

# BOLTON PUBLIC SCHOOLS

## **Evaluation and Support Plan**

---

2015-2016

**Professional Learning and Evaluation Committee**  
2014 – 2015

**Kristin B. Heckt**  
*Superintendent of Schools*  
*Bolton Public Schools*

**Sarah Malinoski**  
*Director of Instructional Technology and Curriculum*  
*Bolton Public Schools*

***Representatives:***

**Laura Ayer**  
*Grades 4-8 Band Teacher, Bolton Center School*  
*Bolton Education Association Representative*

**Jennifer Carvalho**  
*Science Teacher, Bolton High School*  
*9-12 Science Coordinator*  
*Bolton Education Association Representative*

**Michele Dayton**  
*Grades 7-8 Science Teacher, Bolton Center School*

**Victoria DeLeo**  
*Grade 5 Teacher, Bolton Center School*  
*Bolton Education Association Representative*

**Vanessa Ferguson**  
*Kindergarten Teacher, Bolton Center School*

**Diana Mikloiche**  
*Grade 3 Teacher, Bolton Center School*

**Jennifer Pynch**  
*Social Worker, Bolton High School*

**Wendy Scott**  
*Family and Consumer Sciences Teacher, Bolton High School*  
*K – 12 Related Arts Coordinator*  
*Vice President of Bolton Education Association*

**Jamie Ward**  
*Special Education Teacher, Bolton Center School*

## Table of Contents

### **Section I:**

#### **Bolton Public Schools Teacher Professional Learning and Evaluation Program**

<b>Introduction</b>	<b>2</b>
<b>Purpose and Rationale of the Evaluation System</b>	<b>2</b>
<b>Vision for Professional Learning and Evaluation</b>	<b>2</b>
<b>Core Design Principles</b>	<b>3</b>
<b>Bolton Professional Learning and Evaluation Program Goals</b>	<b>4</b>
<b>Roles and Responsibilities for Professional Learning and Evaluation</b>	<b>4</b>
<b>Implementation of Professional Learning and Evaluation Program</b>	<b>6</b>
<b>Teacher Evaluation System</b>	<b>7</b>
<b>Teacher Evaluation Process and Timeline</b>	<b>8</b>
<b>Primary and Complementary Evaluators</b>	<b>10</b>
<b>Ensuring Fairness and Accuracy</b>	<b>10</b>
<b>Evaluator Training, Monitoring and Auditing</b>	<b>10</b>
<b>Teacher Practice Framework</b>	<b>11</b>
<b>Teacher Practice Related Indicators</b>	<b>12</b>
<b>Category 1: Teacher Performance and Practice</b>	<b>12</b>
<b>Observation Cycles</b>	<b>12</b>
<b>Teacher Performance and Practice Goal Setting – SMART Goals</b>	<b>13</b>
<b>Summative Observation of Teacher Performance and Practice Rating</b>	<b>14</b>
<b>Category 2: Parent Feedback</b>	<b>16</b>
<b>Determining Practice Rating – Category 1 and Category 2</b>	<b>18</b>
<b>Student Outcomes Related Indicators</b>	<b>18</b>
<b>Category 3: Student Outcomes and Achievement</b>	<b>18</b>
<b>Category 4: Whole-School Student Learning Indicator</b>	<b>26</b>
<b>Determining Outcome Rating – Category 3 and Category 4</b>	<b>27</b>
<b>Summative Teacher Evaluation Scoring</b>	<b>28</b>
<b>Summative Rating Matrix</b>	<b>29</b>
<b>Education Specialist Evaluation Plan</b>	<b>31</b>
<b>Education Specialist Evaluation Process</b>	<b>32</b>
<b>Components of Education Specialist Evaluation</b>	<b>34</b>
<b>Links to Professional Standards Documents for Education Specialists</b>	<b>35</b>
<b>Definition of Teacher Effectiveness and Ineffectiveness</b>	<b>36</b>
<b>Support and Development</b>	<b>36</b>
<b>Evaluation Based Professional Learning</b>	<b>36</b>
<b>Career Development and Growth</b>	<b>36</b>
<b>Dispute Resolution Process</b>	<b>37</b>
<b>Professional Assistance and Support Systems (PASS)</b>	<b>37</b>
<b>Improvement and Remediation Plans</b>	<b>37</b>
<b>Improvement and Remediation Plan (30) Days</b>	<b>38</b>
<b>Improvement and Remediation Plan (60) Days</b>	<b>38</b>
<b>Resolution of Differences</b>	<b>38</b>

**Section II:**  
**Bolton Public Schools Administrator Professional Learning and Evaluation Program**

<b>Overview</b>	<b>40</b>
<b>Orientation and Training Programs</b>	<b>40</b>
<b>Administrator Evaluation Categories</b>	<b>40</b>
<b>Category 1: Leadership Practice</b>	<b>41</b>
<b>Category 2: Stakeholder Feedback</b>	<b>43</b>
<b>Category 3: SMART Goals</b>	<b>44</b>
<b>Category 4: Teacher Effectiveness</b>	<b>47</b>
<b>Administrator Evaluation Process</b>	<b>48</b>
<b>Summative Administrator Evaluation Rating</b>	<b>50</b>
<b>Determining Summative Ratings</b>	<b>51</b>
<b>Final Summative</b>	<b>52</b>
<b>Administrator Professional Assistance and Support Plan</b>	<b>53</b>
<b>Evaluation Based Professional Learning</b>	<b>54</b>
<b>Tenets of the Bolton Plan: Aligning Standards and Processes</b>	<b>54</b>
<b>References and Resources</b>	<b>56</b>

**Appendices**

<b>Appendix A</b>	<b>–</b>	<b>CCT Rubric for Effective Teaching 2014</b>
<b>Appendix B</b>	<b>–</b>	<b>CCT Rubric for Effective Service Delivery 2014</b>
<b>Appendix C</b>	<b>–</b>	<b>CT Evidence Guides</b>
<b>Appendix D</b>	<b>–</b>	<b>Guidelines and Resources for setting SMART goals</b>
<b>Appendix E</b>	<b>–</b>	<b>Connecticut School Leadership Standards</b>
<b>Appendix F</b>	<b>–</b>	<b>Connecticut’s Common Core of Leading</b>
<b>Appendix G</b>	<b>–</b>	<b>Leader Evaluation Rubric</b>

**Bolton Public Schools**

**Teacher Professional Learning and Evaluation Program**

## **BOLTON'S PROFESSIONAL LEARNING AND EVALUATION PROGRAM**

### **Introduction**

This document outlines a model for the evaluation and development of teachers in the Bolton Public Schools. It is based on the Connecticut Guidelines for Educator Evaluation (SEED), developed by a diverse group of educators from across the state of Connecticut in June 2012, and on best practice research from around the country. Bolton's model widely adopts Connecticut's System for Educator Evaluation and Development (SEED) with adaptations specific to the observation protocols. Bolton's Professional Learning and Evaluation Program represents our commitment to incorporating current, high-quality research in the creation of professional learning opportunities, to fostering best practices in teacher supervision and evaluation, and to improving student learning through effective curriculum, instruction, and assessment practices, in our classrooms, programs and schools.

### **Purpose and Rationale of the Evaluation System**

When teachers succeed, students succeed. Research has proven that no school-level factor matters more to students' success than high-quality teachers. To support our teachers we need to clearly define excellent practice and results; give accurate, useful information about teachers' strengths and development areas; and provide opportunities for growth and recognition. Bolton believes that the primary purpose of professional learning is school improvement as measured by the learning outcomes of every student. Bolton's Professional Learning and Evaluation Program requires that educators take an active role in the improvement of their practice through engaging in a cycle of reflection, goal-setting, data collection and analysis, and effective action, with evaluation processes focused on student learning outcomes. The purpose of the evaluation model is to fairly and accurately evaluate teacher performance and to help each teacher strengthen his/her practice to improve student learning.

### **Vision for Professional Learning and Evaluation**

Designing evaluation-based professional learning is a dynamic process. Using district and school improvement goals, educator goals, and data from the educator evaluation process, professional learning opportunities are planned around identified student learning needs and areas of identified educator needs. Bolton's evaluation-based professional learning design has as its foundations the Standards for Professional Learning (Learning Forward, 2011), which provided research-based guidance for the development of learning organizations that function to improve student learning. The following tenets of the Bolton program underscore the alignment to the Standards:

- **Educators' reflections on and professional conversations around the effect of their practice** on student achievement are critical to improved practices for both veteran and novice teachers.
- **School and district core values, goals, and expectations for student learning** are the foundations for improvement of practice and organizational functioning.
- **Differentiated professional learning, informed by evaluation**, meets the needs of teachers, inspires individual and collective efficacy, builds leadership capacity and enhances the vitality of learning organizations.

## Core Design Principles

The following principles guided the design of the Connecticut SEED model and will be applied to the Bolton 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 a teacher’s performance. The new model defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning or student feedback (5%). These categories are grounded in research-based, national standards: Charlotte Danielson’s *Framework for Teaching*; the Common Core State Standards, the work of Kim Marshall, as well as Connecticut’s standards: The Connecticut Common Core of Teaching (CCT); the Connecticut Framework K-12 Curricular Goals and Standards the Connecticut State Standardized Assessments<sup>1</sup>; and locally-developed curriculum standards.
- *Promote both professional judgment and consistency*

Assessing a teacher’s professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers’ ratings should depend on their performance, not on their evaluators’ biases. Accordingly, the model aims to minimize the variance between school leaders’ evaluations of classroom practice and support fairness and consistency within and across schools.
- *Foster dialogue about student learning*

This model hinges on improving the professional conversation between and among teachers and the administrators who are their evaluators. The dialogue in the new model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.
- *Encourage aligned professional development, coaching and feedback to support teacher growth*

Novice and veteran teachers alike deserve detailed, constructive feedback and professional development which is tailored to the individual needs of their classrooms and students. This model promotes a shared language of excellence to which professional development, coaching, and feedback can align to improve practice. Lastly, it aims to balance high expectations with flexibility for the time and capacity considerations in our district.

---

<sup>1</sup>**Connecticut Mastery Test (CMT):** The CMT is the standard assessment administered to students in grades 3 through 8. Students are assessed in the content areas of reading, mathematics, and writing in each of these grades and science in grades 5 and 8.

**Connecticut Academic Performance Test (CAPT):** The CAPT is the standard assessment administered to students in grade 10. Students are assessed in the content areas of reading, mathematics, writing, and science.

## **Bolton Professional Learning and Evaluation Program Goals**

### *1. Professionalize the Profession*

- a. Document and share educator's best practices that result in meaningful advancement of student learning.
- b. Enhance expert knowledge and collective efficacy in the field.
- c. Create new opportunities for educators to collaborate and develop leadership skills in their schools and disciplines.
- d. Recognize excellence in teaching, administration, and exemplary contributions to Bolton's schools and programs.
- e. Ensure only high quality professionals are selected for employment in Bolton's schools and programs
- f. Provide a process for validating personnel decisions including recommendations for continued employment of staff.

### *2. Improve the quality of focus of observation and evaluation*

- a. Establish collaborative examinations of instructional practice among administrators and teachers to develop shared understanding of the strengths and challenges within our schools and programs to improve student learning.
- b. Define and clarify criteria for evaluation and measurement of student learning using research based models for evaluation.
- c. Establish multiple measures to assess professional practice such as: teacher portfolios; teacher designed objectives, benchmarks, and assessments of student learning; teacher contributions to school/district level research and student learning and professional resources; mentoring and peer assistance; achievement of learning objectives for student growth, as measured by appropriate standardized assessments, where applicable, or other national or locally developed curriculum benchmarks and expectations for student learning.
- d. Improve quantity and quality of feedback to those evaluated.
- e. Align evaluation findings with professional learning program and support systems.

### *3. Support organizational improvement through the professional learning and evaluation program*

- a. Align district and school level professional learning opportunities with the collective and individual needs of educators, based on data acquired through professional learning goal plans and observation of professional practice.
- b. Provide educators with multiple avenues for pursuing professional learning.
- c. Integrate Bolton Public Schools resources to support and provide professional learning opportunities.
- d. Create opportunities for educators to share professional learning with colleagues.

