shall be based on at least two locally determined indicators of student learning, at least one of which must include student outcomes from subjects and/or grades not assessed on state-administered assessments.

  Sample Local measures can be found in the Plainville District Assessment Calendar and include such measures as:
    - Independent Reading Level Assessment (IRLA)
    - Benchmark Assessment
    - Performance Tasks
    - Behavioral Data
    - Attendance Data
- For administrators in the high school, selected indicators must include cohort graduation rate and the extended graduation rate.

For all school-based administrators, selected indicators must be relevant to the student population served by the administrator's school and may include:

- Student performance or growth on state-administered assessments and/or district-adopted assessments not included in the state accountability measures (e.g., commercial content-area assessments, AP and IB examinations).
- Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or the percentage of students that pass 9th and/or 10th grade core subjects.
- Student performance or growth on school-or classroom-developed assessments in subject areas for which there are no available state assessments.

For assistant principals, indicators may focus on a subset of teachers, grade level, or subjects consistent with the job responsibilities of the assistant principal being evaluated.

For Central Office administrators, indicators may focus on job specific responsibilities and will include district wide examination of performance relative to the District Performance Index. 22.5% will be based on an SLO outlined toward improvement in SPI for targeted job

responsibility, and 22.5% will be based on a SLO developed to support advancement of an identified subgroup, school or set of schools.

**SLO Scoring:**
Scoring for SLO 1 is based on the SPI and the SDE process outlined in the SEED model.

| Scoring Item | **EXCEEDS Target (4)** | **MEETS Target (3)** | **APPROACHES Target (2)** | **DOES NOT MEET Target (1)** |
|---|---|---|---|---|
| SPI Progress | >125% of target progress | 100-125% of target progress | 50-99% of target progress | >50% of target progress |
| SPI Progress for Subgroups | Meets performance targets for all subgroups that have SPI < 88 ***OR*** All Subgroups have SPI > 88 ***OR*** School has no subgroups of sufficient size | Meets performance targets for a majority of subgroups that have SPI < 88 | Meets performance targets for at least one subgroups that have SPI < 88 | Does not meet performance targets for any subgroups that have SPI < 88 |

SLO 2 (and 3 where applicable) will receive 2 scores

- 1 score for Whole Student Performance
- 1 score for Subgroup Performance

NOTE:
Pending U.S. Department of Education's approval of Connecticut's request for flexibility on the use of student test data in 2013-14, Plainville will not require that 22.5% of the administrator's student learning component incorporate SPI progress in 2013-14. Given this adjustment, the entire 45% of an administrator's rating on student learning indicators shall be based on the locally determined indicators.

**Whole Group Performance**

| Level 4 | Level 3 | Level 2 | Level 1 |
|---|---|---|---|
| At least 90% of students met the SLO- and IAGD Targets. | At least 70% of students met the SLO- and IAGD Targets. | At least 60% of students met the SLO- and IAGD Targets. | Less than 60% of students met the SLO and IAGD Targets. |

**Sub Group Performance**

| Level 4 | Level 3 | Level 2 | Level 1 |
|---|---|---|---|
| At least 90% of students in targeted subgroups met the SLO and IAGD Targets. | At least 70% of students in targeted subgroups met the SLO and IAGD Targets. | At least 60% of students in targeted subgroups met the SLO and IAGD Targets. | At least 60% of students in targeted subgroups met the SLO and IAGD Targets. |

The two scores for SLO 2 are averaged together
The two scores for SLO 3 (where applicable) are averaged together

SLO1 has to be based on state-administered assessments. The state's target is an SPI of 88 so if your school is at 88, the goal would be to maintain. If you're below that, your goal is the state's target. Goal for subgroup achievement gaps is less than 10 SPI points.

The State Department of Education has established a school classification system to support schools is the analysis and design of performance targets related to the SPI. The classifications are as follows:

- Excelling
- Progressing
- Transitioning
- Turnaround

Information on the CSDE classification system can be found in Appendix E. Administrators can refer to resources provided by CSDE as they develop their Indicators of Academic Growth and Development around their SPI.

**EXAMPLE: Student Learning Objectives**

**SLO1:** Increase current SPI of 67 to 77 in the 2013-2014 school year
**IAGD1:** Decrease the percent of students scoring basic by 50% across reading (From 20 students scoring basic in reading =<10 students scoring basic)
**IAGD2:** Increase the percentage of proficient students belonging to a subgroup from the current 25% to 45% in reading.

**SLO2:** Increase the percentage of students who are reading on grade level

**IAGD1:** 85% of students in grade 2 will meet goal on DIBELS spring assessment.
**IAGD2:** 50% of 5th grade African American boys will maintain proficiency or increase a minimum of one performance band on CMT reading assessment.

**High School Example:**

**SLO1:** Make progress towards state's 2018 4-year graduation rate of 94%
**IAGD1:** Increase percentage of subgroup students who meet 4-year graduation expectations from 45% to 65%
**IAGD2:** Increase percentage of subgroup students who meet extended graduation rate from 73% to 87%

**SLO2**: Improve student performance on AP exams.
**IAGD1:** Increase percentage of students scoring a 3 or better on all math AP assessments from the 2012-2013 rate of 32% to 45%
**IAGD2:** Increase percentage of students scoring a 3 or better on all reading AP assessments from 2012-2013 rate of 45% to 60%.

**EXAMPLE:** Using the scoring structure provided on page 19:

| | **Whole Group Performance** | **Subgroup Performance** | **Average** |
|---|---|---|---|
| ***SLO 1*** | 3 | 2 | 2.5 |
| ***SLO 2*** | 2 | 3 | 2.5 |
| **Exemplary Practice** | **Proficient Practice** | **Developing Practice** | **Below Standard Practice** |
| 3.51 – 4.0 | 2.5 – 3.5 | 1.5 – 2.49 | 1- 1.49 |
| | | **Total Score** | ***2.5*** |
| | | **Rating Scale** | ***Proficient*** |

**Teacher Effectiveness Outcomes (5%)**

Five percent (5%) of an administrator's summative rating shall be based on teacher effectiveness outcomes. For assistant principals, measures of teacher effectiveness shall focus only on those teachers the assistant principal is responsible for evaluating. Acceptable measures include:

- Improving the percentage (or meeting the target of a high percentage) of teachers who meet the Student Learning Objectives (SLOs) outlined in their performance evaluations.
- Improvement of overall Practice Ratings of teachers (after a baseline has been established).
- Number of teachers participating in Career Development programs that help build capacity within the district (after a baseline has been established).

For Assistant Principals and Central Office Staff, measures may focus on a subset of teachers, grade level, or subjects consistent with the job responsibilities of the administrator being evaluated.

Plainville Community Schools believes that teacher effectiveness is based on not only performance outcomes as defined in SLO's but also in the ability of Leadership to promote new and continuous learning toward teacher growth and development. Furthermore, creating sustainability for the district through participation in career development pathways provides an important context to the influence of leadership on teacher practice. Therefore, the weighting of Teacher Effectiveness Outcomes will be examined in the following manner:

**In Year One**

| **Teacher Effectiveness Outcomes Component** | **Weight** |
|---|---|
| SLO's | 100 |
| Practice Ratings | 0 |
| Career Development | 0 |

**Year 2 and Beyond**

| **Teacher Effectiveness Outcomes Component** | **Weight** |
|---|---|
| SLO's | 25 |
| Practice Ratings | 25 |
| Career Development | 50 |

A Supervisors assessment of these areas is based on the following:

| **SLO's** | | | |
|---|---|---|---|
| **Exemplary (4)** | **Proficient (3)** | **Developing (2)** | **Below Standard (1)** |
| 81-100% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation | 61-80% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation | 41-60% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation | 0-40% of teachers are rated *proficient* or *exemplary* on the student growth portion of their evaluation |

| Practice Ratings | | | |
|---|---|---|---|
| **Exemplary Practice (4)** | **Proficient Practice (3)** | **Developing Practice (2)** | **Below Standard Practice (1)** |
| 81-100% of teachers have increased Practice Ratings by one performance level or maintained at level 4 within school year. | 61-80% of teachers have increased Practice Ratings by one performance level within school year. | 41-60% of teachers have increased Practice Ratings by one performance level within school year. | 0-40% of teachers have increased Practice Ratings by one performance level within school year. |

| Career Development | | | |
|---|---|---|---|
| **Exemplary Practice (4)** | **Proficient Practice (3)** | **Developing Practice (2)** | **Below Standard Practice (1)** |
| Increases in teachers participating in Career Development Opportunities. | Increases in teachers participating in Career Development Opportunities. | Increase in teachers participating in Career Development Opportunities. | No increase in teachers participating in Career Development Opportunities. |

Specific structures for review of performance on these important Year Two Teacher Effectiveness Outcomes components will be reviewed throughout the 2013-1014 school year in order to establish fair and appropriate system analysis of administrator performance. In year one, only SLO performance will constitute the 5% for Teacher Effectiveness.

| **Teacher Effectiveness Outcomes Component** | **Score** | **Weight** | **Points (Score x weight)** |
|---|---|---|---|
| SLO's | | 25% | |
| Practice Ratings | | 25% | |
| Career Development | | 50% | |
| | | | |
| **Total Score** | | | |

**EXAMPLE:**

| **Teacher Effectiveness Outcomes Component** | **Score** | **Weight** | **Points (Score x weight)** |
|---|---|---|---|
| SLO's | 2 | 25% | 0.5 |
| Practice Ratings | 2 | 25% | 0.5 |
| Career Development | 2 | 50% | 1.0 |
| | | **Total Score** | **2** |
| | | **Rating Scale** | ***Developing*** |

## Aggregate and Summative Scoring

The process for determining summative evaluation ratings has three steps:

**Step 1:** Determine the **PRACTICE RATING** based on the review of practice and information gathered through on-going observation of performance and practice (as outlined in previous sections) as well as the Goal Setting Conference, Mid-Year Conference and the End-of Year Conference combined with performance towards stakeholder feedback targets
**Step 2:** Determine the **OUTCOMES RATINGS** based on review of the SPI and other outlined indicators of student learning
**Step 3:** Combine the two ratings into an overall rating using the ***Summative Rating Matrix***

---

**Step 1:**
**PRACTICE RATING: Leadership Practice (40%) + Stakeholder Feedback (10%) = 50%**

The practice rating is determined based on an administrator's performance on the six performance expectations of the leader evaluation continuum and the three stakeholder feedback targets. An ***Administrator Practice and Performance Rating Form B*** are provided to help support the overall assessment and rating of an administrator relative to the practice and performance expectations described in previous section. Review of administrator performance towards stakeholder targets are added to the Practice and Performance rating to arrive at an overall score for an administrator's Practice Outcome.

**Step 2:**
**OUTCOMES RATING: Student Learning (45%) + Teacher Effectiveness (5%) = 50%**

The outcomes rating is based on two student learning measures as outlined in previous sections and teacher effectiveness outcomes. As shown in the ***Administrator Student Learning Rating Form***, state reports provide an assessment rating and evaluators record a rating for the student learning objectives agreed to in the beginning of the year. These two combine to form the basis of the overall outcomes rating.