## **Roles and Responsibilities for Professional Learning and Evaluation**

### **Definition of Teacher and Evaluator**

Evaluator refers to all individuals (including school and district administrators) whose job responsibilities include supervision and evaluation of other teachers. Teacher, as used in this document, shall mean all certified instructional and non-instructional persons below the rank of Administrator. In order to be considered a "teacher" as defined by Conn. Gen. Stat. §10-151(a)(2), and therefore entitled to the due process rights contained in the Teacher Tenure Act, an individual must be a certified teacher employed for at least ninety days in the Bolton Public Schools in a position requiring that certification.

### **Superintendent's Role in the Evaluation Process**

- Arbitrate disputes.
- Allocate and provide funds or resources to implement the plan.
- Serve as liaison between Bolton's Board of Education and the evaluation process.
- Ensure that the Professional Development Committee receives information regarding school and program improvement and individual professional growth goals for use in planning staff development programs.

### **Responsibility for Evaluations**

Administrators will be responsible for evaluations, including, but not limited to, personnel in the following categories:

- Teachers
- Psychologists
- Social Workers
- Guidance Counselors
- Nurses
- Speech Therapists
- Occupational Therapists
- Physical Therapists
- Adaptive Physical Therapists
- Special Education Teachers
- Other Related Services Personnel

### **Roles and Responsibilities of Evaluators and Evaluatees**

Primary purpose of educator evaluation is to strengthen individual and collective practices to improve student growth. Therefore, evaluators and evaluatees share responsibilities for the following:

- The review and understanding of the Common Core of Teaching (CCT).
- The review and understanding of Connecticut Common Core of Leading/ Standards for School Leaders - practice rubric.
- The review of familiarity with applicable portions of Connecticut Common Core State Standards, Connecticut's Frameworks K – 12 Curricular Goals and Standards, the Connecticut State Standardized Assessments as well as locally developed curriculum standards.
- Completion of required components in a timely and appropriate manner.
- Sharing of professional resources and new learning about new professional practices.

### **Evaluator Roles**

- Review of and familiarity with evaluatees' previous evaluations.
- Participation in collaborative conference with evaluatees.
- Assistance with assessment of goals, student learning indicators, learning activities developed and implemented by evaluatees, and outcomes.
- Analysis and assessment of performance, making recommendations as appropriate.
- Clarification of questions, identification of resources, facilitation of peer assistance, and other support as needed.

## **Evaluatee Roles**

- Reflection on previous feedback from evaluations.
- Engagement in inquiry based professional learning opportunities.
- Participation in collaborative conferences with evaluator.
- Development, implementation, and self-assessment of goals, student learning indicators, learning activities and outcomes.
- Request clarification of questions and assistance with identification of professional resources and or peer assistance.

## **Implementation of Professional Learning and Evaluation Program**

### **Training and Orientation**

Annually, the district will provide educators several orientation and update training sessions (through in-service sessions, target group sessions, individual conferences) that explain the processes for professional learning planning, protocol for evaluation and observation (including timelines and rubrics), and documents that will be used by all staff. Teachers and administrators employed during or after the first year of implementation will be provided with copies of the professional learning and evaluation program and will participate in training to ensure that they understand the elements and procedures of the program, processes and documents. This training will take place upon employment or prior to the beginning of the school year with members of Bolton's administration.

### **Evaluator Orientation and Support**

Understanding of Bolton's Professional Learning and Evaluation program features, Connecticut's Common Core of Teaching (CCT), Common Core of Leading/Standards for School Leaders, Common Core State Standards, Standards for Professional Learning, and the components of professional evaluation and observation is essential to facilitating the evaluation process and promoting student growth. To that end, evaluators will be provided with ongoing training and support in the use and application of Bolton's Professional Learning and Evaluation Program. Evaluators will review program elements and procedures prior to the beginning of each school year. Plans for staff training will be coordinated annually by Bolton's administrative team.

### **New Educator Support and Induction**

In the interest of supporting all educators in the implementation of the program a variety of general topics will be addressed, including:

School philosophy and goals	Policies and procedures
Assignments and responsibilities	Facility and staffing
Curriculum and instructional support	Resources for professional learning
Schedules and routines	Support services

In addition, periodic meetings with school personnel will focus on domains of the CCT. New educators will also participate in Teacher Education and Mentoring (TEAM) as outlined by the State of Connecticut.

### **Resources for Program Implementation**

Funds to provide material and training as well as time for professional learning options and collaboration necessary to support the successful achievement of the teachers' goals, objectives and implementation of the Professional Learning and Evaluation Plan will be allocated annually and determined on a program by program basis.

# TEACHER EVALUATION SYSTEM

## Evaluation and Support System Overview

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

- 1. Teacher Practice Related Indicators:** An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:
  - (a) Observation of teacher performance and practice (40%)** as defined in the Connecticut Common Core of Teaching Instrument and Rubric, which articulates five domains of teacher practice with Domain One embedded in all five.
  - (b) Parent feedback (10%)** obtained through surveys.
- 2. Student Outcomes Related Indicators:** An evaluation of teachers' contribution to student academic progress at the school and classroom level. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:
  - (a) Student growth and development (45%)** as determined by the teacher's student learning objective(s) – SLO(s).
  - (b) Whole-school measures of student learning (5%)** as determined by aggregate student learning indicators through student surveys.

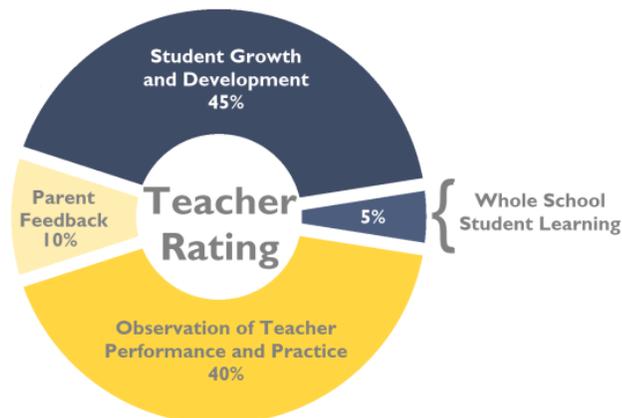
Results from each of the four categories will be holistically combined to produce a summative performance rating of *Exemplary*, *Effective*, *Developing*, or *Below Standard*. The performance levels are defined as:

**Exemplary** – Exceeding indicators of performance

**Effective** – Meeting indicators of performance (equates to “*Proficient*” in the SEED model)

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

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



## Teacher Evaluation Process and Timeline

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



### Goal-Setting and Planning:

#### **1. Orientation on Process – by September 15**

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

#### **2. Teacher Reflection and Goal-Setting – prior to Goal Setting Conference**

The teacher examines student data, prior year evaluation and survey results, and the Common Core of Teaching to draft proposed performance and practice goal, a parent feedback goal, student learning objective(s), and a whole school student learning indicator for the school year. The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process.

#### **3. Goal-Setting Conference – target is October 15, must be completed by November 15**

The evaluator and teacher meet in order to discuss and arrive at mutual agreement about the teacher's proposed goals and objectives. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet the approval criteria.

### **Mid-Year Check-In: January and February**

#### **1. Reflection and Preparation – prior to Mid-Year Conference**

The teacher collects and reflects on evidence-to-date about his/her practice and student learning in preparation for the check-in. The evaluator also collects evidence about teacher practice for discussion in the interim conference and summative review.

#### **2. Mid-Year Conference – no later than February 15**

The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on teacher practice goals, student learning objective(s) 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 will deliver mid-year formative information on components of the evaluation framework in writing for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of student learning objectives to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

### **End-of-Year Summative Review: May and June; must be completed by June 30**

#### **1. Teacher Self-Assessment – prior to End-of-Year Conference**

The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.

#### **2. Scoring**

The evaluator reviews submitted evidence, self-assessments, and observation data to generate category and focus area ratings. The category ratings generate the final summative rating. After all data, including state test data and control factors (such as: cluster mainstreaming, etc.) are available, the evaluator may adjust the summative rating if the state test data changes the student-related indicators significantly enough to change the final rating. Such revisions should take place as soon as state test data are available and before September 15.

#### **3. End-of-Year Conference – target is June 1, no later than June 30**

The evaluator and the teacher 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 before the end of the school year and before June 30.

## **Primary and Complementary Evaluators**

The primary evaluator for most teachers will be the school Principal, Assistant Principal, Dean of Students, Director of Instructional Technology and Curriculum, or the Director of Student Services, who will be responsible for the overall evaluation process, including assigning summative ratings. Complementary evaluators are certified teachers who also have administrative certification. Complementary evaluators *must* be fully trained as evaluators in order to be authorized to serve in this role.

Complementary evaluators may assist primary evaluators by conducting observations, collecting additional evidence, reviewing student learning objectives and providing additional feedback. A complementary evaluator should share his/her feedback with the primary evaluator as it is collected and shared with teachers.

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

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

All evaluators are required to complete extensive training on the evaluation model. The Connecticut State Department of Education (CSDE) will provide districts with training opportunities and tools throughout the year to support district administrators and evaluators in implementing the model across their schools. The Bolton Public Schools will adapt and build on these tools to provide comprehensive training and support to ensure that evaluators are *Effective* in conducting teacher evaluations.

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

In addition, CSDE will select districts at random annually to review evaluation evidence files for a minimum of two educators rated *Exemplary* and two educators rated *Below Standard*.

## **Teacher Practice Framework**

The Common Core of Teaching Instrument and Rubrics articulates the art and science of teaching as essential knowledge, skills and qualities. These foundational skills and competencies are grouped by domains but, in practice, are to be viewed as integrated parts of the complex and dynamic process of effective teaching. It should be used to help guide and build teacher competence beginning with pre-service and continuing throughout a teacher's career.

### **TEACHER PRACTICE RELATED INDICATORS**

The Teacher Practice Related Indicators constitute half of the Bolton Professional Learning and Evaluation Plan. It evaluates the teacher's knowledge of a complex set of skills and competencies as well as how these are applied in a teacher's practice. It is comprised of two categories, Teacher Performance and Practice, which counts for (40%) and Parent Feedback, which counts for (10%) inclusive of control factors.

#### **Category #1: Teacher Performance and Practice (40%)**

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

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

#### **All First and Second Year Non-Tenured Teachers, Third and Fourth Year and Tenured Teachers Rated *Below Standard or Developing***

Formal in-class full and mini-observations as well as reviews of practice are defined below:

- **Formal Full In-Class Observation:** Two (2) scheduled observations that last at least 30 minutes and are initiated by a pre-conference, observation, and then followed by a post-observation conference, which includes both written and verbal feedback.
- **Formal In-Class Mini-Observation:** Two (2) to three (3) non-scheduled observations that last at least 10 minutes and no longer than 30 minutes and are followed by written and verbal feedback.
- **Formal Review of Practice:** Two (2) to three (3) reviews of practice that last at least 10 minutes and no longer than 30 minutes and are followed by written and verbal feedback. The Formal Review of Practice may be included as part of a post-conference conversation following an observation.

### **Third and Fourth Year Non-Tenured and Tenured Teachers Rated *Effective* and *Exemplary***

- **Formal In-Class Mini-Observation:** Two (2) to three (3) non-scheduled observations that last at least 10 minutes and no longer than 30 minutes and are followed by written and verbal feedback.
- **Formal Review of Practice:** Two (2) to three (3) reviews of practice that last at least 10 minutes and no longer than 30 minutes and are followed by written and verbal feedback. The Formal Review of Practice may occur following a post-conference conversation after an observation.

### **Feedback**

The goal of feedback is to help teachers 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 four domains of the Common Core of Teaching Rubric;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice;
- a timeframe for both verbal and written feedback after an observation is ideal.

## **OBSERVATION CYCLES**

### **First and Second Year Non-Tenured/Tenured Teachers Rated *Below Standard* and *Developing***

First and second year non-tenured teachers as well as third and fourth year non-tenured and tenured teachers rated *Below Standard* and *Developing* will be observed twice yearly with formal full in-class observations that include a pre and post conference, three to five formal mini-observations, and one to three reviews of practice with feedback provided on the four domains of the Common Core of Teaching Rubric.