**Step 3: OVERALL RATING: Practice (50%) + Outcomes (50%) = 100%**

The overall rating combines the practice and outcomes ratings using the matrix below. If the two categories are highly discrepant (e.g., a rating of 4 for practice and a rating of 1 for outcomes), then the superintendent should examine the data and gather additional information in order to make a final rating.

| | | | PRACTICE Rating | | | |
|---|---|---|---|---|---|---|
| | OUTCOMES Rating | | *Exemplary* | *Proficient* | *Developing* | *Below Standard* |
| | | | *4* | *3* | *2* | *1* |
| | *Exemplary* | *4* | Exemplary | Exemplary | Proficient | Requires More Data |
| | *Proficient* | *3* | Exemplary | Proficient | Proficient | Developing |
| | *Developing* | *2* | Proficient | Proficient | Developing | Developing |
| | *Below Standard* | *1* | Requires More Data | Developing | Developing | Below Standard |

## Example of Summative Rating *Form E*

## Performance and Practice Rating:

| Summative evaluation of performance based on Form B Observation Protocol weighted against ***CT Common Core of Leading*** |
|---|
| **Comments** |
| **Administrator:** *Throughout the year I have concentrated my efforts on improvements in Performance expectation #1 Vision, Mission, and Goals. I have seen significant improvements in my communication of the vision but continue to work on building a shared understanding among my staff. I also continue to need concentrated time to explore my skills as an instructional leader as represented in my final assessments in Performance Expectation #2.* |
| **Superintendent:** *Over the course of this year we have seen some growth in the ability to establish a clear, data driven, vision for the school but continued effort needs to occur related to communication of that vision with staff. Furthermore, a clear connection needs to be made between the vision and mission and a cycle of continuous improvement for the school. Organizing to realize the vision and mission becomes a key focus for next school year.* |

| Highly Effective Practice | Proficient Practice | Developing Practice | Ineffective Practice |
|---|---|---|---|
| | | | |
| | **Total** | **2.35** | |
| | **Rating Scale** | **Developing** | |

## Stakeholder Feedback Rating:

| Summative evaluation of performance based on assessment of performance related to targets associated with Stakeholder Feedback |
|---|
| **Comments** |
| **Administrator:** *The school concentrated on parent communication this past year based on data showing a 60% response rate below effective practice. We established school wide goals that allowed us to concentrate our efforts on changing the level and quality of our parent outreach. As a result we met our primary target of increasing the total positive responses to the parent communication sections and we provided additional opportunities for feedback to help us understand the overall impact of our efforts.* |
| **Superintendent:** *The administrator met the target set at the beginning of the year while engaging in the right type of consistent action to ensure success in meeting those targets. The administrator sought feedback from parents throughout the year at both newly designed and introduced outreach programs as well as traditional parent-school opportunities.* |

| Highly Effective Practice | Proficient Practice | Developing Practice | Ineffective Practice |
|---|---|---|---|
| | | | |
| | Total | 3 | |
| | Rating Scale | Proficient | |

## Student Learning Measure

| Summative evaluation of performance based on Review of SLO's |
|---|
| **Comments** |
| **Administrator:** *The school has been able to increase its SPI score by two points this year and has met greater than 50% of all its whole group and subgroup performance targets. The school leadership team has worked closely with teachers to examine their student's performance in a deeper way this year and we have established a stronger school wide culture of achievement.* |
| **Superintendent:** *The administrator has been able to increase its SPI this year and has met many of the targets set at the beginning of the year. The work completed to align teacher performance across the school has created a positive environment for learning. Additional focus on specific classroom outcomes to encourage changes in performance across the school and within subgroups will be necessary to continue to move student outcomes.* |

| Highly Effective Practice | Proficient Practice | Developing Practice | Ineffective Practice |
|---|---|---|---|
| | | | |
| | Total SLO 1 | 2.5 | |
| | Total SLO 2 | 2.5 | |
| | TOTAL SLO SCORE | 2.5 | |
| | Rating Scale | Developing | |

## Teacher Effectiveness

| Summative evaluation of performance based on Teacher Effectiveness targets |
|---|
| **Comments** |
| Administrator: *We have continued to concentrate on creating a culture of achievement in our school that continues to create positive results for our students. As a result, 50% of the teachers have met the objectives and Indicators of Academic Growth and Development.* |
| Superintendent: *Continued focus on development of a culture of achievement throughout the school will help in student growth in the school.* |

| Highly Effective Practice | Proficient Practice | Developing Practice | Ineffective Practice |
|---|---|---|---|
| | | 2 | |
| | **Total** | *2* | |
| | **Rating Scale** | ***Developing*** | |

**Total Overall Rating**

**Practice Rating = Proficient**

**Outcomes Rating = Developing**

**Overall Summative Rating = Developing**

**Evaluation-Based Professional Learning and Growth Options**

Administrators attend conferences, workshops, participate in curriculum development committees, participate in the development of school improvement plans, and take coursework to stay up-to-date on the latest educational reforms in addition to their normal job responsibilities. Professional learning opportunities for administrators are directly linked to specific outcomes of the evaluation process as it relates to student learning results, observation of professional practice, or the outcomes of stakeholder feedback. These professional learning opportunities are based on the individual or group of individuals' needs that are identified through the evaluation process. For those administrators who consistently demonstrate the highest levels of performance, additional opportunities for professional growth are available (See Career Development and Growth)

Professional growth options include, but are not limited to the following:

A. **Peer Coaching:** The peer coaching option includes the participation of two or more administrators to practice peer support through a collegial approach to the observation and review of learning situations in the classroom. This option requires participation in a training component designed to assist in observation, feedback, and communications techniques.

B. **Reflection and Continuous Learning:** This option provides the administrator the opportunity to engage in self-evaluation of the effects of leadership practice on teacher and student performance. Through collaboration with the designated evaluator and possibly other colleagues, the administrator will analyze school and/or district professional development needs, school and/or district student performance outcomes, and propose supports structures to improve practice and performance.

C. **Independent Project**: This option allows for the administrator to enrich his/her knowledge of leadership practices or related areas through an examination of professional literature, participation in professional organizations, participation in action research, attendance at seminars, workshops or related professional activities.

D. **Portfolio**: This option allows administrators the opportunity to develop a portfolio that focuses on a portion of one of the following. Training and technical assistance are recommended:
    - Plainville Community Schools Teaching and Learning Continuum
    - Connecticut's Common Core Leading
    - Common Core State Standards
    - Standards for School Leaders (as applies to administrators)

E. **Leadership and Collaboration** – This option allows for the leader to participate in leadership activities designed to create and promote a positive, collaborative school culture. Leadership experiences can be school or community-based and involve strategies that can impact student learning. Administrators are encouraged to use this option to work collaboratively with district/school/community leaders in unique ways.

F. **Other**: Administrators are encouraged to creatively explore and design options which improve effectiveness, encourage professional growth and positively impact student learning. Creative options are developed in collaboration with the evaluator and other district colleagues.

**Administrator Professional Assistance Plans**

An administrator shall generally be deemed *ineffective* if he or she receives at least two sequential *developing* ratings or one *below standard* rating at any time. If this occurs, the Superintendent will create a *Professional Assistance Plan* to help guide improvement and/or remediation for the administrators. These plans will be collaboratively developed with the administrator and an association representative, should he/she decide to include one.

The plan must:

- Identify resources, support and other strategies to be provided to the administrator to address documented deficiencies;
- Indicate a timeline for implementing such resources, support or other strategies in the course of the same year that the plan is issued; and
- Include indicators of success, including a summative rating of Proficient or better at the conclusion of the improvement or remediation plan.

An Administrator receiving a Below Standard rating who, after 90 days, has not clearly demonstrated improvement on stated objectives as predetermined in the *Professional Assistance Plan*, will be moved to termination. Administrator receiving a Developing rating who, after 180 days, has not clearly demonstrated improvement on stated objectives as predetermined in the *Professional Assistance Plan* and in their overall summative rating, will be moved to termination.

**Procedures for *Professional Assistance Planning***

1. If the summative performance of an administrator is rated ineffective, the evaluator will provide the administrator with written notification that a conference is required. The Evaluator will set a date and time for this conference, which should take place within three weeks after the "Ineffective" rating is determined.

2. The Evaluator and will conduct the conference with the administrator, and if they choose, a representative from The Plainville Association of School Administrators (PASA). At this meeting, the Evaluator will state the concern(s) regarding the administrator's performance and the administrator will be given the opportunity to verbally respond to the concern(s).

3. If, after this meeting, the Evaluator determines that a *Professional Assistance Plan* is needed, he/she will notify the administrator in writing of the specific reasons for placing the administrator on a *Professional Assistance Plan*. This notification may occur at any

time within the next thirty (30) days. A copy of the notification will be sent to Human Resources, and the Administrator Association will be notified simultaneously.

4. Once the administrator receives this notification, he/she will have ten (10) working days to respond in writing to the Evaluator. However, a response is not required.

5. At any time after notification of being placed on a *Professional Assistance Plan*, the administrator has the option of requesting a Support Team. This two-person team will consist of one staff member (Central Office or School-Based) or principal/administrator selected by the administrator and one selected by the evaluator. The purpose of the Team is to assist the administrator in mutually agreed-upon and is supportive in nature, not evaluative.

6. Following the conclusion of the ten (10) day response period, the evaluator will schedule a meeting within the next ten (10) working days to determine the plan of action for the *Professional Assistance Plan*. This meeting will include both the administrator and a representative from PASA.

7. This *Professional Assistance Plan* will include a restatement of the area(s) of concern, what type/extent of improvement is needed, steps to be taken to achieve that improvement, and an estimate of the time (days/weeks) when the improvement should be observable.

8. The *Professional Assistance Plan* will be implemented by the evaluator, working in conjunction with the administrator. Both parties are responsible for taking appropriate and timely measures in an effort to improve the administrator's professional practice.

9. If improvement is not evident after the period of time established within the plan (see Step 7) additional action may be taken to either intensify support or begin action in support of dismissal.

**Appendix**

**Appendix A - Plainville Supervisory Organizational Chart**
**Appendix B - Plainville's Approved Leadership Standards (Rubrics)**
**Appendix C - Forms**

*Form A:* *Administrative Goals Setting, Self-Reflection and Conference*
*Form B:* *Mid-Year Conference*
*Form C:* *End-of-Year Summative Conference*
*Form D:* *Observation Protocol*
*Form E:* *Summative Ratings*
*Form F:* *Administrative Support Plan*

**Appendix D - Sample Surveys**
**Appendix E - CSDE SPI Classification and Performance Targets**
**Appendix F – Plainville School/Department Improvement Forms**