- **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. A pre-conference can be held with a group of teachers, where appropriate.
- **Post-conferences** provide a forum for reflecting on the observation against the Common Core of Teaching Rubric and for generating action steps that will lead to the teacher's improvement. The teacher is expected to make the post-conference appointment with the administrator within 2 school days of the observation. A good post-conference:
  - o begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed;
  - o cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, improvements that will be made, and the focus of future observations;
  - o involves written and verbal feedback from the evaluator; and occurs within five (5) school days and no more than ten (10) school days of the observation.

### **Third and Fourth Year Non-Tenured/Tenured Teachers Rated *Effective* and *Exemplary***

Third and fourth year non-tenured teachers and tenured staff categorized as *Effective* and *Exemplary* will receive three to five formal in-class mini-observations and one to three reviews of practice lasting no more than 30 minutes using selected indicators from the five domains of the Common Core of Teaching Rubric. Feedback will focus on selected indicators mutually agreed upon by the

teacher and evaluator. In addition to individual indicators, whole school/district selected indicators may also be determined by administration.

- All observations and reviews of practice should be followed up by feedback, both written and verbal (post-conference), within five (5) school days and not more than ten (10) school days.
- The teacher is expected to make the post-conference appointment with the administrator within two school days of the observation.
- In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that the majority of observations be unannounced.

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

As described in the Evaluation Process and Timeline section, teachers develop one to two practice and performance goals that are aligned to the Common Core of Teaching. These goals provide a focus for the observations and feedback conversations. At the start of the year each teacher will work with his/her evaluator to develop practice and performance goal(s) through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards *Effective* or *Exemplary* on the Common Core of Teaching. Schools may decide to create a school-wide goal aligned to a particular component (e.g., 3b: Using Questioning and Discussion Techniques) for all teachers to include as one of their goals.

Goals should be SMART:

S= Specific and Strategic

M=Measurable

A=Aligned and Attainable

R=Results-Oriented

T=Time Bound

#### **SMART Goal Example for Teacher Performance and Practice (40%)**

By the end of the current school year, I will use higher-order 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.

Additional information on SMART Goals can be found in Appendix D: Guidelines and Resources 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 Teacher Performance and Practice category, progress on goals will be reflected in the scoring of Teacher Performance and Practice evidence.

## Teacher 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. During observations evaluators should take evidence-based, scripted notes, capture specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asked: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asked 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 Teacher Performance and Practice Rating

At the end of the year primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. The final teacher performance and practice rating will be calculated by the evaluator in a two-step process:

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) for all Indicators within each of the Domains 1-4, and will use the CCT Instrument and Rubric to initially assign ratings of *Below Standard*, *Developing*, *Effective*, or *Exemplary*. Initial ratings will be made at the Domain level only.

Some questions to consider while analyzing the evidence include:

**Consistency:** Does the evidence paint a clear, unambiguous picture of the teacher'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?)

- 2) Once Domain ratings have been assigned, evaluators will use the *Rating Guidelines for Observation of Teacher Performance and Practice* to assign a rating.

### **Ratings Guidelines for Observation of Teacher Performance and Practice**

Rating	Criteria
<b>Exemplary</b>	Minimum of three <i>Exemplary</i> ratings and no ratings below <i>Effective</i>
<b>Effective</b>	Minimum of three <i>Effective</i> ratings and no rating <i>Below Standard</i>
<b>Developing</b>	Minimum of two <i>Effective</i> ratings and not more than one rating <i>Below Standard</i>
<b>Below Standard</b>	Two or more ratings <i>Below Standard</i>

## **Evaluator Training and Proficiency**

Formal observations of classroom practices are guided by the domains and indicators of Bolton's Professional Learning and Evaluation Program. Evaluators participate in extensive training and are required to be effective in the use of the Bolton for educator evaluation. Training is conducted annually (at a minimum) to ensure consistency, compliance, and high-quality application of the Bolton Professional Learning and Evaluation Program in observations and evaluation. Formal observations include a pre-conference and a post-conference that provide opportunities for deep professional conversations that allow evaluators and teachers to set goals, allow administrators to gain insight into the teacher's progress in addressing issues and working toward their goals, and share evidence each has gathered during the year.

External district partners will provide support in the ongoing calibration and determination of proficiency when appropriate. Evaluators will also attend two additional support sessions during the school year. To ensure consistency and fairness in the evaluation process, all evaluators must meet the proficiency standard prior to conducting teacher observations. Components will include, but are not limited to the following:

1. Face-to-face training that will focus on:
  - Using the Bolton Rubrics - based on the ***Common Core of Teaching (CCT) Rubric for Effective Teaching 2104 and The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2014*** for data collection, analysis and evaluation.
  - Introducing participants to the online practice and proficiency system.
2. Practice to be completed independently or as a collaborative learning activity at the school or district level including proficiency activities.
3. Annual Orientation, SLOs, IAGDs, Parent Feedback and Whole School Learning Indicators.
4. Follow-up face-to-face training to:
  - Enhance evaluator conferencing and feedback skills
  - Debrief on proficiency as needed

All evaluators new to Bolton will be required to participate in the training, proficiency and support sessions described above. The Superintendent will ensure that all Bolton evaluators demonstrate proficiency in the use of the Bolton Professional Learning and Evaluation Program. Any evaluator who does not initially demonstrate proficiency will be provided with additional practice and coaching opportunities as needed and will be required to successfully complete the proficiency activities.

## **Category #2: Parent Feedback (10%) - Adopted from Connecticut SEED Model<sup>3</sup>**

Feedback from parents will be used to help determine the remaining 10% of the Teacher Practice Indicators focus area of the Bolton Professional Learning and Evaluation Program. Once the whole-school parent feedback goal has been determined by the school, teachers will identify the strategies they will implement to achieve the whole-school goal.

The process described below focuses on:

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

### 1. Administration of a Whole-School Parent Survey

Parent surveys can be conducted at the whole-school level, grade or department level and/or teacher level. The professional development committee will work closely with teachers and administrators to interpret results. Parent representatives may be included in the process. Parent surveys deployed by districts should be valid (that is, the instrument measures what it is intended to measure) and reliable (that is, the use of the instrument is consistent among those using it and is consistent over time).

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

### 2. Determining School-Level Parent Goals

Principals and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers in August or September so agreement could be reached on 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, and through consultation and mutual agreement with their evaluators, teachers will determine one related parent goal they would like to pursue as part of their evaluation. Possible goals include: improving communication with parents, helping parents become more effective in support of homework, improving parent-teacher conferences, etc.

---

<sup>3</sup>Peer feedback is permitted by Connecticut's Guidelines for Educator Evaluation as an alternative for this category. However, it is not included in the Bolton model. If at some point in time Bolton wishes to utilize peer feedback instead of parent feedback, a plan will be submitted to the CSDE.

Teachers 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. Part of the evaluator’s job is to ensure (1) that 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

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

5. Arriving at a Parent Feedback Rating

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

<i>Exemplary (4)</i>	<i>Effective (3)</i>	<i>Developing (2)</i>	<i>Below Standard (1)</i>
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

## Determining Practice Rating

In order to calculate the **Practice Rating** the Observations of Teacher Performance and Practice rating (Category 1) and the Parent Feedback rating (Category 2) are combined into a single rating, taking into account their relative weights. This will present an overall “**Practice Rating**” of *Exemplary, Effective, Developing, or Below Standard*. Refer to the charts below for how to determine the Practice Rating.

Category	Score 1 - 4	Weight	Points (score x weight)
Observation of Teacher Performance and Practice (Category 1)	2.8	40	112
Parent Feedback (Category 2)	3	10	30
<b>TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS</b>			<b>142</b>

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50 – 80	Below Standard
81 – 126	Developing
127 – 174	Effective
175 – 200	Exemplary

## Student Outcomes Related Indicators

The Student Outcomes Related Indicators half of the Bolton Professional Learning and Evaluation Program capture the knowledge, skills, and talents that teachers are responsible for nurturing in their students and anchor them in data.

Student Related Indicators includes two categories:

- Student growth and development, which counts for **45%**; and
- Whole-school student learning outcome which counts for **5%** of the total evaluation rating.

### Category #3: Student Outcomes and Achievement (45%)

Forty-five percent (45%) of a teacher’s evaluation will be based on achievement of student learning outcomes defined by teacher-created SMART Goals that are aligned with both standardized and non-standardized measures. Teachers are required to develop **one to two SMART Goals** related to student growth and development:

- *Standardized SMART Goal* (comprises 22.5 % of teacher’s evaluation rating). For those teaching tested grades and subjects, SMART goal(s) will be developed based on an analysis of results of student achievement on the appropriate state test and other standardized assessments where available other than the \*state test (CMT, CAPT, SBAC).
  - Teachers in non-tested grades and subjects may establish common SMART goals based on student learning needs and targets revealed in aggregate data from state tests or other standardized assessments where available.

- *Non-Standardized SMART goal(s)* (comprises 22.5% of teacher's evaluation rating). Sources for the development of SMART goals based on non-standardized indicators may include:
  - Benchmark assessments of student achievement of whole-school expectations for Student Learning, measured by analytic rubrics.
  - Other curricular benchmark assessments
  - Student portfolios of examples of work in content areas, collected over time and reviewed annually.
  - Comparison of data across assessments administered over time.
- SMART goals for all personnel must demonstrate alignment with whole-school student achievement priorities.

\*Pending U.S. Department of Education's approval of CT's request for flexibility on the use of student test data through 2016, Bolton will not require that 22.5% of a teacher's summative rating incorporate state test data. Alternatively, the 45% student growth and development component will be composed of 22.5% standardized assessments for those grades and subjects where available and appropriate. The other 22.5% will be based on a minimum of one non-standardized indicator and a maximum of one additional standardized indicator (in accordance with the Guidelines). If there are no standardized assessments available and/or appropriate, then the educator's entire 45% student learning outcomes component would be based fully on non-standardized indicators through 2016.

### **Goal Setting**

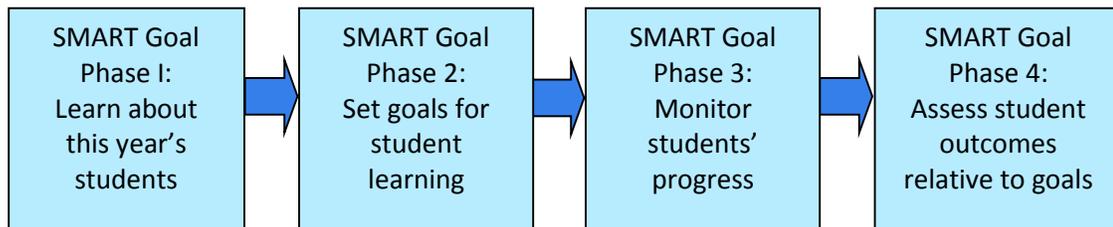
Bolton's teachers' SMART goal(s) address the learning needs of their students and are aligned to the teacher's assignment. The student outcome related indicators will be written to meet SMART goal criteria, i.e. Specific, Measureable, Attainable, Relevant, and Time-Bound. Teachers will write **one (1) to two (2) SMART goal(s)** that will address targeted areas for student growth and/or achievement.

Each SMART goal will:

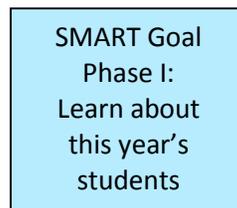
1. Take into account the academic track record and overall needs and strengths of the students that teacher is teaching that year/semester.
2. Address the most important purposes of a teacher's assignment through self-reflection.
3. Align with school, district, and state student achievement objectives.
4. Take into account students' learning needs vis-a-vis relevant baseline data.
5. Consider Public School Information System (PSIS) factors.
6. Be mutually agreed upon by the teacher and their evaluator.
7. Be fair, valid, reliable and useful to the greatest extent possible.

## Overview of SMART Goals

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students, and context into account. SMART goals in the Bolton Professional Learning and Evaluation Program will support teachers in using a planning cycle:



This model requires teachers to set specific and measurable targets 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 SMART Goal phases are described in detail below:



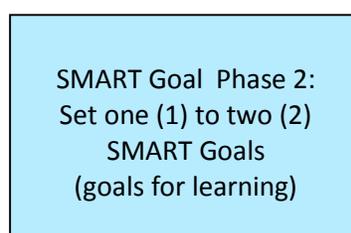
To write meaningful and relevant SMART goal(s) that align to their teaching assignment and result from a thorough knowledge of their students, data analysis is required.

Examples of data for teachers to analyze are:

1. Student outcome data (academic)
2. Behavior data (absences, referrals)
3. Program Data (participation in school or extracurricular activities or programs)
4. Perceptual data (learning styles and inventories, anecdotal)

Teachers must learn as much as they can about the students they teach, be able to document baseline data that they have used to determine their instructional focus and be able to write SMART goals on which they will, in part, be evaluated. Analysis of these initial pieces of data on incoming students for the year should be completed by mid-September of the academic year.

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



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

Teachers will submit their SMART goal(s) to their evaluator for review and approval. The review and approval process of the SMART goal(s) will take place during the Goal-Setting conference, on or before October 15<sup>th</sup>. Evaluators will review and approve the SMART goal(s) based on the following criteria:

- **Priority of Content:** SMART goal is deeply relevant to teacher’s assignment and addresses a large proportion of his/her students.
- **Rigor of SMART goal:** SMART goal is obtainable, but ambitious, and represents at least one year’s student growth (or appropriate growth for a shorter interval of instruction).
- **Analysis of Student Outcome Data:** SMART goal provides specific, measureable evidence of student outcome data analysis and demonstrates knowledge about students’ growth and development.

**Each teacher will write one (1) to two (2) SMART Goal(s).** Teachers will create one to two SMART goal(s) using **standardized indicators other than the state test (SBAC) for 2016, where available, pending federal approval.** In addition, teachers can also use a minimum of one non-standardized indicator. As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

- Administered and scored in a consistent – or “standard” – manner;
- Aligned to a set of academic or performance “standards;”
- Broadly-administered (e.g., nation-or statewide);
- Commercially-produced; and
- Often administered only once a year (some two to three times a year).

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

**Step 1: Decide on the Student Learning Objective(s) (SLOs)**

The objectives will be broad goals for student learning. They should each address a central purpose of the teacher’s assignment and should pertain to a large proportion of his/her students. Each SMART goal should reflect high expectations for student learning - at least a year’s worth of growth (or a semester’s worth for shorter courses) – and should be aligned to relevant state, national (e.g., Common Core), or district standards for the grade level or course. Depending on the teacher’s assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes).

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

Following are examples of SLOs /SMART Goals based on student data:

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

**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 SMART goal must include at least one indicator (IAGD). It is highly recommended that multiple indicators (IAGDs) are used for each SMART goal.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level. Indicators can also address student subgroups, such as high or low-performing students or ELL students. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students. The Template for Setting SMART Goals should be referenced as a resource for setting SMART goals/IAGDs – see Appendix B. Since indicator targets are calibrated for the teacher's particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all second-grade teachers 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 second-grade teachers. Taken together, SMART Goal indicators, if achieved, would provide evidence that the objective was met.

Please refer to APPENDIX D for resources on standardized and non-standardized SMART goals.

**Step 3: Provide Additional Information**

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

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

**Step 4: Submit SMART goal(s) to Evaluator for Approval**

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

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

**SMART Goal Approval Criteria**

<b>Priority of Content</b>	<b>Rigor of SMART Goal</b>	<b>Analysis of Student Outcome Data</b>
SMART Goal is deeply relevant to teacher’s assignment and addresses a large proportion of his/her students.	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).	Indicators provide specific, measureable evidence about students’ progress over the school year or semester during which they are with the teacher.

SMART Goal  
Phase 3:  
Monitor  
students’  
progress

Once SMART goal(s) are approved, teachers should monitor students’ progress toward the objectives. They can, for example, examine student work products, administer interim assessments,

and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress. If a teacher's assignment changes or if his/her student population shifts significantly, the SMART goal(s) can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

SMART Goal  
Phase 4:  
Assess student  
outcomes  
relative to goals

### **End-of-year review of SMART goal(s)/Student Outcomes and Achievements:**

*Teacher Self-Assessment* – the teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. Teachers will reflect on the SMART goal(s) by responding to the following four statements:

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

*End of Year Conference* – The teacher shall collect evidence of student progress toward meeting the student learning goals/objectives. This evidence will reflect student progress toward meeting SMART goal(s) for learning. The evidence will be submitted to the evaluator, and the teacher and evaluator will discuss the extent to which the students met the learning goals/objectives. Following the conference, the evaluator will rate the extent of student progress toward meeting the student learning goals/objectives, based on criteria for the 4 performance level designations shown in the table below. If state test data may have significant impact on a final rating, a final rating may be revised before September 15 when state test data are available.

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

### **Training for Teachers and Evaluators**

Specific training will be provided to develop evaluators' and teachers' data literacy and creation of the one to two SMART goal(s) that are specific, measurable, attainable, relevant and time-bound by which teachers will be evaluated. Several training sessions will support and/or enhance the abilities and skills of each teacher to communicate their goals for student learning outcomes and achievement. The content of the training will include, but not be limited to:

- Data Literacy as it relates to: analyzing and interpreting assessment data, understanding root cause, and decision-making based on inferences.
- Quality of measures and indicators used to determine student growth.
- Alignment of SMART goal(s) to school and/or district goals.
- Writing plans that articulate the strategies and progress monitoring tools teachers will implement to achieve their SMART goal(s).

All teachers and evaluators will be required to attend these trainings to ensure a standardized approach to the documentation of student learning outcomes and achievement. Should additional training be needed, it will be decided on a case-by-case basis at the school or individual level. At the end of the school year the teacher should collect the evidence required by the indicators and submit to his/her evaluator. Along with the evidence teachers will complete and submit a self-assessment which asks teachers to reflect on the SMART goal outcomes by responding to the following four statements:

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

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

These ratings are defined as follows:

<b>Exceeded (4)</b>	All or most students met or exceeded the target(s) contained in the indicator(s).
<b>Met (3)</b>	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
<b>Partially Met (2)</b>	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.
<b>Did Not Meet (1)</b>	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

For Smart Goal(s) with more than one indicator, she/he can look at the results as a body of evidence regarding the accomplishment of the objective and score the Smart Goal holistically.

The final student growth and development rating for a teacher is the average of the two Smart Goal scores or the single Smart Goal score. For example, if one Smart Goal was Partially Met for 2 points, and the other Smart Goal was Met for 3 points, the student growth and development rating would be 2.5  $[(2+3)/2]$ . The individual Smart Goal ratings and the student growth and development rating will be shared and discussed with teachers during the End-of-Year Conference.

NOTE: For Smart Goal(s) that include an indicator based on state standardized tests, results may not be available in time to score the Smart Goal prior to the June 30 deadline. In this instance, if evidence for other indicators in the Smart Goal is available, the evaluator can score the Smart Goal on that basis. Or, if state tests are the basis for all indicators, then the teacher’s student growth and development rating will be based only on the results of the Smart Goal that is based on non-standardized indicators. However, once the state test evidence is available, the evaluator is required to score or rescore the Smart Goal, then

determine if the new score changes the teacher’s final (summative) rating. The evaluation rating can be amended at that time as needed, but no later than September 15. See Summative Teacher Evaluation Scoring for details.

**Category #4: Whole-School Student Learning Indicator (5%)**

Five percent (5%) of a teacher’s evaluation shall be based on whole-school student learning indicators. Bolton Public Schools A-Team (Administrative Team) will define and communicate a Whole-School Learning Indicator that is based on the School Performance Index (SPI) to which all certified staff will be held accountable. Certified staff will be asked to articulate in writing how they will, through their instructional practice, contribute to the achievement of the Whole-School Learning Indicator. Teacher’s efforts and action taken towards achievement of the Whole-School Learning Indicator will be discussed during the pre, mid-year, and post-conferences. Teachers will be expected to bring artifacts from their practice that support and provide evidence of their contributions to the attainment of this indicator.

**Whole-School Student Learning Indicator**

In the whole-school student learning indicator a teacher’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.

A teacher’s indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for his/her administrator’s evaluation rating. Pending U.S. Department of Education’s approval of CT’s request for flexibility on the use of student test data in 2016, Bolton will not require that the administrator’s student learning component incorporate SPI progress. Therefore, this rating will be based on the administrator’s aggregate progress on the SLO targets, which will correlate to the full student learning rating on an administrator’s evaluation (equal to the 45% component of the administrator’s final rating).

**Determining Outcome Rating**

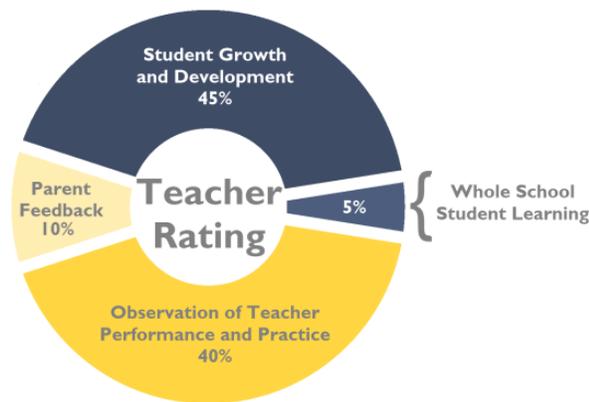
In order to calculate the **Outcome Rating** the Student Outcomes and Achievement (Category 3) and Whole-School Student Learning Indicator ratings (Category 4) are combined into a single rating, taking into account their relative weights. This will represent an overall “**Outcomes Rating**” of *Exemplary, Effective, Developing, or Below Standard*. Refer to the charts below for how to determine the Practice Rating.

Category	Score 1 - 4	Weight	Points (score x weight)
Student Growth and Development (SLOs) (Category 3)	3.5	45	158
Whole School Student Learning Indicator (Category 4)	3	5	15
<b>TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS</b>			<b>173</b>

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

## SUMMATIVE TEACHER EVALUATION SCORING

### Summative Scoring



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

Every educator will receive one of four performance ratings:

***Exemplary*** – Exceeding indicators of performance

***Effective*** – Meeting indicators of performance (equates to “*Proficient*” in the SEED model)

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

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

In order to determine summative rating designations for each teacher, evaluators will:

- A. Rate teacher performance in each of the four Categories:
  1. Observations of Teacher Performance and Practice
  2. Parent Feedback
  3. Student Outcomes and Achievement
  4. Whole-School Student Learning Indicators.
- B. Combine the Observations of Teacher Performance and Practice rating (Category 1) and the Parent Feedback rating (Category 2) into a single rating, taking into account their relative weights. This will present an overall “***Practice Rating***” of *Exemplary*, *Effective*, *Developing*, or *Below Standard*.
- C. Combine the Student Outcomes and Achievement (Category 3) and Whole-School Student Learning Indicator ratings (Category 4) into a single rating, taking into account their relative

weights. This will represent an overall “**Outcomes Rating**” of *Exemplary*, *Effective*, *Developing*, or *Below Standard*.

- D. Combine the **Outcomes Rating** and **Practice Rating** into a **Final Rating**. In undertaking this step, teachers will be assigned a summative rating category of *Exemplary*, *Effective*, *Developing*, or *Below Standard*.
- E. The Summative Rating Matrix below identifies how to calculate the **Outcomes Rating** and **Practice Rating** into a **Final Rating**.

**Summative Rating Matrix**

		<b>Teacher Practice Related Indicators Rating</b>			
		<i>Exemplary</i>	<i>Effective</i>	<i>Developing</i>	<i>Below Standard</i>
<b>Student Outcomes Related Indicators Rating</b>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Gather further information</i>
	<i>Effective</i>	<i>Exemplary</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>
	<i>Developing</i>	<i>Effective</i>	<i>Effective</i>	<i>Developing</i>	<i>Developing</i>
	<i>Below Standard</i>	<i>Gather further information</i>	<i>Developing</i>	<i>Developing</i>	<i>Below Standard</i>

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

**Bolton Public Schools**

**Education Specialist Professional Learning and Evaluation Program**

## **EDUCATION SPECIALIST EVALUATION PLAN**

Bolton's Professional Learning and Evaluation Plan also provides both the structure and flexibility required to guide educational specialists and evaluators in understanding their roles in enhancing student learning and assessing their professional practices. The goal is to support these education specialists in their professional growth toward the aim of improved student outcomes.