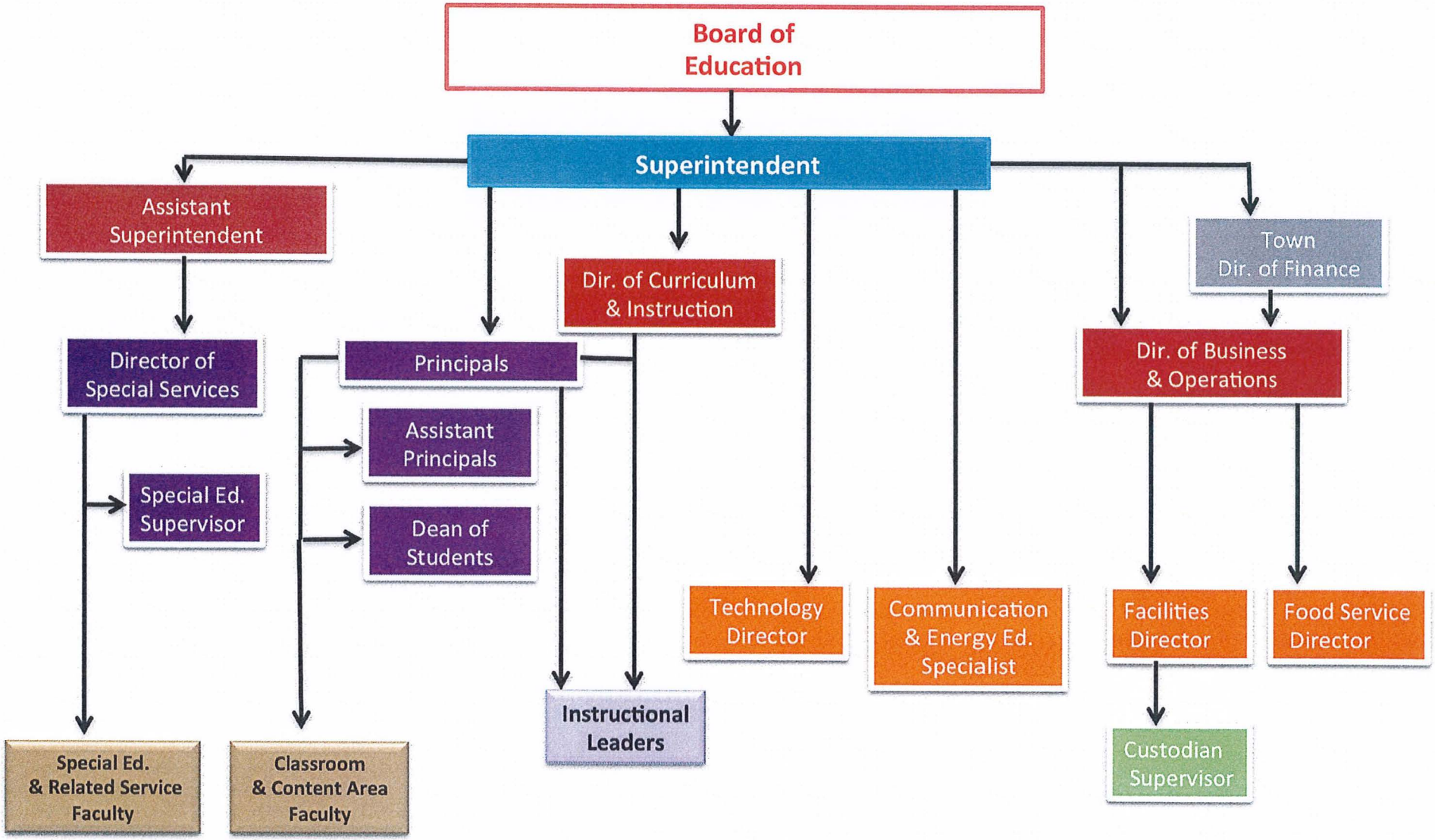
*Goal Planning Worksheet*
*School/Department Goals Form*
*Progress Monitoring Form*

**Appendix G – Plainville Board of Education Strategic Plan**

## Appendix A – Plainville Supervisory Organizational Chart

# Plainville Community School

## Administrative and Professional Staff Organizational Chart



## Appendix B- Plainville Framework for Leadership

During the spring of 2013, Plainville Community Schools Administrators completed a review of the CSDE Common Core of Leading. Through this process, the administrators determined that this framework would become the basis for all summative evaluations as described in the ***Plainville Administrator Effectiveness, Professional Learning and Performance Evaluation Manual***.

# PLAINVILLE LEADER EVALUATION CONTINUUM

**Performance Expectation 1: Vision, Mission and Goals:**

*Education leader[1] ensures the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and staff[2] and high expectations for student performance.*

**The Leader...**

| Indicator | Below Standard | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| **High Expectations for All**<br><br>Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff. | Uses little data and/or own assumptions to develop school goals, involves few if any stakeholder perspectives, and/or sets school goals out of alignment with the high expectations embedded in district vision, mission and goals. | Uses some data sources to develop goals that align largely with the district vision, mission and goals, and offers some opportunities for stakeholders to provide input into goals. | Uses various data and incorporates diverse perspectives to develop school goals and policies and practices that align to the district vision, mission and goals. | Uses a wide range of data and actively empowers staff and stakeholders to develop strategic goals, policies and practices that sustain the alignment between school and district vision, mission and goals around high expectations for all students and staff. |
| **Shared Commitments to Implement and Sustain the Vision, Mission and Goals**<br><br>Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders. | Provides limited, if any, opportunities for stakeholder involvement in implementing vision, mission and goals, and tolerates a lack of equitable opportunity for students | Fosters inconsistent compliance to vision, mission and goals among stakeholders and sets inconsistent expectations for students and staff. | Develops shared commitments among stakeholders to guide decisions, evaluate actions and outcomes, and support equitable and effective learning opportunities for all students. | Empowers a diverse array of stakeholders in ensuring a high degree of commitment to implementing and sustaining the vision, mission and goals, evaluating and monitoring progress and outcomes, and ensuring equitable and effective learning opportunities for all students. |

| | | | | |
|---|---|---|---|---|
| **Continuous Improvement toward the Vision, Mission and Goals**<br><br>Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals. | Demonstrates little awareness of data related to implementation of the vision, mission and goals, and demonstrates little rationale for resources connected to vision, mission and goals. | Uses and analyzes some data sources to identify student needs, assess program implementation and align resources | Uses data systems to identify student strengths and needs, assess and modify programs address barriers to achieving the vision, mission and goals, and align resources. | Collaborates with stakeholders to use a wide range of data systems to consistently monitor and refine implementation of the vision, mission and goals, address areas for improvement at the school, classroom and student levels, and align and implement effective resources. |

Evidence of Strengths:

Evidence for Areas of Growth:

Rating: Exemplary: _____ Proficient: _____ Developing: _____ Below Standard: _____

# PLAINVILLE LEADER EVALUATION CONTINUUM

**Performance Expectation 2: Teaching and Learning**

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

**The Leader...**

| Indicator | Below Standard | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| **Strong Professional Culture**<br><br>Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies. | Demonstrates little awareness of ways to address the achievement gap, and focuses improvement efforts on some, but not all, students. | Uses some data sources to share an understanding of the achievement gap but provides inconsistent support, time or resources to address it | Develops shared commitment to close the achievement gap and raise the achievement of all students, provides support, time and resources, and evaluates effectiveness of improvement efforts. | Collaborates to develop deep universal commitment among all stakeholders to close achievement gaps and raise the performance of all students, and innovates to provide effective support, adequate time and resources to implement and evaluate the effectiveness of improvement efforts |
| | Demonstrates little commitment to involving staff collaboration and new ideas to resolve student learning challenges | Demonstrates commitment to collaboration and models professional growth | Develops a culture of collaboration and models personal and professional growth among staff | Leads a collaborative effort to build a culture of continuous personal and professional growth of each member |
| | Provides little feedback to staff and inconsistent monitoring | Provides feedback to staff inconsistently | Provides timely, accurate, specific and ongoing feedback to improve teaching and learning | Provides regular, timely, accurate, constructive and targeted feedback to improve teaching and learning |

| | | | | |
|---|---|---|---|---|
| **Curriculum and Instruction**<br><br>Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards. | Demonstrates little awareness of how to align curriculum standards, instruction and assessments. | Demonstrates emerging understanding and facility with state and national standards. | Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress. | Builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meets or exceed state and national standards. |
| | Demonstrates little awareness of how to align curriculum standards, instruction and assessments. | Promotes instruction and assessment methods that are somewhat, but not completely, aligned to standards. | Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development. | Monitors and evaluates the alignment of all instructional processes. |
| | Provides little leadership and support for collaborative teams. | Provides time for collaborative teams to meet to analyze student work and plan instruction around student needs. | Develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students. | Empowers collaborative teams to continuously analyze student work, monitor progress, adjust instruction and meet the diverse needs of all students. |
| | Provides little resources, training or technical support to teachers and students. | Provides some support and resources to promote and extend learning beyond the classroom. | Provides faculty and students with access to instructional resources, training and technical support. | Collaborates with faculty to acquire and use necessary resources and provides ongoing training and support to builds strong commitment to extending learning beyond classroom walls. |

| | | | | |
|---|---|---|---|---|
| | Provides limited support or development for staff or students around global skills or dispositions, and little focus on skills beyond academic standards solely. | Supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens. | Assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens. | Establishes structures and supports to sustain a continued focus on developing the knowledge, skills and dispositions required of global citizens. |
| **Assessment and Accountability**<br><br>Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps. | Makes little connection between assessment data and school improvement strategies, inconsistently uses teacher evaluation process to improve teaching and learning<br><br>Provides limited information about student progress to faculty and stakeholders | Demonstrates emerging capacity to use multiple data sources to identify areas for improvement, and uses teacher evaluation processes to improve teaching<br><br>Provides updates to some stakeholders when required on student progress toward the vision, mission and goals. | Uses multiple assessments and teacher evaluation to improve teaching and learning<br><br>Communicates progress toward the vision, mission and goals to vital stakeholders | Effectively uses multiple assessments and evaluation processes to build staff understanding and capacity to use assessment data and systems to create, align and address goals focused on improved achievement for all students<br><br>Effectively and frequently celebrates results showing progress toward the vision, mission and goals as well as communicates needs for improvement with a variety of stakeholders |
| Evidence of Strengths:<br>Evidence for Areas of Growth:<br><br>Rating: Exemplary: _____ Proficient: _____ Developing: _____ Below Standard: _____ | | | | |

# PLAINVILLE LEADER EVALUATION CONTINUUM

**Performance Expectation 3: Organizational Systems and Safety**

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

**The Leader...**

| Indicator | Below Standard | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| **Welfare and Safety of Students, Faculty and Staff**<br><br>Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff. | Insufficiently plans for school safety, demonstrates little awareness of the connections between climate and safety, and acts alone in addressing school climate issues. | Involves some stakeholders in creating and monitoring a school climate and safety plan | Collaborates with a variety of stakeholders in creating a positive school climate and developing, implementing and monitoring a comprehensive school safety plan. | Actively and regularly engages multiple stakeholders in creating, monitoring, refining a positive school climate that supports and sustains the whole child and continually engages the school community in the development, implementation and evaluation of a comprehensive safety plan |
| **Operational Systems**<br><br>Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning. | Oversees a physical plant out of compliance with legal guidelines and safety requirements.<br><br>Uses data systems inadequately to inform instructional practice and school operations. | Maintains minimum safety requirements and provides inconsistent evaluation of current and future safety concerns.<br><br>Uses some communication and data systems to support instructional practices and school operations. | Plans for and ensures safe operations of the physical plant that supports a positive learning environment.<br><br>Facilitates the use of communication and data systems that ensure the accurate and timely exchange of information to inform practice. | Develops systems to maintain and improve the physical plant and rapidly resolve any identified safety issues and concerns.<br><br>Routinely seeks input from staff and external experts on updated resources and data systems to improve practices |

| | | | | |
|---|---|---|---|---|
| | Demonstrates inconsistent and ineffective use and support of technology that supports teaching and learning | Maintains existing technology and identifies some new technologies that support learning | Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment. | Develops capacity among community members to acquire, maintain and secure equipment and technology to improve the teaching and learning environment |
| **Fiscal and Human Resources**<br><br>Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning. | Submits a budget out of alignment with district guidelines and school improvement goals.<br><br>Uses hiring practices involving few recruiting resources and provides limited support through evaluation processes for teachers for improvement and retention. | Develops and operates a budget within fiscal guidelines.<br><br>Recruits, supports and makes efforts to retain highly qualified staff, and conducts staff evaluation processes inconsistently | Develops and implements a budget aligned to the school and district improvement plans that is fiscally responsible<br><br>Implements practices to recruit support and retain highly qualified staff and conducts staff evaluation processes to support teaching and learning. | Collaborates with stakeholders to develop innovative and fiscally responsible budget and secure necessary resources to support school and district improvement goals.<br><br>Involves vital stakeholders in practices to successfully recruit, support, and retain highly qualified staff, and effectively and successfully focuses staff evaluation process to support improved teaching and learning. |

Evidence of Strengths:

Evidence for Areas of Growth:

Rating: Exemplary: _____ Proficient: _____ Developing: _____ Below Standard: _____