The Plan aligns the professional standards for education specialists with outcomes for learning in evaluation of practice, while recognizing the unique responsibilities of each educational specialist.

### **Goals of the Education Specialist Professional Learning and Evaluation Plan:**

- Improve learner outcomes through meaningful evaluation of practice that is aligned with professional learning;
- Improve school-wide (or district-wide) learning goal outcomes through effective collaboration with educators;
- Improve the quality of instruction by ensuring accountability for learner outcomes and educational specialist effectiveness,
- Provide professional assistance and support where necessary.

### **Who are Educational Specialists?**

Educational Specialists include non-teaching, non-administrative education professionals who provide a variety of services to students, teachers, and parents. Bolton's educational specialists may be located exclusively within a single school or district-wide.

Education Specialist Position Categories may include:

- Student Support Services: school counselors, school nurses, school psychologists, social workers
- Instructional Support Services: library/media specialists, instructional or assistive technology specialists, instructional support specialists
- Related Services: occupational therapists, physical therapists, speech and language pathologists

### **Who Evaluates Education Specialists?**

Bolton administrators are responsible for Education Specialists evaluations.

### **Performance Standards**

It is expected that education specialists and their evaluators will be knowledgeable about the professional standards for each specialist they will evaluate. Those standards form the basis for goal-setting, assessment of professional practice, and alignment of professional learning opportunities with the needs of education specialists. In observations of practice, evaluators will use the domains and indicators outlined in ***The Connecticut Common Core of Teaching (CCT) Rubric for Effective Service Delivery 2014.***

## **EDUCATION SPECIALIST EVALUATION PROCESS**

The process for the evaluation of education specialists is consistent with that of teacher and administrative evaluation processes, and includes the following characteristics:

- a focus on the relationship between professional performance and improved outcomes;
- evaluation of educational specialist performance based on analysis of data from multiple sources;
- observations and reviews of practice that promote professional growth;
- a support system for providing assistance when needed.

### **Goal-Setting and Planning**

#### **1. Orientation on Process – by September 15**

To begin the annual evaluation process, evaluators meet with education specialists, in a group and/or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in education specialist performance and practice goals, SMART goal(s) related to student outcomes and achievement, whole-school goals based on data from parent feedback, and whole-school indicators of student learning. Evaluators and education specialists will establish a schedule for collaboration required by the evaluation process.

#### **2. Education Specialist Reflection and Goal Setting – prior to Goal Setting Conference**

In advance of the Goal Setting Conference, the education specialist will examine data related to current students' needs and performance data (including, but not limited to: data from various criterion- and norm-referenced assessments, IEPs, etc.), prior year evaluation and survey results, previous professional learning goals, and the professional standards for their area of practice. The educational specialists will draft the following goals, specific to their assignments:

- **One to Two (2) SMART goal(s)** to address student outcome and achievement objectives for those specialists with student caseloads, which will comprise 45% of the education specialist summative evaluation;
- **One professional practice goal**, based on data from the education specialist's reflection and evaluator observations, which will comprise 40% of their evaluation;
- **One goal for improving outcomes based on data from parent feedback**, determined by the school administrator, for which specialists will indicate their strategies for achieving this school-wide goal, which will comprise 10% of their evaluation; and
- **One goal based on whole-school indicators of student learning** for the school year, which will comprise 5% of their evaluation. The education specialist may collaborate with other educators or teams to support the goal-setting process.

#### **3. Goal-Setting Conference – target is October 15, must be completed by November 15**

The evaluator and education specialist will meet to discuss the specialist's proposed goals in order to arrive at mutual agreement about them. The goals for the year must be informed by data and evidence collected by the specialist and evaluator about the specialist's practice. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

## **Mid-Year Check In: January and February**

### **1. Reflection and Preparation – prior to Mid-Year Conference**

The education specialist collects evidence about his/her practice and outcomes related to the SMART goal(s) that are relevant to the agreed-upon professional goals. The evaluator also collects evidence about specialist practice for discussion in the interim conference and summative review.

### **2. Mid-Year Conference – no later than February 15**

The evaluator and education specialist will hold at least one mid-year conference. The conference should focus on processes and progress toward meeting the goals established in the goal-setting conference. Evidence about practice should be reviewed at this conference. If necessary, specialists and evaluators may mutually agree to revisions to strategies or approaches used and/or mid-year adjustment of SMART goal(s) to accommodate changes (e.g., student populations, assignment). They may also discuss actions that the specialist can take and supports the evaluator can provide to promote professional growth in his/her development areas.

## **End-of-Year Summative Review – May and June, must be completed by June 30**

### **1. Education Specialist Self-Assessment - prior to End-of-Year Conference**

The specialist reviews and reflects on all information and data collected during the year related to the goals and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal setting conference.

### **2. 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 - target is June 1, no later than June 30**

The evaluator and the education specialist meet to discuss all evidence collected to date. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year.

## **Summative Rating Revisions (by September 15)**

After all data, including state test are available, the evaluator may adjust the summative rating for education specialist who have students who participate in state testing and who are directly responsible for designing instruction if the state test data may have a significant impact on a final rating. A final rating may be revised when state test data are available, before September 15 of a school year.

## **COMPONENTS OF EDUCATION SPECIALIST EVALUATION**

Components of education specialists' evaluation will reflect the instructions for corresponding categories in the Teacher Evaluation Plan.

### **CATEGORY 1: STUDENT OUTCOMES AND ACHIEVEMENT (45%)**

**One to Two SMART goal(s)**, addressing student outcome and achievement objectives for those specialists with student caseloads, which will comprise 40% of the education specialist summative evaluation.

### **CATEGORY 2: PROFESSIONAL PRACTICE (40%)**

**One professional practice goal**, based on data from the education specialist's reflection and evaluator observations, will comprise 40% of their evaluation.

### **CATEGORY 3: WHOLE-SCHOOL PARENT FEEDBACK GOAL (10%)**

**One whole-school learning goal** aligned with that of the school administrator, based on parent feedback, or a goal based on whole-school indicators of student learning for the school year, which shall comprise 10% of their evaluation. The education specialist may collaborate with other educators or teams to support the goal-setting process.

### **CATEGORY 4: WHOLE-SCHOOL STUDENT LEARNING INDICATOR (5%)**

**One goal based on whole-school indicators of student learning.** Bolton Public Schools A-Team will define and communicate a Whole-School Learning Indicator that is based on the school performance index (SPI) to which all certified staff will be held accountable. Certified staff will be asked to articulate in writing how they will, through their practice, contribute to the achievement of the Whole-School Learning Indicator. The education specialist may collaborate with other educators or teams to support the goal-setting process.

### **Links to Professional Standards Documents for Education Specialists:**

Links to standards and other informational documents related to the professional practice requirements of education specialists are provided as reference for education specialists and evaluators:

*Enhancing Professional Practice- A Framework for Teaching*. Second Edition Charlotte Danielson, ASCD Alexandria, VA /copyright 2007 Chapter 5 Frameworks for Specialist Positions pages 109 – 167.

School Counselors: ASCA Ethical Standards for School Counselors (2010):

<http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>

School Social Workers: NASW Standards for School Social Work Services (2012):

<http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf>

School Psychologists: NASP Professional Standards (2010):

<http://www.nasponline.org/standards/2010standards.aspx>

Occupational Therapists: AOTA Standards of Practice

<http://www.aota.org/about/core/36194.aspx>

Instructional Technology Specialists: NETS-T (2010)

<http://www.iste.org/docs/pdfs/nets-t-standards.pdf?sfvrsn=2>

Assistive Technology Specialists: RESNA Standards:

<http://www.resna.org/atStandards/standards.dot>

Physical Therapists: APTA Code of Ethics (2012)

[http://www.apta.org/uploadedFiles/APTAorg/About\\_Us/Policies/HOD/Ethics/CodeofEthics.pdf](http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Ethics/CodeofEthics.pdf)

APTA SIG: Pediatric Site: References for School-Based Practice of Physical Therapy:

[http://www.pediatricapta.org/pdfs/References%20for%20SB%20SIG1\\_23.pdf](http://www.pediatricapta.org/pdfs/References%20for%20SB%20SIG1_23.pdf)

Professional Development Coordinator, Education Staff Developers: Learning Forward, Standards for Professional Learning (2012):

<http://www.learningforward.org/bookstore/standards-for-professional-learning>

## **Definition of Teacher Effectiveness and Ineffectiveness**

Teacher effectiveness will be based upon a pattern of summative teacher ratings collected over time. In order to be deemed effective, teachers will need to have a summative rating of Effective or Exemplary. Teachers are required to be effective within two years of being evaluated using this plan. Any teacher having a summative rating of Developing or Below Standard after one year of being evaluated with this plan may be placed on an individual improvement plan. PASS is a 3 tiered approach to teacher support. (See description of PASS, PASS Improvement and Remediation Plan, and PASS Intensive Remediation Plan that follows.)

After one year of participating in PASS, a teacher receiving such support will be expected to have a summative rating of Effective or Exemplary. Teachers who do not receive a summative rating of Effective or Exemplary after one year of participation in PASS may be placed on the **PASS Improvement and Remediation Plan** for 30 days. After 30 days, the teacher may be placed on the **PASS Intensive Remediation Plan** for 60 days. (See description of **PASS, PASS Improvement and Remediation Plan, and PASS Intensive Remediation Plan**, below). A teacher who does not attain a rating of Effective or Exemplary after participating in PASS, the PASS Improvement and Remediation Plan and the Intensive Remediation Plan will be considered Ineffective. **No teacher will participate in PASS for more than two consecutive school years.**

## **SUPPORT AND DEVELOPMENT**

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

## **Evaluation-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 the Bolton Professional Learning and Evaluation Program, every teacher will be identifying his/her professional learning needs in mutual agreement between the teacher and his/her evaluator and will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. The professional learning opportunities identified for each teacher should be based on the individual strengths and needs that are identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities.

All evaluative reports, e.g., observations, progress reports, and summative evaluations are strictly confidential. One copy with original signatures will be placed in the teacher's personnel file. A teacher's signature on any such report is acknowledgement of receipt only. Having been presented with a report on performance, a teacher is expected to sign one copy, acknowledging receipt.

## **Career Development and Growth**

Recognizing *Exemplary* performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers. Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is *Developing* or *Below Standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

## **Teacher Professional Assistance and Support System (PASS)**

### **Dispute-Resolution Process**

A panel composed of the superintendent, local association president or designee, and a neutral third person shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific within 15 school days. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

### **Professional Assistance and Support Systems (PASS)**

Teachers who receive a summative evaluation ratings of *Developing* or *Below Standard* will be required to work with their local association president (or designee) and evaluator (or designated Teacher Performance Remediation Plan Developer) to design a Teacher Performance Remediation Plan (TPRP). Teachers must receive a summative evaluation rating of *Effective* within a year of the TPRP being developed. The TPRP will be created within 30 days after the completion of the summative evaluation rating conference. The plan will identify area(s) of needed improvement and include supports that the district will provide to address the TPRP, the teacher and evaluator will collaborate to determine the target completion date. The plan must include the following:

1. *Areas of Improvement*: Identify area of needed improvement.
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Domain*: List domain rated “developing” or “below standard”.
4. *Indicators for Effective Teaching*: Identify exemplary practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies that the teacher can implement to show improvement in any domain rated “developing” or “below standard”.
6. *Tasks to Complete*: Specific tasks the teacher will complete to improve the domain.
7. *Support and Resources*: List of supports and resources the teacher can use to improve, e.g. professional learning opportunities, peer observation, colleague mentor, books, etc.
8. *Indicators of Progress*: how the teacher will show progress toward proficient/exemplary in identified domain(s) through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner, which focuses on the development of a professional learning community supporting colleagues within this level. The teacher, local association president or designee, and evaluator or designee as assigned by the superintendent will sign the plan. Copies will be distributed to all those who will be involved in the implementation of the plan. The contents of the plan will be confidential.

### **Improvement and Remediation Plans**

If a teacher’s performance is rated as *Developing* or *Below Standard*, it signals the need for the administrator to create an individual teacher improvement and remediation plan. The improvement and remediation plan should be developed in consultation with the teacher 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 *Effective* or better at the conclusion of the improvement and remediation plan.