# PLAINVILLE LEADER EVALUATION CONTINUUM

## Performance Expectation 4: Families and Stakeholders

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

**The Leader…**

| Indicator | Below Standard | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| **Collaboration with Families and Community Members**<br><br>Leaders ensure the success of all students by collaborating with families and stakeholders. | Provides limited opportunities for families to engage in educational decision making and | Attempts to involve families in some decisions about their children's education | Uses a variety of strategies to involve family members in decision making to improve student achievement | Consistently and effectively uses a variety of strategies to engage families in decisions about improving school-wide and student-specific learning |
| **Community Interests and Needs**<br><br>Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families. | Communicates inconsistently, unclearly and ineffectively and/or with only few stakeholders | Communicates regularly with stakeholders | Communicates regularly and effectively with all stakeholders. | Uses a variety of strategies to engage in open, responsive and regular communication with staff, families and community members and actively seeks and values alternative viewpoints |
| | Uses limited resources to understand the diverse needs of students and demonstrates limited understanding of community needs and dynamics. | Collects some information to understand and provide for diverse student and community needs. | Uses assessment strategies and research methods to understand and address the diverse needs of students and community. | Uses a variety of assessment strategies and research methods to understand, address and build shared commitment around the diverse needs of students and the community. |
| | Demonstrates little awareness of | Transmits a general sense of commitment to | Capitalizes on the diversity of the community | Integrates community diversity into multiple |

| | | | | |
|---|---|---|---|---|
| | community diversity as an educational asset | meet diverse needs of the community's students | as an asset to strengthen education. | aspects of the educational program to meet the learning needs of all students |
| **Community Resources**<br><br>Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that pro-vide critical resources for children and families. | Develops limited relationships or collaborative opportunities with community agencies and provides limited access to community resources for children and families | Develops some relationships with community organizations and agencies and provides some access to services for families | Collaborates with community organizations and agencies to provide essential resources to support the educational needs of all children and families. | Proactively collaborates with a variety of vital community organizations and agencies to provide and monitor essential resources supporting the ongoing improvement and support of learning for all children and families. |
| Evidence of Strengths:<br><br>Evidence for Areas of Growth:<br><br>Rating: Exemplary: _____ Proficient: _____ Developing: _____ Below Standard: _____ | | | | |

# PLAINVILLE LEADER EVALUATION CONTINUUM

## Performance Expectation 5: Ethics and Integrity

*Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.*

**The Leader...**

| Indicator | Below Standard | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| **Ethical and Legal Standards of the Profession**<br><br>Leaders demonstrate ethical and legal behavior. | Demonstrates limited or inconsistent ethics in personal and professional practice | n/a | Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students. | Continuously demonstrates and holds others accountable for the highest standards of professional and ethical conduct, student equity, confidentiality and trust. |
| **Personal Values and Beliefs**<br><br>Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning. | Demonstrates limited respect for diversity and equitable practices or commitment to vision, mission and goals | Advocates for the vision, mission and goals. | Demonstrates respect for the individual and advocates for and acts on commitments to equitable practices stated in the vision, mission, goals and learning principles. | Consistently models and builds shared commitment around respect for diversity and equitable practices for all stakeholders stated in vision, mission, goals and learning principles. |
| **High Standards for Self and Others**<br>Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning. | Demonstrates little commitment to reflective practice and ongoing improvement in self and others.<br><br>Demonstrates little or inconsistent use of professional | Recognizes the importance of personal learning needs of self and others<br><br>Supports professional learning related to curriculum and | Models and reflects on lifelong learning of effective practices.<br><br>Supports and allocates resources for ongoing professional learning to | Consistently models reflection and continuous growth by publically sharing learning processes related to improvement<br><br>Collaborates to foster a professional learning culture through ongoing, |

| | | | | |
|---|---|---|---|---|
| | development and resources to strengthen teaching and learning | instruction and allocates resources to address some needs | strengthen curriculum, instruction and assessment. | differentiated and job-embedded professional development to strengthen teaching and learning and actively seeks and allocates resources to build and sustain improvement |
| | Demonstrates limited understanding of the legal, social and ethical implications of technology | Demonstrates emerging but inconsistent understanding of the legal, social and ethical implications of technology | Promotes legal, social and ethical use of technology | Demonstrates skill, understanding and modeling to guide the legal, social and ethical use of technology among all members of the school community |
| | Ineffectively builds trust and respect necessary to achieve expected student performance levels | Works to establish positive collegial relationships with stakeholders | Inspires trust and respect to achieve student success. | Creates a collaborative professional learning community that inspires mutual trust, respect and honesty to sustain optimal ongoing improvement focused on student success |

Evidence of Strengths:

Evidence for Areas of Growth:

Rating: Exemplary:_____ Proficient:_____ Developing:_____ Below Standard:_____

# PLAINVILLE LEADER EVALUATION CONTINUUM

**Performance Expectation 6: The Education System**

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

**The Leader...**

| Indicator | Below Standard | Developing | Proficient | Exemplary |
|---|---|---|---|---|
| **Professional Influence**<br><br>Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families. | Takes few opportunities to build relationships with community and policy-making stakeholders regarding educational issues<br><br>Demonstrates limited understanding and ineffective use of resources to promote equity | Maintains professional and cordial relationships with some stakeholders and policy makers<br><br>Demonstrates emerging understanding of how to locate, acquire and access services and resources to promote equity and achieve school goals. | Develops and maintains relationships to engage a range of stakeholders in discussing, responding to, and influencing educational issues.<br><br>Advocates for equity, access and adequacy in meeting the needs of students and families. | Uses a variety of communication strategies to actively engage local, regional and/or national stakeholders and policy makers through community meetings, national organizations<br><br>Actively engages the school community to successfully advocate for equal access to services and resources for all. |
| **The Educational Policy Environment**<br><br>Leaders uphold and contribute to policies and political support for excellence and equity in education. | Demonstrates little understanding and ineffective communication of student performance data | Reviews school and student growth data. | Collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way. | Engages the school community and stakeholders in data analysis to identify important progress indicators and growth needs |

| | | | | |
|---|---|---|---|---|
| | Demonstrates ineffective communication with members of the school and community on policies | Provides information to decision makers and stakeholders about policies and regulations | Communicates effectively with the community on policy and upholds policy and regulations in support of education | Actively communicates and clarifies federal, state and local policies with vital stakeholders to improve understanding |
| **Element C: Policy Engagement**<br><br>Leaders engage policymakers to inform and improve education policy. | Demonstrates little understanding of or advocacy of policies promoting equity. | Identifies some policies and procedures supporting equity and seeks opportunities to communicate about them. | Advocates for public policies and ensures adequate resources that provide for present and future needs of to improve equity and excellence in education. | Actively engages stakeholders to advocate for and influence policies to improve education. |
| | Demonstrates little understanding of or involvement with others to influence decisions affecting student learning within and/or outside of own school or district. | Demonstrates emerging ability to analyze and share data related to policies and decisions related to student learning. | Collaborates with community leaders to collect and analyze data on economic, social and other emerging issues to inform district and school planning, policies and programs. | Proactively collaborates with all stakeholders to change local, district, state and national decisions impacting the improvement of teaching and learning, and maintains involvement with local, state and national professional organizations to improve education. |

Evidence of Strengths:

Evidence for Areas of Growth:

Rating: Exemplary: _____ Proficient: _____ Developing: _____ Below Standard: _____

Appendix C – Forms

*Form A:* *Administrative Goals Setting, Self-Reflection and Conference*

*Form B:* *Mid-Year Conference*

*Form C:* *End-of-Year Summative Conference*

*Form D:* *Observation Protocol*

*Form E:* *Summative Ratings*

*Form F:* *Administrative Support Plan*

## Plainville Community Schools

## Form A: Administrator Goal Setting, Self-Reflection and Conference Form

Name: Date:

School: Position:

### Common Core of Leading Performance Expectations and Elements

***#1 -Vision Mission and Goals: based on SLO, student data and stakeholder feedback, use of analytic rubric to self-assess;***

A. High Performance for All
B. Shared Commitments to Implement the Vision, Mission and Goals
C. Continuous Improvement toward the Vision, Mission and Goals

| Areas of Strength | Areas of Development |
|---|---|
| | |

***#2 - Teaching and Learning:***

A. Strong Professional Culture
B. Curriculum and Instruction
C. Assessment and Accountability

| Areas of Strength | Areas of Development |
|---|---|
| | |

**#3- Organizational Systems and Safety:**

A. Welfare and Safety of Students, Faculty and Staff
B. Operational Systems
C. Fiscal and Human Resources

| Areas of Strength | Areas of Development |
|---|---|
| | |

**#4- Families and Stakeholders:**

A. Collaboration with Families and Community Members
B. Community Interests and Needs
C. Community Resources

| Areas of Strength | Areas of Development |
|---|---|
| | |

**#5-Ethics and Integrity:**

A. Ethical and Legal Standards of the Profession
B. Personal Values and Beliefs
C. High Standards for Self and Others:

| Areas of Strength | Areas of Development |
|---|---|
| | |

**#6 - The Educational System:**

A. Professional Influence
B. The Educational Policy Environment
C. Policy Engagement

| Areas of Strength | Areas of Development |
|---|---|
| | |

**Goal Setting Conference:**

To be completed by **November 1** (see pp. 17 – 21 of Administrator Evaluation Manual)

2 Goals: two goals around student learning and student outcomes:

SLO Goal #1(SPI-based):

- Target #1 related to professional learning (Measurable with evidence - observation, conversation or documents)
- Target #2 related to stakeholder feedback (Measurable with evidence)
- Target #3 – related to teacher effectiveness (Measurable with evidence)

SLO goal #2(locally determined measures-based):

- Target #1 related to professional learning (Measurable with evidence)
- Target #2 related to stakeholder feedback (Measurable with evidence)
- Target #3 – related to teacher effectiveness (Measurable with evidence)

Optional Goal (to align with key elements that have not been addressed through first two SLO's):

## Plainville Community Schools

### Form B: Mid-Year Conference (completed by February 28):

| | |
|---|---|
| Evidence (observation, documents, conversations) of Progress Toward Goal#1: | Mid-Year adjustment of Goal #1 (if needed): |
| Administrator: | |
| Superintendent: | |

| | |
|---|---|
| Evidence(observation, documents, conversations) of Progress Toward Goal#2: | Mid-Year adjustment of Goal #2 (if needed): |
| Administrator: | |
| Superintendent: | |

| | |
|---|---|
| Evidence(observation, documents, conversations) of Progress Toward Optional Goal: | Mid-Year adjustment of Optional Goal (if needed): |
| Administrator: | |
| Superintendent: | |

## Plainville Community Schools

## Form C: End of Year Summative Conference (completed by June 1):

| End of Year Conference, Goal#1: **Evidence** (observation, documents, conversations) | End of Year Conference, Goal#1: **Comments** |
|---|---|
| Administrator: | Administrator: |
| Superintendent: | Superintendent: |

Rating:

| **Exemplary Practice** | **Proficient Practice** | **Developing Practice** | **Below Standard Practice** |
|---|---|---|---|
| | | | |

| End of Year Conference, Goal#2: **Evidence** (observation, documents, conversations) | End of Year Conference, Goal#2: **Comments** |
|---|---|
| Administrator: | Administrator: |
| Superintendent: | Superintendent: |

Rating:

| **Exemplary Practice** | **Proficient Practice** | **Developing Practice** | **Below Standard Practice** |
|---|---|---|---|
| | | | |

| End of Year Conference, Optional Goal #3: Evidence | End of Year Conference, Optional Goal#2: Comments |
|---|---|
| Administrator: | Administrator: |
| Superintendent: | Superintendent: |

Rating:

| **Exemplary Practice** | **Proficient Practice** | **Developing Practice** | **Below Standard Practice** |
|---|---|---|---|
| | | | |

## Plainville Community Schools

## Form D Observation Protocols

### Common Core of Leading Performance Expectations and Elements

***#1 -Vision Mission and Goals: based on SLO, student data and stakeholder feedback, use of analytic rubric to self-assess;***

A. High Performance for All
B. Shared Commitments to Implement the Vision, Mission and Goals
C. Continuous Improvement toward the Vision, Mission and Goals

| Areas of Strength | Areas of Development |
|---|---|
| | |
| Performance Expectation Rating | |

***#2 - Teaching and Learning:***

D. Strong Professional Culture
E. Curriculum and Instruction
F. Assessment and Accountability

| Areas of Strength | Areas of Development |
|---|---|
| | |
| Performance Expectation Rating | |

***#3- Organizational Systems and Safety:***

D. Welfare and Safety of Students, Faculty and Staff
E. Operational Systems
F. Fiscal and Human Resources

| Areas of Strength | Areas of Development |
|---|---|
| | |
| Performance Expectation Rating | |

***#4- Families and Stakeholders:***

D. Collaboration with Families and Community Members
E. Community Interests and Needs
F. Community Resources

| Areas of Strength | Areas of Development |
|---|---|
| | |

| | |
|---|---|
| Performance Expectation Rating | |

***#5-Ethics and Integrity:***

D. Ethical and Legal Standards of the Profession
E. Personal Values and Beliefs
F. High Standards for Self and Others:

| Areas of Strength | Areas of Development |
|---|---|
| | |
| Performance Expectation Rating | |

***#6 - The Educational System:***

D. Professional Influence
E. The Educational Policy Environment
F. Policy Engagement

| Areas of Strength | Areas of Development |
|---|---|
| | |
| Performance Expectation Rating | |

## Plainville Community Schools

## Form E: Summative Rating Form

### Performance and Practice Rating:

| Summative evaluation of performance based on Form B Observation Protocol weighted against *CT Common Core of Leading* |
|---|
| **Comments** |
| **Administrator:** |
| **Superintendent:** |

| Highly Effective Practice | Proficient Practice | Developing Practice | Ineffective Practice |
|---|---|---|---|
| | | | |
| | **Total** | | |
| | **Rating Scale** | | |

### Stakeholder Feedback Rating:

| Summative evaluation of performance based on assessment of performance related to targets associated with Stakeholder Feedback |
|---|
| **Comments** |
| **Administrator:** |
| **Superintendent:** |

| Highly Effective Practice | Proficient Practice | Developing Practice | Ineffective Practice |
|---|---|---|---|
| | | | |
| | **Total** | | |
| | **Rating Scale** | | |

## Student Learning Measure

| Summative evaluation of performance based on Review of SLO's |
|---|
| **Comments** |
| **Administrator:** |
| **Superintendent:** |

| Highly Effective Practice | Proficient Practice | Developing Practice | Ineffective Practice |
|---|---|---|---|
| | | | |
| **Total SLO 1** | | | |
| **Total SLO 2** | | | |
| **TOTAL SLO SCORE** | | | |
| **Rating Scale** | | | |

## Student Learning Measure

| Summative evaluation of performance based on Teacher Effectiveness targets |
|---|
| **Comments** |
| **Administrator:** |
| **Superintendent:** |

| Highly Effective Practice | Proficient Practice | Developing Practice | Ineffective Practice |
|---|---|---|---|
| | | | |
| **Total** | | | |
| **Rating Scale** | | | |

**Total Overall Rating**

**Practice Rating = _____**

**Outcomes Rating = _____**

**Overall Summative Rating = _____**

## Plainville Community Schools

## Form F – Professional Assistance Planning Form

**Principal/Administrator:**

**Superintendent/Evaluator:**

| |
|---|
| The Professional Assistance Plan is initiated as a result of one or more evaluations that did not reflect effective leadership or professional growth. The evaluator, sometimes with help from the Department of Human Resources, develops the specific plan, with input from the administrator and the Local Administrator Association. All parties in attendance complete this form jointly. |
| . Area(s) of Concern or Performance Standard(s) Not Effectively Addressed: |
| . Statement of Concern: (cite evidence from on-going evaluation of performance as appropriate) |
| . Strategies/Activities to Be Implemented to Address the Concern: |
| . System of Support to Promote the Administrator's Success: |
| . Timeline (length of plan in weeks, plus schedule for monitoring implementation/progress and the measurable outcomes expected): |

Signatures:

**Superintendent/Evaluator** **Date:**

**Administrator** **Date:**

**Plainville Administrator Association** **Date:**

Copy to administrator, copy to Superintendent's working file, original to Human Resources/personnel file

## Appendix D - Sample Panorama Climate Surveys

# Parent Survey, All Grades

*State Model for Teacher Evaluation*

PLAINVILLE *Community Schools*

PANORAMA

**Instructions**

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

| | Strongly Agree | Agree | Disagree | Strongly Disagree | I Don't Know |
|---|---|---|---|---|---|
| 1. My child is learning a lot in school this year. | ○ | ○ | ○ | ○ | ○ |
| 2. My child's teacher(s) treat my child with respect. | ○ | ○ | ○ | ○ | ○ |
| 3. I know how my child is doing in school before I get my child's report card. | ○ | ○ | ○ | ○ | ○ |
| 4. The school does a good job of preparing my child to be college and career ready. | ○ | ○ | ○ | ○ | ○ |
| 5. I talk with my child's teacher(s) about my child's schoolwork. | ○ | ○ | ○ | ○ | ○ |
| 6. My child's teacher(s) have high expectations for my child. | ○ | ○ | ○ | ○ | ○ |
| 7. I feel welcome at this school. | ○ | ○ | ○ | ○ | ○ |
| 8. I feel well-informed about what is going on at the school. | ○ | ○ | ○ | ○ | ○ |
| 9. My child's teacher(s) are knowledgeable about the subjects they teach. | ○ | ○ | ○ | ○ | ○ |
| 10. My child's teacher(s) help make my child excited about school. | ○ | ○ | ○ | ○ | ○ |
| 11. At least one adult at school knows my child well. | ○ | ○ | ○ | ○ | ○ |
| 12. My child's teacher(s) notice when my child is good at something. | ○ | ○ | ○ | ○ | ○ |
| 13. I talk with my child's teacher(s) about what I can do to help my child learn. | ○ | ○ | ○ | ○ | ○ |
| 14. Parents feel comfortable talking to teachers at this school. | ○ | ○ | ○ | ○ | ○ |
| 15. My child's teacher(s) motivate my child to do well in school. | ○ | ○ | ○ | ○ | ○ |

**Continued on the back**

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Revised October 2012

# Parent Survey



16. My child's teacher(s) treat me with respect. ○ ○ ○ ○ ○

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

18. I feel that Plainville adequately funds our schools. ○ ○ ○ ○ ○

19. The Principal is visible. ○ ○ ○ ○ ○

20. The Principal seeks input from a variety of constituents when making decisions. ○ ○ ○ ○ ○

21. The Principal strives to help parents/students understand and support the school's basic mission. ○ ○ ○ ○ ○

22. The Principal actively promotes a safe and orderly environment. ○ ○ ○ ○ ○

23. In school, my child's grades are...

○ Mostly A's ○ Mostly B's ○ Mostly C's ○ Mostly D's ○ Mostly F's ○ I don't know

24. What is <u>your child's</u> gender?

○ Male ○ Female

25. What is <u>your child's</u> race or ethnicity? (Pick only one answer, please.)

○ White ○ Black or African American ○ Asian ○ Hispanic or Latino

○ American Indian or Alaska Native ○ Native Hawaiian or Other Pacific Islander ○ Two or More Races/Ethnicities

26. What grade is <u>your child</u> in?

○ Pre-K ○ K ○ 1st ○ 2nd ○ 3rd ○ 4th ○ 5th ○ 6th

○ 7th ○ 8th ○ 9th ○ 10th ○ 11th ○ 12th ○ Other

27. What is <u>your</u> gender?

○ Male ○ Female

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# Staff Survey

PLAINVILLE Community Schools

PANORAMA

**Instructions**

Thank you for taking this survey. Please answer the following questions about your experience at your school.

Please answer honestly. No one at your school will see your answers.

| | Strongly Agree | Agree | Disagree | Strongly Disagree | I Don't Know |
|---|---|---|---|---|---|
| 1. Staff morale is high at this school. | ○ | ○ | ○ | ○ | ○ |
| 2. I feel like I am a part of this school's community. | ○ | ○ | ○ | ○ | ○ |
| 3. The culture and emotion climate of this school is supportive. | ○ | ○ | ○ | ○ | ○ |
| 4. I feel respected by students at this school. | ○ | ○ | ○ | ○ | ○ |
| 5. I believe students are getting a high-quality education at this school. | ○ | ○ | ○ | ○ | ○ |
| 6. I regularly collaborate with other teachers at this school | ○ | ○ | ○ | ○ | ○ |
| 7. I feel comfortable going to at least one member of this school's administrative team if I have a problem. | ○ | ○ | ○ | ○ | ○ |
| 8. This school's discipline program is effective. | ○ | ○ | ○ | ○ | ○ |
| 9. I have access to the technology that I need at this school. | ○ | ○ | ○ | ○ | ○ |
| 10. Staff members at this school treat students with respect | ○ | ○ | ○ | ○ | ○ |
| 11. Staff members at this school treat me with respect | ○ | ○ | ○ | ○ | ○ |
| 12. This school's facilities are clean and well-maintained. | ○ | ○ | ○ | ○ | ○ |
| 13. This school is sensitive to issues regarding race, gender, sexual orientation and disabilities. | ○ | ○ | ○ | ○ | ○ |
| 14. Parents are given the opportunity to be involved at this school. | ○ | ○ | ○ | ○ | ○ |
| 15. There is a clear academic vision for this school. | ○ | ○ | ○ | ○ | ○ |
| 16. I am able to have conversations with parents when necessary. | ○ | ○ | ○ | ○ | ○ |
| 17. I often communicate with students about their academic progress in class. | ○ | ○ | ○ | ○ | ○ |

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# Staff Survey



| | Strongly Agree | Agree | Disagree | Strongly Disagree | I Don't Know |
|---|---|---|---|---|---|
| 18. I often communicate with parents about their child's progress in class. | ○ | ○ | ○ | ○ | ○ |
| 19. In this school, there is honest communication on important school issues. | ○ | ○ | ○ | ○ | ○ |
| 20. I hear students speaking inappropriately (e.g., about/to peers and/or students, using profanity, yelling, etc.). | ○ | ○ | ○ | ○ | ○ |
| 21. I hear colleagues speaking inappropriately (e.g., about/to peers and/or students, using profanity, yelling, etc.). | ○ | ○ | ○ | ○ | ○ |
| 22. I receive timely feedback on my performance and progress toward goals. | ○ | ○ | ○ | ○ | ○ |
| 23. School leaders communicate a clear vision for this school. | ○ | ○ | ○ | ○ | ○ |
| 24. School leaders value teacher feedback. | ○ | ○ | ○ | ○ | ○ |
| 25. The central office administration is responsive to my needs. | ○ | ○ | ○ | ○ | ○ |
| 26. Teachers at this school are given opportunities for professional development. | ○ | ○ | ○ | ○ | ○ |
| 27. I have received the support that I need to use our district's online tools and resources, such as PowerSchool. | ○ | ○ | ○ | ○ | ○ |
| 28. Teachers at this school work together to improve their instructional practice. | ○ | ○ | ○ | ○ | ○ |
| 29. New teachers receive the support they need to be successful. | ○ | ○ | ○ | ○ | ○ |
| 30. I feel respected by the school leadership team. | ○ | ○ | ○ | ○ | ○ |
| 31. The superintendent acts with professionalism. | ○ | ○ | ○ | ○ | ○ |
| 32. The superintendent has a good rapport with the staff. | ○ | ○ | ○ | ○ | ○ |
| 33. The superintendent is an inspiring leader. | ○ | ○ | ○ | ○ | ○ |
| 34. The principal is an inspiring leader. | ○ | ○ | ○ | ○ | ○ |
| 35. The principal has a good rapport with the staff. | ○ | ○ | ○ | ○ | ○ |