### **Improvement and Remediation Plan (30 Days)**

The Remediation Plan is an intermediate step in the attempt to provide a teacher with the support, supervision, and resources needed to foster positive growth in situations when an individual is having considerable difficulty implementing the professional responsibilities of teaching. The evaluator will help the teacher outline specific goals and objectives with timelines, resources, and evaluative criteria. The evaluator and/or teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. Consistent supervision and, at minimum, a weekly observation followed by timely feedback, will be provided by the evaluator. This intervention will operate for a period of time that the evaluator determines to be appropriate, but will normally conclude within 30 school days. At the end of the intervention period, the evaluator will issue a recommendation. If the teacher demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that teacher to a normal plan phase. In situations when progress is unacceptable, the teacher will move into Intensive Remediation Plan. Specific written reports of the intervention plan with reports of observations and a final determination on progress will become part of the teacher's personnel file.

### **Intensive Remediation Plan (60 Days)**

The Intensive Remediation Plan is the final attempt and is implemented after the Improvement and Remediation Plan if necessary, to provide the help necessary to meet the requirements of the position. The teacher, evaluator, and another appropriate administrator will develop a plan that includes specific goals, timelines, resources, and evaluative criteria. The teacher may choose to include their bargaining representative. The evaluator and/or the teacher may draw upon whatever personnel and resources are needed to implement the plan and are deemed reasonable by the evaluator. The plan will be in operation for a period of time that the evaluator determines to be appropriate, but will normally conclude after 60 school days. Weekly observations followed by feedback will be provided during this phase. At the conclusion of this phase, the evaluator will make a recommendation as to whether the intensive supervision will be terminated or extended. If the teacher demonstrates that he/she is *Effective* or better, the evaluator will designate placement of that teacher to the normal plan phase. If the teacher's performance is below *Effective*, the evaluator will recommend termination of that teacher's employment to the superintendent.

### **Resolution of Differences**

Should a teacher disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. The evaluator may choose to adjust the report, but is not obligated to do so. The teacher has the right to attach a statement to the observation report, progress report, or summative evaluation identifying the areas of concern and presenting his/her perspective. However, observation and evaluation reports are not subject to the grievance procedure. In the event that the teacher and evaluator are unable to resolve their differences, they can submit the matter to the superintendent for review and decision. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) school days.

**Bolton Public Schools**

**Administrator Professional Learning and Evaluation Program**

## **OVERVIEW**

The Bolton Administrator Evaluation and Professional Learning Plan develops and promotes a shared understanding of leader effectiveness. The 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); and (3) the perceptions of the administrator's leadership among key stakeholders in their community. It provides a structure for the ongoing development of principals and other administrators. This structure provides a basis for assessing their strengths and growth areas as well as feedback to support their development in all areas. The model meets all of the requirements for the evaluation of 092 endorsement holders as outlined in Connecticut Statute and Connecticut State Board of Education regulations.

### **Orientation and Training Programs**

During the spring of 2013, Bolton provided a series of sessions for all administrators being evaluated so that they will understand the evaluation system, the processes, and the timelines for their evaluation. Special attention will be given to the Common Core of Leading Performance Expectations and the Leadership Practice Rubric, so that all administrators fully understand Performance Expectations and the requirement for being an *Effective* administrator. Additional sessions will be provided throughout the academic year that will provide Bolton administrators with access to resources and to connect with colleagues to deepen their understanding of the plan.

### **The Administrator Evaluation Categories**

1. **Leadership Practice** (40%)
  - An assessment of an administrator's leadership practice by direct observation of practice and the collection of other evidence.
2. **Stakeholder Feedback** (10%)
  - Assessed by administration of a survey with measures that align to the Connecticut Leadership Standards.
3. **Student Learning** (45%)
  - Student learning is assessed in equal weight (22.5%) by: (a) performance and progress on the academic learning measures in the state's accountability system for schools and (b) performance and growth on locally-determined measures. Together they will account for 45% of the administrators' evaluation.
4. **Teacher Effectiveness** (5%)
  - As measured by an aggregation of teachers' student learning objectives.

## Category #1: Leadership practice (40%)

An assessment of an administrator's leadership practice – by direct observation of practice and the collection of other evidence – is 40% of an administrator's summative rating. Leadership practice is described in the Common Core of Leading: Connecticut School Leadership Standards (Appendix F), adopted by the Connecticut State Board of Education in June of 2012, which uses the national Interstate School Leaders Licensure Consortium (ISLLC) standards as their foundation and defines effective administrative practice through six performance expectations and the Standards for School Leaders (Appendix E).

All six of these performance expectations contribute to successful schools, but research shows that some have a bigger impact than others. In particular, improving teaching and learning is at the core of what effective educational leaders do. As such, **Performance Expectation 2 (Teaching and Learning) for principals will be weighted twice as much as** any other Performance Expectation. The other Performance Expectations must have a weighting of at least 5% of the overall evaluation.

These weightings will be consistent for all principals and other Bolton administrators. For assistant principals and other 092 certificate holders in non-teaching roles, the six Performance Expectations are weighted equally. In order to arrive at these ratings, administrators are measured against the **Leader Evaluation Rubric** (Appendix G) which describes leadership actions across four performance levels for each of the six performance expectations and associated elements. During the goal setting conference, administrators and their evaluator may select to focus on elements within the performance expectations of the Common Core of Leading Rubric as appropriate for the role and responsibilities of the administrator within the learning environment.

The four performance levels are:

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

### Assigning ratings for each Performance Expectation:

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which administrators are meeting each Performance Expectation.

Evaluators and administrators will review performance and complete the evaluation at the Performance Expectation level, NOT at the Domain level. Additionally, it is important to document an administrator's performance on each Performance Expectation with evidence generated from multiple performance indicators, but not necessarily all performance indicators. As part of the evaluation process, evaluators and school leaders should identify a few specific areas for ongoing support and growth.

**Assessing the practice of administrators other than principals and assistant principals:**

For Bolton administrators in non-school roles, administrator practice will be assessed based upon ratings from evidence collected directly from the Connecticut School Leadership Standards/Standards for School Leaders. The leader evaluation rubric will be used in situations where it is applicable to the role of the administrator.

**Leadership Practice Summative Rating:**

Summative ratings are based on the preponderance of evidence for each performance expectation in the Connecticut School Leadership Standards. Evaluators collect written evidence about and observe the administrator's leadership practice across the six performance expectations described in the rubric. Specific attention is paid to leadership performance areas identified as needing development.

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

1. The administrator and evaluator meet for a **Goal-Setting Conference by the August 15** to identify focus areas for development of the administrator's leadership practice.
2. The administrator being evaluated collects evidence about his/her practice and the evaluator collects evidence about administrator practice with particular focus on the identified focus areas for development. **Evaluators of administrators must conduct at least two school site observations for any principal or assistant principal and will conduct at least four school site observations for principals who are new to their district, school, the profession, or who have received ratings of *Developing* or *Below Standard*.** Evaluators of other Bolton administrators will conduct at least two observations and/or reviews of practice.
3. The administrator being evaluated and the evaluator hold a **Mid-Year Formative Conference by January 30** with a focused discussion of progress toward proficiency in the focus areas identified as needing development.
4. **By May 30**, the administrator being evaluated reviews all information and data collected during the year and completes a summative self-assessment for review by the evaluator, identifying areas of strength and continued growth as well as progress on their focus areas.
5. **By June 30**, the evaluator and the administrator being evaluated meet to discuss all evidence collected. Following the conference, the evaluator uses the preponderance of evidence to assign a summative rating of exemplary, proficient, developing, or below standard for each performance expectation. Then the evaluator assigns a total practice rating based on the criteria in the Leadership Practice Matrix and generates a **Summary Report of the evaluation by June 30**. (Supported by the Summative Evaluation Form, Appendix J).

**Principals and Central Office Administrators:**

**Leadership Practice Matrix (40%)**

<b>Exemplary (4)</b>	<b>Effective (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
<i>Exemplary</i> on Teaching and Learning + <i>Exemplary</i> on at least 2 other performance Expectations + No rating below <i>Effective</i> on any performance expectation	At least <i>Effective</i> on Teaching and Learning + At least <i>Effective</i> on at least 3 other performance expectations + No rating below <i>Developing</i> on any performance expectation	At least <i>Developing</i> on Teaching and Learning + At least <i>Developing</i> on at least 3 other performance expectations	<i>Below Standard</i> on Teaching and Learning  Or  <i>Below Standard</i> on at least 3 other performance expectations

**Assistant Principals and Other Administrators:**

**Leadership Practice Matrix (40%)**

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

**Category #2: Stakeholder feedback (10%)**

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

To gain insight into what stakeholders perceive about administrators’ effectiveness, for each administrative role, the stakeholders surveyed will be those in the best position to provide meaningful feedback. For school-based administrators, stakeholders solicited for feedback will include teachers and parents, but may include other stakeholders (e.g., other staff, community members, students, etc.).

The survey instrument to be used was developed by Victoria Bernhardt, *Education for the Future*, Executive Director. These surveys, used both nationally and internationally, have been subjected to a rigorous vetting process that has found them to be fair, reliable, valid, and useful.

The surveys will be administered on-line and allow for anonymous responses. All Bolton administrators will collect and analyze stakeholder feedback data that will be used for continuous improvement. Surveys will be administered one time per year, in March. The March survey data will be used by administrators as baseline data for the following academic year.

Once the stakeholder feedback goal has been determined by the administrator, the administrator will identify the strategies he/she will implement to meet the target.

**ARRIVING AT A STAKEHOLDER FEEDBACK SUMMATIVE RATING**

Ratings will reflect the degree to which an administrator makes growth on feedback measures, using data from the prior year as a baseline for setting a growth target. Exceptions to this include:

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

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

1. Review baseline data on selected measures.
2. Set 1 target for growth on a selected measure (or performance on a selected measure when growth is not feasible to assess or performance is already high).
3. By **March 15**, administer surveys to relevant stakeholders.
4. Aggregate data and determine whether the administrator achieved the established target.
5. Assign a rating, using this scale:

<b>Exemplary (4)</b>	<b>Effective (3)</b>	<b>Developing (2)</b>	<b>Below Standard (1)</b>
Exceeded target	Met target	Made progress but did not meet target	Made little or no progress against target

**Category #3: SMART goals (45%)**

Student learning is assessed in equal weight by: (a) performance and progress on the academic learning measures in the state’s accountability system for schools using the SPI and (b) performance and growth on 2 locally-determined measures, (SMART goals). Each of these measures will have a weight of 22.5% and together they will account for 45% of the administrator’s evaluation.

**State Assessments (SPI)**

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

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

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

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

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

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

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

**Step 2:** The scores are weighted to emphasize improvement in schools below the State’s SPI target of 88 and to emphasize subgroup progress and performance in schools above the target.

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

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

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

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

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

Exemplary	Effective	Developing	Below Standard
At or above 3.5	Between 2.5 and 3.4	Between 1.5 and 2.4	Less than 1.5

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

## SMART GOALS

Administrators establish two (2) SMART goals on measures they select using certain parameters:

- All measures must align to Connecticut learning standards. In instances where there are no such standards that apply to a subject/grade level or an administrators' assignment, Bolton will use research-based learning standards appropriate for that administrators' assignment.
- At least one of the measures will focus on student outcomes from subjects and/or grades not assessed on state-administered assessment.
- For administrators in high school, one measure will include the cohort graduation rate and the extended graduation rate, as defined in the State's approved application for flexibility under the Elementary and Secondary Education Act. All protections related to the assignment of school accountability ratings for cohort graduation rate and extended graduation rate shall apply to the use of graduation data for principal evaluation.
- For administrators assigned to a school in "review" or "turnaround" status indicators will align with the performance targets set out in the school's mandated Improvement Plan.