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# Student Survey, Elementary

*State Model for Teacher Evaluation*

PLAINVILLE Community Schools PANORAMA

**Instructions**

Thank you for taking this survey. When you answer these questions, think about your experiences in this classroom in particular. Please answer honestly. No one at your school will see your answers. Your teacher will not see what you write.

| | Strongly Agree | Agree | Disagree | Strongly Disagree | I Don't Know |
|---|---|---|---|---|---|
| 1. Students feel comfortable asking my teacher for help. | ○ | ○ | ○ | ○ | ○ |
| 2. My teacher goes too fast when we are learning new things. | ○ | ○ | ○ | ○ | ○ |
| 3. The other students in this class are well-behaved. | ○ | ○ | ○ | ○ | ○ |
| 4. My teacher is happy to answer questions. | ○ | ○ | ○ | ○ | ○ |
| 5. A lot of time is wasted in this class. | ○ | ○ | ○ | ○ | ○ |
| 6. My teacher explains things clearly. | ○ | ○ | ○ | ○ | ○ |
| 7. My teacher knows my name. | ○ | ○ | ○ | ○ | ○ |
| 8. Students are often confused in this class. | ○ | ○ | ○ | ○ | ○ |
| 9. The teacher treats students with respect. | ○ | ○ | ○ | ○ | ○ |
| 10. I feel comfortable asking my teacher for help. | ○ | ○ | ○ | ○ | ○ |
| 11. My teacher encourages me to ask questions if I don't understand something. | ○ | ○ | ○ | ○ | ○ |
| 12. My teacher goes too slow when we are learning new things. | ○ | ○ | ○ | ○ | ○ |
| 13. My teacher cares about me. | ○ | ○ | ○ | ○ | ○ |
| 14. I am often confused in this class. | ○ | ○ | ○ | ○ | ○ |
| 15. Students talk to each other while the teacher is talking. | ○ | ○ | ○ | ○ | ○ |
| 16. Doing well in school is important to me. | ○ | ○ | ○ | ○ | ○ |
| 17. If students don't understand something, my teacher will help them. | ○ | ○ | ○ | ○ | ○ |
| 18. My teacher enforces the rules. | ○ | ○ | ○ | ○ | ○ |
| 19. When my teacher teaches us something, he/she knows it well. | ○ | ○ | ○ | ○ | ○ |
| 20. My teacher knows me well. | ○ | ○ | ○ | ○ | ○ |
| 21. My teacher talks to my parents about how I am doing in school. | ○ | ○ | ○ | ○ | ○ |

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# Student Survey



| | Strongly Agree | Agree | Disagree | Strongly Disagree | I Don't Know |
|---|---|---|---|---|---|
| 22. My teacher shows us how what we're learning is important, even outside of school. | ○ | ○ | ○ | ○ | ○ |
| 23. Students treat each other with respect in this class. | ○ | ○ | ○ | ○ | ○ |
| 24. If I don't understand something, my teacher will help me. | ○ | ○ | ○ | ○ | ○ |
| 25. Students in this class treat the teacher with respect. | ○ | ○ | ○ | ○ | ○ |
| 26. I am proud of the work I do in this class. | ○ | ○ | ○ | ○ | ○ |
| 27. Students are nice to each other in this class. | ○ | ○ | ○ | ○ | ○ |
| 28. My teacher thinks I can do well in school. | ○ | ○ | ○ | ○ | ○ |
| 29. I like coming to school. | ○ | ○ | ○ | ○ | ○ |
| 30. The teacher treats me with respect. | ○ | ○ | ○ | ○ | ○ |
| 31. My teacher makes learning fun. | ○ | ○ | ○ | ○ | ○ |

## Climate Survey

| | | | | | |
|---|---|---|---|---|---|
| 1. I look forward to going to school each day. | ○ | ○ | ○ | ○ | ○ |
| 2. My school is clean and well maintained. | ○ | ○ | ○ | ○ | ○ |
| 3. I feel safe when I am at school. | ○ | ○ | ○ | ○ | ○ |
| 4. At my school, bullying is not acceptable. | ○ | ○ | ○ | ○ | ○ |
| 5. I have been the target of hurtful communications through social media. | ○ | ○ | ○ | ○ | ○ |
| 6. I feel safe on my trip to and from school. | ○ | ○ | ○ | ○ | ○ |
| 7. There is an adult at school I can go to who will listen if I have a problem or concern. | ○ | ○ | ○ | ○ | ○ |
| 8. Students at my school treat each other with respect. | ○ | ○ | ○ | ○ | ○ |
| 9. The Principal is visible. | ○ | ○ | ○ | ○ | ○ |
| 10. The Principal seeks input from a variety of constituents when making decisions. | ○ | ○ | ○ | ○ | ○ |
| 11. The Principal strives to help parents/students understand and support the school's basic mission. | ○ | ○ | ○ | ○ | ○ |
| 12. The Principal actively promotes a safe and orderly environment. | ○ | ○ | ○ | ○ | ○ |

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# Student Survey, Grades 6-12

*State Model for Teacher Evaluation*

PLAINVILLE Community Schools

PANORAMA

## Instructions

Thank you for taking this survey. When you answer these questions, think about your experiences in this classroom in particular. Please answer honestly. No one at your school will see your answers. Your teacher will not see what you write.

| | Strongly Agree | Agree | Disagree | Strongly Disagree | I Don't Know |
|---|---|---|---|---|---|
| 1. My teacher knows this subject well. | ○ | ○ | ○ | ○ | ○ |
| 2. My teacher is willing to give us extra help on our schoolwork if we need it. | ○ | ○ | ○ | ○ | ○ |
| 3. My classmates find this class too hard. | ○ | ○ | ○ | ○ | ○ |
| 4. I look forward to going to this class. | ○ | ○ | ○ | ○ | ○ |
| 5. My teacher cares about me. | ○ | ○ | ○ | ○ | ○ |
| 6. The teacher treats students with respect. | ○ | ○ | ○ | ○ | ○ |
| 7. My teacher explains things clearly. | ○ | ○ | ○ | ○ | ○ |
| 8. Doing well in school is important to me. | ○ | ○ | ○ | ○ | ○ |
| 9. Students are often confused in this class. | ○ | ○ | ○ | ○ | ○ |
| 10. My teacher talks to my parents about how I am doing in school. | ○ | ○ | ○ | ○ | ○ |
| 11. I know what I need to do to improve my work in this class. | ○ | ○ | ○ | ○ | ○ |
| 12. My teacher pushes me to do my best. | ○ | ○ | ○ | ○ | ○ |
| 13. The homework in this class helps me learn the material. | ○ | ○ | ○ | ○ | ○ |
| 14. My teacher makes me like this subject more than I did before. | ○ | ○ | ○ | ○ | ○ |
| 15. My teacher knows my name. | ○ | ○ | ○ | ○ | ○ |
| 16. The teacher treats me with respect. | ○ | ○ | ○ | ○ | ○ |
| 17. A lot of time is wasted in this class. | ○ | ○ | ○ | ○ | ○ |
| 18. My teacher challenges me to think. | ○ | ○ | ○ | ○ | ○ |
| 19. I enjoy learning this subject | ○ | ○ | ○ | ○ | ○ |
| 20. I feel comfortable asking my teacher for extra help. | ○ | ○ | ○ | ○ | ○ |

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# Student Survey



| | Strongly Agree | Agree | Disagree | Strongly Disagree | I Don't Know |
|---|---|---|---|---|---|
| 21. We learn a lot in this class. | ○ | ○ | ○ | ○ | ○ |
| 22. I am often confused in this class. | ○ | ○ | ○ | ○ | ○ |
| 23. My teacher knows me well. | ○ | ○ | ○ | ○ | ○ |
| 24. My teacher makes me want to do my best. | ○ | ○ | ○ | ○ | ○ |
| 25. I enjoy the discussions we have in this class. | ○ | ○ | ○ | ○ | ○ |
| 26. My classmates find this class too easy. | ○ | ○ | ○ | ○ | ○ |
| 27. My teacher knows when we're confused about something he/she is trying to teach us. | ○ | ○ | ○ | ○ | ○ |
| 28. My teacher grades fairly. | ○ | ○ | ○ | ○ | ○ |
| 29. I'm afraid to speak up in this class. | ○ | ○ | ○ | ○ | ○ |
| 30. My teacher believes in me. | ○ | ○ | ○ | ○ | ○ |
| 31. Students talk to each other while the teacher is talking. | ○ | ○ | ○ | ○ | ○ |
| 32. My teacher makes what we're learning interesting. | ○ | ○ | ○ | ○ | ○ |
| 33. I don't work as hard as I could in this class. | ○ | ○ | ○ | ○ | ○ |
| 34. If students in this class need help, they will ask the teacher for help. | ○ | ○ | ○ | ○ | ○ |
| 35. My teacher gives us work to do in class that helps us learn. | ○ | ○ | ○ | ○ | ○ |
| 36. My teacher has trouble controlling the class. | ○ | ○ | ○ | ○ | ○ |
| 37. My teacher shows us how what we're learning is important outside of the classroom. | ○ | ○ | ○ | ○ | ○ |
| 38. This class moves too quickly. | ○ | ○ | ○ | ○ | ○ |
| 39. Students in this class respect the teacher. | ○ | ○ | ○ | ○ | ○ |

**Climate Survey**

| | | | | | |
|---|---|---|---|---|---|
| 40. I look forward to going to school each day. | ○ | ○ | ○ | ○ | ○ |
| 41. Students at school are treated fairly regardless of race, culture, religion, sexual orientation, gender, or disability. | ○ | ○ | ○ | ○ | ○ |
| 42. My school is clean and well maintained. | ○ | ○ | ○ | ○ | ○ |
| 43. I feel safe when I am at school. | ○ | ○ | ○ | ○ | ○ |

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# Student Survey



| | Strongly Agree | Agree | Disagree | Strongly Disagree | I Don't Know |
|---|---|---|---|---|---|
| 44. At my school, bullying is not acceptable. | ○ | ○ | ○ | ○ | ○ |
| 45. I have been the target of hurtful communications through social media. | ○ | ○ | ○ | ○ | ○ |
| 46. I have participated in hurtful communications through social media. | ○ | ○ | ○ | ○ | ○ |
| 47. I feel comfortable going to my counselor with a question or problem. | ○ | ○ | ○ | ○ | ○ |
| 48. There is an adult at school I can go to who will listen if I have a problem or concern. | ○ | ○ | ○ | ○ | ○ |
| 49. Students at my school treat each other with respect. | ○ | ○ | ○ | ○ | ○ |
| 50. The Principal is visible. | ○ | ○ | ○ | ○ | ○ |
| 51. The Principal seeks input from a variety of constituents when making decisions. | ○ | ○ | ○ | ○ | ○ |
| 52. The Principal strives to help parents/students understand and support the school's basic mission. | ○ | ○ | ○ | ○ | ○ |
| 53. The Principal actively promotes a safe and orderly environment. | ○ | ○ | ○ | ○ | ○ |
| 54. I am involved in extra-curricular activities such as athletics, clubs, activities, school committees. | ○ | ○ | ○ | ○ | ○ |
| 55. I feel safe on my trip to and from school. | ○ | ○ | ○ | ○ | ○ |
| 56. I feel there are trusted adults in the school who I can go to for help. | ○ | ○ | ○ | ○ | ○ |

57. I have been treated unfairly at school because of my: (check all that apply)

| Race | Gender | Sexual orientation | Religion | Academic Achievement | Ethnicity | Disability | Physical Appearance | Other | Has Not Happened |
|---|---|---|---|---|---|---|---|---|---|
| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