The process for selecting measures and creating SMART goals will strike a balance between alignment to student learning priorities and a focus on the most significant school-level student learning needs. To do so, it is critical that the process unfold in this way (described for principals):

- Establish student learning priorities for a given school year based on available data.
- The principal uses available data to craft an improvement plan for the school. This is done in collaboration with other stakeholders and includes a manageable set of clear student learning targets.
- The principal chooses student learning priorities for her/his own evaluation that are aligned with the school improvement plan.
- The principal chooses measures that best assess the priorities and develops clear and measurable SMART goals for the chosen assessments/indicators.
- The principal shares the SMART goals with her/his evaluator, and has done the necessary work in order for this conversation to ensure:
  - The SMART goals are attainable.
  - There is adequate data that can be collected to make a fair judgment about whether the administrator met the established SMART goals.
  - The SMART goals are based on a review of student characteristics (e.g., mobility, attendance, demographic and learning characteristics) relevant to the assessment of the administrator against the objective.
  - The professional resources are appropriate to supporting the administrator in meeting the performance targets.
- The administrator being evaluated and the evaluator collect interim data on the SMART goals to inform a mid-year conversation (which is an opportunity to assess progress and, as needed, adjust targets) and summative data to inform summative ratings.

Based on this process, administrators receive a rating for this portion using the Administrator Summative Evaluation Form.

To arrive at an overall student learning rating, the ratings for the state assessment and the Bolton determined ratings are plotted on this matrix:

		State Assessment – SPI (22.5%)			
		Exemplary	Effective	Developing	Below Standard
Bolton determined SMART goals (22.5%)	Exemplary	Exemplary	Exemplary	Effective	Gather further information
	Effective	Exemplary	Effective	Effective	Developing
	Developing	Effective	Effective	Developing	Developing
	Below Standard	Gather further information	Developing	Developing	Below Standard

#### Category #4: Teacher Effectiveness (5%)

Teacher effectiveness, as measured by an aggregation of teachers’ SMART goals, is 5% of an administrator’s evaluation.

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

As part of Bolton’s teacher evaluation plan, teachers are assessed in part on their accomplishment of their SMART goals. This is the basis for assessing principals’ contribution to teacher effectiveness outcomes.

Exemplary	Effective	Developing	Below Standard
>80% of teachers are rated <i>Effective</i> or <i>Exemplary</i> on the student growth portion of their evaluation	>60% of teachers are rated <i>Effective</i> or <i>Exemplary</i> on the student growth portion of their evaluation	>40% of teachers are rated <i>Effective</i> or <i>Exemplary</i> on the student growth portion of their evaluation	<40% of teachers are rated <i>Effective</i> or <i>Exemplary</i> on the student growth portion of their evaluation

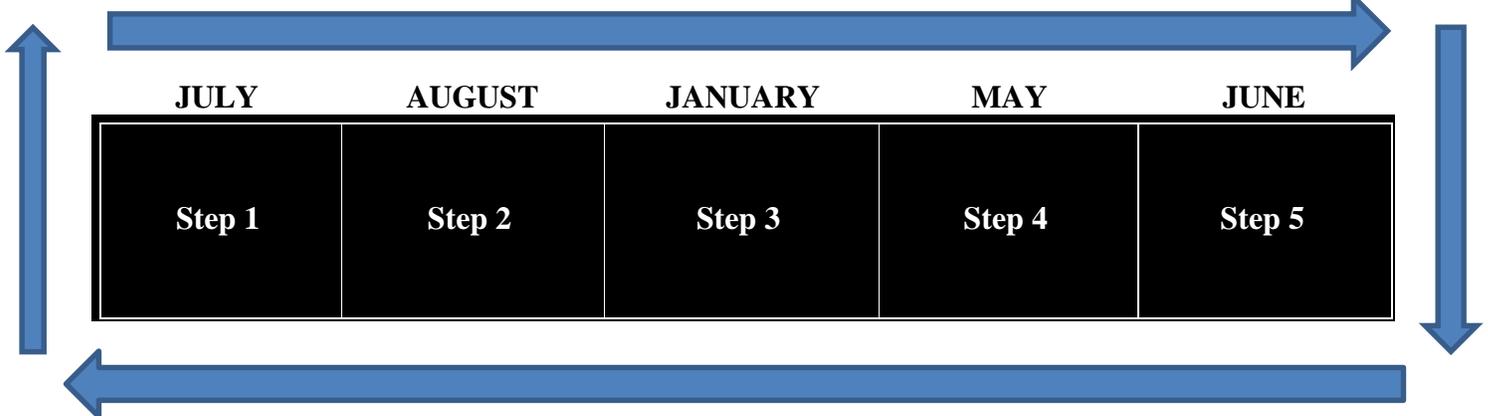
## ADMINISTRATOR EVALUATION PROCESS

This section describes the process by which administrators and their evaluators collect evidence about practice and results over the course of a year, culminating with a final rating and recommendations for continued improvement. There is an annual cycle for administrators and evaluators to follow and this sequence of events lends well to a meaningful and doable process.

### OVERVIEW

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

### SCHOOL YEAR: PLAN IMPLEMENTATION AND EVIDENCE COLLECTION



#### *Step 1: Gathering Data*

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

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

### ***Step 2: Goal Setting and Plan Development***

Before a school year starts, administrators identify a target for growth on the SPI, identify two (2) SMART Goals and one stakeholder feedback target. Then administrators identify the two (2) areas of focus for their practice ***that will help them accomplish*** their SMART goals and stakeholder feedback targets, choosing from among the elements of the Connecticut School Leadership Standards. Administrators will identify two (2) specific focus areas of growth to facilitate professional conversation about their leadership practice with their evaluator. It is critical that the administrator connect improvement in the practice focus areas to the SMART goals and stakeholder feedback targets, creating a logical through-line from practice to outcomes.

Next, the administrator and the evaluator meet in August to discuss and agree on the selected outcome goals and practice focus areas. The evaluator and administrator also discuss the appropriate resources and professional development needs to support the administrator in accomplishing the goals. Together, these components – the goals, the practice areas and the resources and supports – comprise an individual’s evaluation plan. In the event of any disagreement, the evaluator has the authority and responsibility to finalize the goals, supports and sources of evidence to be used.

The goal-setting form is to be completed by the administrator being evaluated. The focus areas, goals, activities, outcomes, and time line will be reviewed by the administrator’s evaluator prior to the beginning work on the goals. The evaluator may suggest additional goals as appropriate.

The evaluator will establish a schedule of school visits with the administrator to collect evidence and observe the administrator’s work. The first visit will take place near the beginning of the school year to ground the evaluator in the school context and the administrator’s evaluation plan. Subsequent visits will be planned at 2-to 3-month intervals.

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

- 2 observations for each administrator.
- 4 observations for assistant principals and for any administrator new to Bolton, or who has received ratings of *Developing* or *Below Standard*.

### ***Step 3: Mid-Year Formative Review***

Midway through the school year there will be a formal check-in to review progress. In preparation for the meeting:

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

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

#### ***Step 4: Self-Assessment***

No later than **May 30** and prior to the *Summative Review*, the administrator being evaluated completes a self-assessment on his/her practice on all 18 elements of the Connecticut Leadership Standards. For each element, the administrator being evaluated determines whether he/she:

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

The administrator being evaluated will also review their focus areas and determine if they consider themselves on track or not.

The administrator being evaluated submits their self-assessment to their evaluator.

#### ***Step 5: Summative Review and Rating***

The administrator being evaluated and the evaluator meet by **May 30** to discuss the administrator's self-assessment and all evidence collected over the course of the year. This meeting serves as an opportunity to convey strengths, areas for growth, and their probable rating. After the meeting, the evaluator assigns a rating, based on all available evidence (see next section for rating methodology).

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

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

### **SUMMATIVE ADMINISTRATOR EVALUATION RATING**

Each administrator shall annually receive a summative rating in one of four levels:

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

*Effective* represents fully satisfactory performance. It is the rigorous standard expected for most experienced administrators. *Effective* administrators can be characterized as:

- Meeting expectations as an instructional leader
- Meeting expectations in at least 2 other areas of practice
- Meeting and making progress on 1 target related to stakeholder feedback
- Meeting state accountability growth targets on tests of core academic subjects
- Meeting and making progress on 2 SMART Goals aligned to school and district priorities
- Having more than 60% of teachers proficient on the student growth portion of their Evaluation

Supporting administrators to reach the *Effective* rating is at the very heart of this evaluation model.

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

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

A rating of *Below Standard* indicates performance that is below *Effective* on all components or unacceptably low on one or more components.

## **DETERMINING SUMMATIVE RATINGS**

The process for determining summative evaluation ratings has three steps: (a) determining a practice rating, (b) determining an outcomes rating and (c) combining the two into an overall rating.

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

The practice rating derives from an administrator's performance on the six performance expectations of the leader evaluation rubric and the stakeholder feedback target. Evaluators record a rating for the performance expectations that generates an overall rating for leadership practice. The Stakeholder Feedback rating is combined with the Leadership Practice rating and the evaluator uses the matrix, on page 54, to determine an overall Practice Rating.

**B. OUTCOMES: SMART goals (45%) + Teacher Effectiveness (5%) = 50%**

The outcomes rating derives from the two student learning measures, state test results (SPI) and SMART goals, and teacher effectiveness outcomes. Pending U.S. Department of Education’s approval for CT’s request for flexibility on the use of student test data in 2016, Bolton will not require that 22.5% of the administrator’s student learning component incorporate SPI progress. Given this adjustment, the entire 45% of an administrator’s overall rating on student learning indicators shall be based on the locally-determined indicators.

As shown in the Summative Evaluation Form in Appendix J, state reports provide an assessment rating and evaluators record a rating for the SMART goals agreed to in the beginning of the year. These two combine to form the basis of the overall SMART goals rating. The Teacher Effectiveness rating is combined with the SMART goals rating and the evaluator uses the matrix below to determine an overall Outcomes Rating.

**C. FINAL SUMMATIVE: Practice (50%) + Outcomes (50%) = 100%**

The Summative rating combines the practice and outcomes ratings using the matrix below.

Administrator Practice Rating					
Administrator Outcomes Rating		Exemplary	Effective	Developing	Below Standard
	Exemplary	Exemplary	Exemplary	Effective	Developing
	Effective	Exemplary	Effective	Effective	Below Standard
	Developing	Effective	Developing	Developing	Below Standard
	Below Standard	Developing	Developing	Below Standard	Below Standard

***Definition of Effectiveness and Ineffectiveness***

Administrator effectiveness will be based upon a pattern of summative administrator ratings collected over time. All administrators will need to have a rating of *Effective* or *Exemplary* within 2 years of the implementation of the program. Any administrator not rated *Effective* or *Exemplary* will be placed on an individual improvement plan. (See Professional Assistance and Support System)

After the first 2 years of implementation of the program, administrators will be required to have no more than one summative rating of *Developing* during the 2 year period and a summative rating of *Effective* or *Exemplary* in the other year.

Administrators receiving a rating of *Developing* or *Below Standard* in any year, will be placed on an **Individual Administrator Improvement and Remediation Plan**. After one year of the Plan implementation, the administrator must have a summative rating of *Effective* or *Exemplary* to be considered effective.

## ADMINISTRATOR PROFESSIONAL ASSISTANCE AND SUPPORT PLAN (PASS)

Administrators who receive a summative evaluation ratings that are *Developing* or *Below Standard* will be required to work with their evaluator (or designated Administrator Performance Remediation Plan Developer) to design an administrator performance remediation plan. Administrators must receive a summative evaluation rating of *Effective* within a year of the Administrator Performance Remediation Plan being developed. The plan will be created within 30 days after the completion of the Summative Evaluation Rating Conference. The Administrator Performance Remediation Plan will identify areas of needed improvement and include supports that Bolton will provide to address the performance areas identified as needing improvement. After the development of the Administrator Performance Remediation Plan, the administrator and evaluator will collaborate to determine the target completion date.

The plan must include the following components:

1. *Areas of Improvement*: Identify area of needed improvement.
2. *Rationale for Areas of Improvement*: Evidence from observations that show an area needing improvement.
3. *Performance Expectation*: List performance expectation rated *Developing* or *Below Standard*.
4. *Indicators for Effective Leading*: Identify exemplar practices in the area identified as needing improvement.
5. *Improvement Strategies to be Implemented*: Provide strategies the administrator can implement to show improvement in performance expectations rated *Developing* or *Below Standard*.
6. *Tasks to Complete*: Specific tasks the administrator will complete that will improve the performance expectation.
7. *Support and Resources*: List of supports and resources the administrator can use to improve, e.g. professional learning opportunities, peer observation, colleague, mentor, books, etc.
8. *Indicators of Progress*: How the administrator will show progress towards *Effective/Exemplary* in domain through observations, data, evidence, etc.