58. I have seen or heard others being treated unfairly at school because of their: (check all that apply)

| Race | Gender | Sexual orientation | Religion | Academic Achievement | Ethnicity | Disability | Physical Appearance | Other | Has Not Happened |
|---|---|---|---|---|---|---|---|---|---|
| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

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# Student Survey, Grades 6-12

*State Model for Teacher Evaluation*

PLAINVILLE Community Schools

PANORAMA

**Instructions**

Thank you for taking this survey. When you answer these questions, think about your experiences in this classroom in particular. Please answer honestly. No one at your school will see your answers. Your teacher will not see what you write.

| | Strongly Agree | Agree | Disagree | Strongly Disagree | I Don't Know |
|---|---|---|---|---|---|
| 1. My teacher knows this subject well. | ○ | ○ | ○ | ○ | ○ |
| 2. My teacher is willing to give us extra help on our schoolwork if we need it. | ○ | ○ | ○ | ○ | ○ |
| 3. My classmates find this class too hard. | ○ | ○ | ○ | ○ | ○ |
| 4. I look forward to going to this class. | ○ | ○ | ○ | ○ | ○ |
| 5. My teacher cares about me. | ○ | ○ | ○ | ○ | ○ |
| 6. The teacher treats students with respect. | ○ | ○ | ○ | ○ | ○ |
| 7. My teacher explains things clearly. | ○ | ○ | ○ | ○ | ○ |
| 8. Doing well in school is important to me. | ○ | ○ | ○ | ○ | ○ |
| 9. Students are often confused in this class. | ○ | ○ | ○ | ○ | ○ |
| 10. My teacher talks to my parents about how I am doing in school. | ○ | ○ | ○ | ○ | ○ |
| 11. I know what I need to do to improve my work in this class. | ○ | ○ | ○ | ○ | ○ |
| 12. My teacher pushes me to do my best. | ○ | ○ | ○ | ○ | ○ |
| 13. The homework in this class helps me learn the material. | ○ | ○ | ○ | ○ | ○ |
| 14. My teacher makes me like this subject more than I did before. | ○ | ○ | ○ | ○ | ○ |
| 15. My teacher knows my name. | ○ | ○ | ○ | ○ | ○ |
| 16. The teacher treats me with respect. | ○ | ○ | ○ | ○ | ○ |
| 17. A lot of time is wasted in this class. | ○ | ○ | ○ | ○ | ○ |
| 18. My teacher challenges me to think. | ○ | ○ | ○ | ○ | ○ |
| 19. I enjoy learning this subject | ○ | ○ | ○ | ○ | ○ |
| 20. I feel comfortable asking my teacher for extra help. | ○ | ○ | ○ | ○ | ○ |

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# Student Survey



| | Strongly Agree | Agree | Disagree | Strongly Disagree | I Don't Know |
|---|---|---|---|---|---|
| 21. We learn a lot in this class. | ○ | ○ | ○ | ○ | ○ |
| 22. I am often confused in this class. | ○ | ○ | ○ | ○ | ○ |
| 23. My teacher knows me well. | ○ | ○ | ○ | ○ | ○ |
| 24. My teacher makes me want to do my best. | ○ | ○ | ○ | ○ | ○ |
| 25. I enjoy the discussions we have in this class. | ○ | ○ | ○ | ○ | ○ |
| 26. My classmates find this class too easy. | ○ | ○ | ○ | ○ | ○ |
| 27. My teacher knows when we're confused about something he/she is trying to teach us. | ○ | ○ | ○ | ○ | ○ |
| 28. My teacher grades fairly. | ○ | ○ | ○ | ○ | ○ |
| 29. I'm afraid to speak up in this class. | ○ | ○ | ○ | ○ | ○ |
| 30. My teacher believes in me. | ○ | ○ | ○ | ○ | ○ |
| 31. Students talk to each other while the teacher is talking. | ○ | ○ | ○ | ○ | ○ |
| 32. My teacher makes what we're learning interesting. | ○ | ○ | ○ | ○ | ○ |
| 33. I don't work as hard as I could in this class. | ○ | ○ | ○ | ○ | ○ |
| 34. If students in this class need help, they will ask the teacher for help. | ○ | ○ | ○ | ○ | ○ |
| 35. My teacher gives us work to do in class that helps us learn. | ○ | ○ | ○ | ○ | ○ |
| 36. My teacher has trouble controlling the class. | ○ | ○ | ○ | ○ | ○ |
| 37. My teacher shows us how what we're learning is important outside of the classroom. | ○ | ○ | ○ | ○ | ○ |
| 38. This class moves too quickly. | ○ | ○ | ○ | ○ | ○ |
| 39. Students in this class respect the teacher. | ○ | ○ | ○ | ○ | ○ |

**Climate Survey**

| | | | | | |
|---|---|---|---|---|---|
| 40. I look forward to going to school each day. | ○ | ○ | ○ | ○ | ○ |
| 41. Students at school are treated fairly regardless of race, culture, religion, sexual orientation, gender, or disability. | ○ | ○ | ○ | ○ | ○ |
| 42. My school is clean and well maintained. | ○ | ○ | ○ | ○ | ○ |
| 43. I feel safe when I am at school. | ○ | ○ | ○ | ○ | ○ |

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# Student Survey



| | Strongly Agree | Agree | Disagree | Strongly Disagree | I Don't Know |
|---|---|---|---|---|---|
| 44. At my school, bullying is not acceptable. | ○ | ○ | ○ | ○ | ○ |
| 45. I have been the target of hurtful communications through social media. | ○ | ○ | ○ | ○ | ○ |
| 46. I have participated in hurtful communications through social media. | ○ | ○ | ○ | ○ | ○ |
| 47. I feel comfortable going to my counselor with a question or problem. | ○ | ○ | ○ | ○ | ○ |
| 48. There is an adult at school I can go to who will listen if I have a problem or concern. | ○ | ○ | ○ | ○ | ○ |
| 49. Students at my school treat each other with respect. | ○ | ○ | ○ | ○ | ○ |
| 50. The Principal is visible. | ○ | ○ | ○ | ○ | ○ |
| 51. The Principal seeks input from a variety of constituents when making decisions. | ○ | ○ | ○ | ○ | ○ |
| 52. The Principal strives to help parents/students understand and support the school's basic mission. | ○ | ○ | ○ | ○ | ○ |
| 53. The Principal actively promotes a safe and orderly environment. | ○ | ○ | ○ | ○ | ○ |
| 54. I am involved in extra-curricular activities such as athletics, clubs, activities, school committees. | ○ | ○ | ○ | ○ | ○ |
| 55. I feel safe on my trip to and from school. | ○ | ○ | ○ | ○ | ○ |
| 56. I feel there are trusted adults in the school who I can go to for help. | ○ | ○ | ○ | ○ | ○ |

57. I have been treated unfairly at school because of my: (check all that apply)

| Race | Gender | Sexual orientation | Religion | Academic Achievement | Ethnicity | Disability | Physical Appearance | Other | Has Not Happened |
|---|---|---|---|---|---|---|---|---|---|
| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

58. I have seen or heard others being treated unfairly at school because of their: (check all that apply)

| Race | Gender | Sexual orientation | Religion | Academic Achievement | Ethnicity | Disability | Physical Appearance | Other | Has Not Happened |
|---|---|---|---|---|---|---|---|---|---|
| ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

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# Appendix E – CSDE SPI Classification and Performance Targets

## School Classification:

- Excelling → Met all state targets
- Progressing → Meeting annual targets
- Transition → Not meeting annual targets
- Review (inc. Focus)
- Turnaround

Need the most support: eligible for Commissioner's Network; otherwise, district-led interventions and redesign

25

## Excelling Schools

| Description | Performance Targets | Interventions |
|---|---|---|
| **Meet state targets:**<br>• SPI > 88<br>• 4yr grad > 94%<br>• Ext. grad > 96%<br>• Maj. of subgp. gaps < 10<br>and<br>• > 25% Adv. In three of four subjects | • Maintain SPI > 88<br>• Maintain 4yr grad > 94%<br>• Maintain Ext. grad > 96%<br>• If subgp. SPI < 88, increase so that ½ way to 88 by 2018 | • Drive own improvement |

## Progressing Schools

| Description | Performance Targets | Interventions |
|---|---|---|
| • SPI >88<br>**and miss one of:**<br>• Maj. of subgp. gaps < 10<br>• 4yr grad > 94%<br>• Ext. grad > 96%<br>OR<br>• 64 < SPI < 88<br>**and meet all of:**<br>• Performance target for SPI<br>• 4yr grad > 90%<br>• Ext. grad > 93%<br>• Maj. of subgp. gaps < 10 | • Increase SPI so ½ way to 88 by 2018<br>• Increase subgroup SPIs so ½ way to 88 by 2018<br>• Increase 4yr grad so ½ way to 94% by 2018<br>• Increase Ext grad so ½ way to 96% by 2018 | • Self-review |

## Transition Schools

| Description | Performance Targets | Interventions |
|---|---|---|
| • 64 < SPI < 88<br>***and miss one of:***<br>• Performance target for SPI<br>• 4yr grad > 90%<br>• Ext. grad > 93%<br>• Maj. of subgp. gaps < 10 | • Increase SPI so ½ way to 88 by 2018<br>• Increase subgroup SPIs so ½ way to 88 by 2018<br>• Increase 4yr grad so ½ way to 94% by 2018<br>• Increase Ext grad so ½ way to 96% by 2018 | • District-led review |

## Schools in need of the greatest support

| Description | Performance Targets | Interventions |
|---|---|---|
| • SPI < 64<br>OR<br>• 4yr grad < 60<br>OR<br>• Part. rate < 95%<br>OR<br>• Subgroups among lowest performing in state (Focus Schools) | • Increase SPI so ½ way to 88 by 2018 or 3 pts.<br>• Increase subgroup SPIs so ½ way to 88 by 2018<br>• Increase 4yr grad so ½ way to 94% by 2018<br>• Increase Ext grad so ½ way to 96% by 2018 | • Eligible for Commissioner's Network<br>• Otherwise, district-led focused and/or comprehensive School Redesign Plans and interventions |

## Schools in need of the greatest support

| Turnaround | Focus | Review |
|---|---|---|
| • SIG Schools<br>• Lowest 5% of Title I Schools<br>• CSDE will be involved in interventions in these schools | • Lowest performing subgroups: eligible for F/R lunch, SWD, ELL, Black, Hispanic<br>• 4-yr grad rate < 60%<br>• Interventions must occur in 2012-13; identified based on 2011 data | • School Performance Index lower than 64 for "all students"<br>• Interventions occur in 2013-14 and 2014-15 |

## Appendix F: Plainville School/Department Improvement Plan Forms

- *Goal Planning Worksheet*
- *School/Department Goals Form*
- *Progress Monitoring Form*

## *Plainville Community Schools*

### School/Department Improvement Plan: Goal Planning Form

School _____ Department or Grade Level: _____

IL or Grade Level SLP Representative: _____

1. Goal: (What do you want to improve?)

2. Current Status: (What does data reveal currently? How are we doing now? How do we know?)

3. Theory of Action: (Stated in an IF .... THEN format)

4. Instructional Strategy Plan: (What specific instructional changes will be made to get better results?)

5. Evaluation:
   a. (How will you evaluate the progress? What measures will you use?)

   b. (How much progress would indicate success?)

Revised: August 2013

# *Plainville Community Schools*

## School/Department Improvement Plan

| School/Department: | Date: |
|---|---|
| Grade/Department: | |
| Strategic Plan Goal: | |
| Level of Performance (Baseline): CMT/CAPT/SAT | Long-Range Target: |
| Theory of Action: | |
| Specific Instructional Strategies: | |

| Action Steps/Strategies<br>Include any strategies to engage students, parents, and the community | Monitoring/Assessment<br>(What will we use to assess?) | Results Indicator<br>(What will success look like?) | Person(s) Responsible |
|---|---|---|---|
| | | | |
| | | | |
| Interim Assessments w/dates: | | | |
| | | | |
| | | | |
| Standard/Final Assessment: | | | |
| | | | |

# *Plainville Community Schools*

## School/Department Improvement Plan: Assessment of Progress

Date: _____ School/Department: _____

Department or Grade Level: _____ Subject: _____

| |
|---|
| Goal Statement (from SLP):<br><br>Theory of Action (from SLP): |

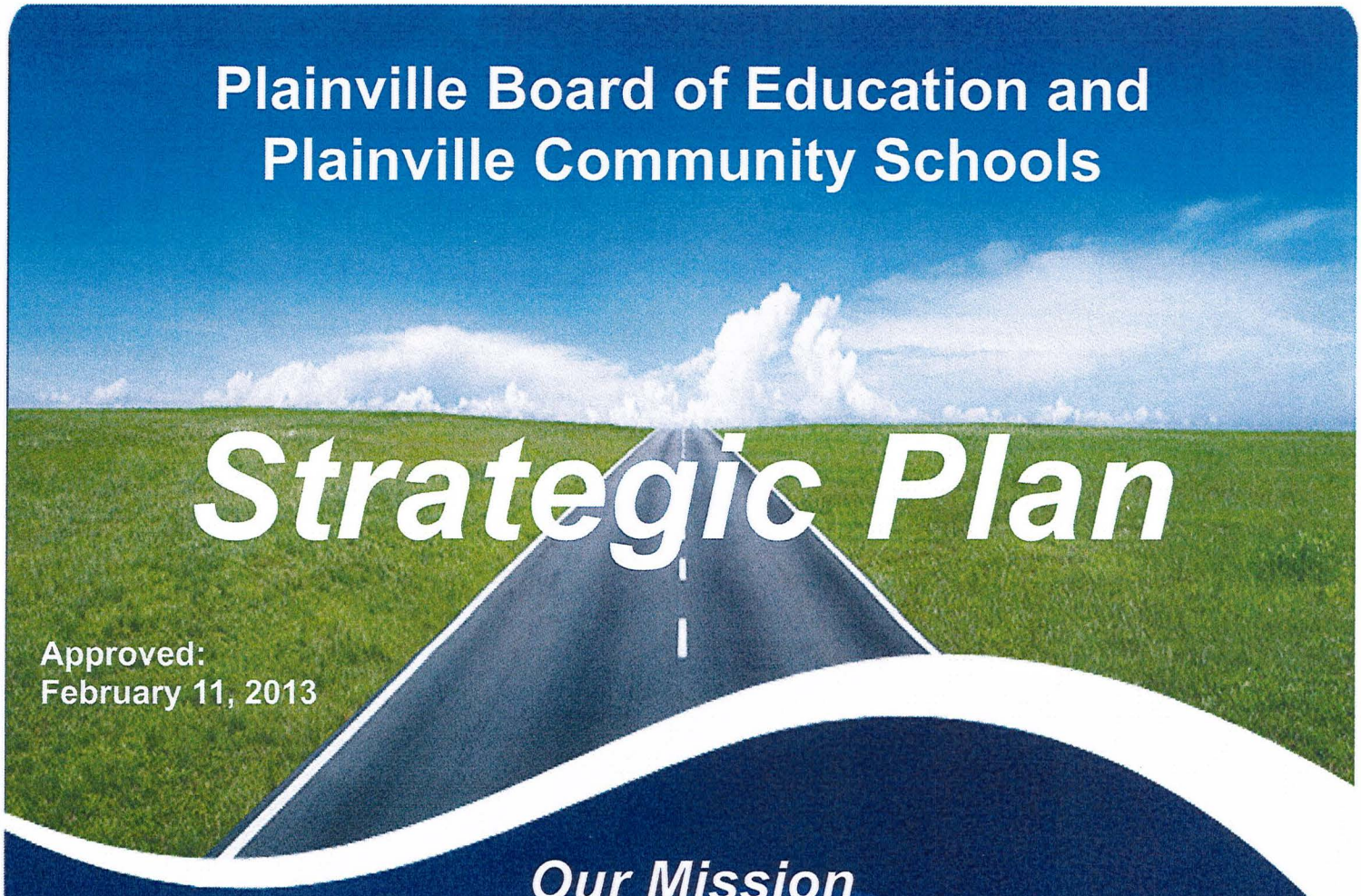
| |
|---|
| 1. **Implementation Summary:** Compared to what you planned, what did you implement? What strategies were used and to what degree? |

| |
|---|
| 2. **Assessment Summary:** How successful was your goal? What was successful and what was not? What evidence can you cite? (cite actual data as needed) What do the assessments show? |

| |
|---|
| 3. **Analysis Summary:** What, do you believe, can be attributed to any of your successes or lack of successes. Why, do you believe, did you get the results you got? How did your results compare with your expectations? What did you learn from this goal that can be generalized to another group? And finally, what implications will last year's goal have on this year's instruction? |

## Appendix G: Plainville BOE Strategic Plan

# Plainville Board of Education and Plainville Community Schools



# Strategic Plan

Approved:
February 11, 2013

## Our Mission

***To provide rigorous and enriching experiences that prepare each student for success in a changing global society.***

**Belief Statements:**

- *Our public school system is the core of the community and has a fundamental responsibility to develop productive educated citizens in a democracy.*
- *Optimal achievement for each learner is a responsibility shared by students, home, school, and community.*
- *We must provide each student with a comprehensive curriculum and effective instruction to ensure meaningful engagement in the learning process.*
- *A safe, caring learning environment promotes the academic growth, health, and emotional wellbeing of each student.*
- *Communication and collaboration foster knowledge, trust, and respect and are the responsibility of everyone in the community.*

## Goal One

***Develop a comprehensive engaging curricular and instructional program aligned with the critical skills and attributes required for success in a changing global society.***

**Indicators of Success:**
**Five years from now we will see …**

- A clearly articulated philosophy, understood by all stakeholders, on the importance of the Common Core State Standards (CCSS) and the Plainville Community Schools set of 21st Century Skills
- A common lesson design template that is aligned with the CCSS and incorporates 21st Century Skills
- Comprehensive curriculum documents that are aligned with the CCSS and 21st Century Skills while integrating the arts, technology and wellness
- A process for continuously updating and revising curricula to incorporate best practices into instruction and assessment
- A scope and sequence of 21st Century Skills that indicates when each skill is introduced, reinforced, and mastered **and** teachers that demonstrate high levels of knowledge and understanding of the 21st Century Skills and the CCSS as acquired through an on-going, job-embedded program of professional development
- Digital resources that are accessible to everyone

| Step | Action | Outcome |
|---|---|---|
| **1.1** | Create a district-wide committee on 21st Century Skills (consisting of teachers, administrators, students, and community members) | Create a well-defined list and a scope and sequence of 21st century skills |
| **1.2** | Continue our focus on lesson planning that specifically includes Common Core State Standards and 21st Century Skills | CCSS and 21st Century Skills embedded in all lesson plans K-12 |
| **1.3** | Develop K-10 curriculum documents for math, English, and social studies | Clear and comprehensive curriculum documents for math, English, and social studies in grades K through 10 (including recommended resources) |
| **1.4** | Define and communicate direction and philosophy for district technology, one-to-one computing, and bring your own devices | Policies, procedures, and implementation plan for Bring Your Own technology Device (BYOD) |
| **1.5** | Develop a community-wide Technology Committee | Begin the process of developing a town-wide (school and community) technology plan |

## Goal Two

***Align teaching practices, improvement mechanisms, and evaluation systems with our goals for learning, mission, and beliefs.***

**Indicators of Success**

**Five years from now we will see …**

- A system where there is a dialogue, exploration, and consensus built around an instructional vision (specific to teaching behaviors) that places a priority on best educational practices, student engagement, rigorous student work, and the challenges of 21st century learning
- A teacher evaluation system aligned with the new Connecticut Framework, the new Guidelines for Teacher Evaluation, and best practices in education
- Teacher evaluation/observation practices that enable the district to measure the quality and frequency of student engagement in rigorous and meaningful work
- Coherent and aligned mechanisms that connect the major instructional improvement processes to professional evaluation and performance data, and a professional development process that delivers on that promise
- A coherent philosophy, plan, or strategy for shifting the center of instructional gravity from print to digital resources for learning
- BOE policies that have been created, reviewed, and revised in consideration of digital teaching and learning implications

| Step | Action | Outcome |
|---|---|---|
| **2.1** | Form a district-wide committee that will integrate digital learning, Common Core State Standards, 21st Century Skills, Smarter Balanced Assessment best practices, and teacher evaluation, into a comprehensive plan for professional growth and support | A renewable two-year plan that will include input from all stakeholders and timelines for this process |
| **2.2** | Implement a new Teacher Evaluation System in accordance with State Department of Education requirements for SEED (System for Educator Evaluation and Development), local values, and best practices | A State approved Teacher Evaluation Plan for the PCS |
| **2.3** | Develop a communications plan to inform and engage all stakeholders in the elements of the Strategic Plan, CCSS, 21st Century Skills, and the instructional purposes for our assessment systems | Multiyear plan for insuring all stakeholders are aware of strategic planning process outcomes |
| **2.4** | Implement a plan and process for gathering district, school, and classroom climate data from students, parents, and staff | Surveys and a method to administer |
| **2.5** | Develop and implement a plan for assessing progress toward Strategic Plan goals, then reporting progress to the Board of Education and community | Regular progress reporting system on Strategic Plan goals. |
| **2.6** | Expand role of language arts and math resource teachers at elementary level | Funding or reallocation for additional resource teachers |

## Goal Three

***Ensure that systems for assessing learning and measuring achievement provide data to drive our teaching practices and align with our goals for student learning and development.***

**Indicators of Success:**
**Five years from now we will see …**

- Common Formative Assessments (CFA) are in place at each grade level, across all subject areas, and are used to ensure consistent, high quality instruction by all teachers
- A district wide calendar for administration of CFAs at each grade level and across all subject areas
- A consistent district wide process for collecting, storing, and analyzing student data
- Administrators and faculty effectively use the assessment system to track and analyze data
- Faculty use assessment data to drive instruction
- An awareness and understanding by faculty, parents, and the community of the instructional purpose of assessment data
- A Student Success Plan in place for every student grades 6-12
- Consistent improvement in student achievement

| Step | Action | Outcome |
|---|---|---|
| **3.1** | Develop and maintain a plan to fund curriculum writing and assessments by teachers to align with the Common Core and 21st Century Skills | Adequate funding for curricula writing is included in the BOE Budget |
| **3.2** | Develop and implement a District Assessment Plan that includes. Creation of CFAs and CSAs, digital assessments, and establishment of a district assessment calendar for K-12, in all curricular areas | Assessments with rubrics and a yearly District Assessment Calendar |
| **3.3** | Develop K-12 teacher and administrator proficiency in all aspects of Performance Tracker | Differentiated training for all staff |
| **3.4** | Commit appropriate funding to maintain the Technology Equipment and Infrastructure Replacement Plan and the software, application and service licensing upgrades necessary for digital teaching and learning | Funding in the BOE Budget |
| **3.5** | Provide increased scheduled time for teachers to meet consistently in Data Teams | Additional time for data teams |
| **3.6** | Develop a method of sharing individual and school-wide progress on identified expectations for learning with parents and the community (NEASC requirement) | A data collection, analysis and communication plan |
| **3.7** | Establish Student Success Plans (SSP) for all students 6-12 and a plan for communicating SSP information to parents | SSPs created and implemented |