The plan will be designed and written in a collaborative manner and will focus on the development of a professional learning community supporting colleagues within this level. The administrator and evaluator will sign the plan. The contents of the plan will be confidential.

### **Dispute-Resolution Process**

A panel composed of the superintendent, local association president or designee, and a neutral third person from PDEC shall resolve disputes where the evaluator and administrator cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific within 15 school days. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

## EVALUATION BASED PROFESSIONAL LEARNING

As our core values indicate, Bolton believes that the primary purpose for professional learning is school improvement as measured by the success of every student. We also believe that professional learning must focus on creating meaningful experiences for all staff members. Designing evaluation-based professional learning is a dynamic process. Working with program goals and data from the educator evaluation process, professional learning is planned to strengthen instruction around identified student growth needs or other areas of identified educator needs.

We recognize that educators as well as students learn in different ways and have different learning needs at different points in their career. Effective professional learning, therefore, must be highly personalized and provide for a variety of experiences, including learning teams, study groups, individual study, etc. as well as opportunities for conducting research and collaborating with colleagues on content-based pedagogical activities.

Bolton's evaluation-based professional learning design has as its foundation the Standards for Professional Learning (Learning Forward, 2011). Each of the tenets of Bolton's Professional Learning and Evaluation Program is aligned with at least one, and often several, of the seven Standards for Professional Learning

### **TENETS OF THE BOLTON PLAN: ALIGNING STANDARDS AND PROCESSES:**

#### **Evaluation is a teacher centered process:**

We believe that, for evaluation to improve professional practice, it is essential to "make evaluation a task managed by a teacher, and not a thing done to a worker" (Peterson, 2000, p. 5).

- Teacher reflection on aspects of their instructional practice and its effect on student achievement, on other facets of responsibility to the school community, and on their professional contributions to their field is critical to improved practice for both veteran and novice teachers. [*Standards: Learning Communities; Data; Outcomes*]
  - Educator self-reflection represents the initiation and culmination of the cycle of professional praxis and procedures for evaluation.
  - Teachers collect and assemble relevant data related to student outcomes and their professional contributions, and determine how their data can be used in evaluation.

#### **Organizational culture matters:**

The framework and outcomes of systems for the evaluation of teachers must reflect an understanding of the culture of schools as learning organizations (see Schein, 2010; Senge, 2012).

- It is vitally important to examine the core beliefs that underpin organizational processes such as professional learning and evaluation, as well as teachers' and administrators' perception of their roles and effectiveness, to effect positive changes in student learning, growth, and achievement. Further, it is important to evolve the role of principals and administrators from the sole judges and evaluators of teachers and teaching to emphasize their role as instructional leaders who collaborate with teachers.

- Evaluators and teachers support each other in the pursuit of individual and collective professional growth and student success through rich professional conferences and conversations. [*Standards: Leadership; Resources*]
- Each school’s core beliefs about student learning are the foundation for evaluation and support systems, and provide a focus for individual and collaborative reflections on personal practice and organizational functioning. [*Standards: Learning Communities; Implementation*]
- Teachers and administrators collaborate to observe instructional practices in their school and to analyze data on instruction and student performance. [*Standards: Data; Outcomes*] Teachers and administrators collaborate to plan, assess, and evaluate professional learning. [*Standards: Leadership; Learning Communities; Implementation; Learning Designs*]

**Evaluation and professional learning must be differentiated to increase organizational effectiveness:** There is a growing research base that demonstrates that individual and collective teacher efficacy (defined by Bandura, 1997, as “the group’s shared belief in its conjoint capabilities to organize and execute courses of action required to produce given levels of attainments”), is positively associated with and predictive of student achievement (Allinder, 1995; Goddard, et al., 2000; Moolenaar, et al., 2012; Tschannen-Moran and Barr, 2004)

- The needs of veteran and novice teachers are different, and evaluation-based professional learning is be designed to meet those needs, inspire and motivate individual and collective efficacy, and build leadership capacity in schools and districts (see Peterson, 2000). [*Standards: Learning Design; Leadership; Resources*]
  - The development of such structures as career ladders, personal professional portfolios, and opportunities are provided for teachers to share their learning from professional activities, findings from their own research or from research-based practices they have applied, classroom-level and professional accomplishments and/or challenges. [*Standards: Data; Outcomes: Learning Communities; Leadership*]

### ***Career Development and Professional Growth***

Bolton will provide opportunities for educator career development and professional growth based on the results of the evaluation. Educators with an evaluation of *Effective* or *Exemplary* will be able to participate in opportunities to further their professional growth, including attending conferences and other professional learning opportunities.

For educators rated *Exemplary*, the following career development and professional growth opportunities may be available: observation of peers; mentoring/coaching early-career educators or educators new to Bolton; participating in development of educator Professional Assistance and Support System plans for peers whose performance is *Developing* or *Below Standard*; leading Professional Learning Communities for their peers; and, targeted professional development based on areas of need.

## References

- Allinder, R.M. (1995). An examination of the relationship between teacher efficacy and curriculum-based measurement and student achievement. *Remedial and Special Education, 16*(4), 247-254. doi:10. 177/07493259501600408.
- Bandura, A. (1997). *Selfefficacy: The exercise of control*. New York: MacMillan.
- Butler, D.L., & Schnellert, L. (2012). Collaborative inquiry in teacher professional development. *Teaching and Teacher Education (28)*2, 1206-1220.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives, 8*(1). Retrieved October 20, 2012 from <http://epaa.asu.edu/ojs/issue/view/8>.
- Darling-Hammond, L., & Bransford, J. (Eds.) (2005). *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*. San Francisco, CA: Jossey-Bass.
- Goddard, R.D., Hoy, W.K., and Woolfolk , Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and effect on student achievement. *American Educational Research Journal, 37*(2), 479-507.
- Goe, L., & Stickler, L. (2008). *Teacher quality and student achievement: Making the most of recent research*. Washington, DC: National Comprehensive Center for Teacher Quality.
- King, J. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes*. Washington, DC: Economic Policy Institute.
- Moolenaar, N.M., Slegers, P.C., & Daly, A.J. (2012). Teaming up: Linking collaboration networks, collective efficacy, and student achievement. *Teaching & Teacher Education, 28*(2), 251-262.
- Peterson, K.D. (2000). *Teacher evaluation: A comprehensive guide to new directions and practices*. Thousand Oaks, CA: Corwin Press
- Rice, J. K. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes*. Washington, DC: Economic Policy Institute.
- Schein, E.H. (2010). *Organizational culture and leadership*. San Francisco: Jossey-Bass.
- Senge, P.M., Cambron-McCabe, N., Lucas, T., Smith, B., & Dutton, J. (2012). *Schools that learn: A Fifth Discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Crown.
- Tschannen-Moran, M., & Barr, M. (2004). Fostering student learning: The relationship of collective teacher efficacy and student achievement. *Leadership & Policy in Schools, 3*(3), 189-209.
- Tschannen-Moran, M., Woolfolk Hoy, A.W., & Hoy, W.K. (1998). Teacher efficacy: Its meaning and measure. *Review of Education Research, 68*, 202-248.
- Tschannen-Moran, M, & Woolfolk Hoy, A.W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*, 783-805.
- Tschannen-Moran, M, & Woolfolk Hoy, A.W. (2001). *The influence of resources and support on teachers' efficacy beliefs*. Paper presented at the annual meeting of the American Educational Research Association, Session 13:82, *An exploration of beliefs related to academic achievements*. New Orleans, LA.

**DO NOT  
REMOVE  
THIS PAGE**

## Appendix A: CCT Rubric for Effective Teaching 2014

# Common Core of Teaching (CCT) Rubric for Effective Teaching

*Key Instructional Competencies and Organization of the Rubric:*

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. 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.

The **Common Core of Teaching (CCT) Rubric for Effective Teaching** is completely aligned with the CCT. The *CCT Rubric for Effective Teaching* 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:

Connecticut Common Core of Teaching (CCT)		CCT Rubric for Effective Teaching		Observed
<b>Domain 1</b>	* <b>Content and Essential Skills</b> , which includes the <b>Common Core State Standards<sup>1</sup></b> and Connecticut Content Standards, must be demonstrated at the pre-service level, as a prerequisite to certification.	* <b>Demonstration at the pre-service level as a pre-requisite to certification and embedded within the rubric.</b>		
<b>Domain 2</b>	<b>Classroom Environment, Student Engagement and Commitment to Learning</b>	<b>Domain 1</b>	<b>Classroom Environment, Student Engagement and Commitment to Learning</b>	<i>In-class observation</i>
<b>Domain 3</b>	<b>Planning for Active Learning</b>	<b>Domain 2</b>	<b>Planning for Active Learning</b>	<i>Non-classroom observations/reviews of practice</i>
<b>Domain 4</b>	<b>Instruction for Active Learning</b>	<b>Domain 3</b>	<b>Instruction for Active Learning</b>	<i>In-class observation</i>
<b>Domain 5</b>	* <b>Assessment for Learning</b>	* <b>Now integrated throughout the other domains</b>		
<b>Domain 6</b>	<b>Professional Responsibilities and Teacher Leadership</b>	<b>Domain 4</b>	<b>Professional Responsibilities and Teacher Leadership</b>	<i>Non-classroom observations/reviews of practice.</i>

Text in **RED** throughout the document reflects **COMMON CORE STATE STANDARDS**

## 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:*

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>1a. Creating a positive learning environment that is responsive to and respectful of the learning needs<sup>2</sup> of all students.</b>				<i>In addition to the characteristics of proficient including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Rapport and positive social interactions</li> </ul>	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.
<ul style="list-style-type: none"> <li>Respect for student diversity<sup>3</sup></li> </ul>	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.
<ul style="list-style-type: none"> <li>Environment supportive of intellectual risk-taking</li> </ul>	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.
<ul style="list-style-type: none"> <li>High expectations for student learning</li> </ul>	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.

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

<sup>3</sup>**Student diversity:** recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

## 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:*

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</b>				<i>In addition to the characteristics of proficient including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>• Communicating, reinforcing, and maintaining appropriate standards of behavior</li> </ul>	Demonstrates little or no evidence that standards of behavior have been established; and/or minimally enforces expectations (e.g., rules and consequences) resulting in interference with student learning.	Establishes standards of behavior but inconsistently enforces expectations, resulting in some interference with student learning.	Establishes high standards of behavior, which are consistently reinforced, resulting in little or no interference with student learning.	Student behavior is completely appropriate. <b>OR</b> Teacher seamlessly responds to misbehavior without any loss of instructional time.
<ul style="list-style-type: none"> <li>• Promoting social competence<sup>4</sup> and responsible behavior</li> </ul>	Provides little to no instruction and/or opportunities for students to develop social skills and responsible behavior.	Inconsistently teaches, models, and/or reinforces social skills; does not routinely provide students with opportunities to self-regulate and take responsibility for their actions.	When necessary, explicitly teaches, models, and/or positively reinforces social skills; routinely builds students' capacity to self-regulate and take responsibility for their actions.	Students take an active role in maintaining high standards of behaviors. <b>OR</b> Students are encouraged to independently use proactive strategies <sup>5</sup> and social skills and take responsibility for their actions.

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

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

**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:*

INDICATORS	Below Standard	Developing	Effective	Exemplary
<p><b>1c. Maximizing instructional time by effectively managing routines and transitions.<sup>6</sup></b></p>				<p><i>In addition to the characteristics of proficient including one or more of the following:</i></p>
<p><b>Attributes</b></p>				
<ul style="list-style-type: none"> <li>Routines and transitions appropriate to needs of students</li> </ul>	<p>Does not establish or ineffectively establishes routines and transitions, resulting in significant loss of instructional time.</p>	<p>Inconsistently establishes routines and transitions, resulting in some loss of instructional time.</p>	<p>Establishes routines and transitions resulting in maximized instructional time.</p>	<ul style="list-style-type: none"> <li>Teacher encourages and/or provides opportunities for students to independently facilitate routines and transitions.</li> </ul>

<sup>6</sup>**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.

## 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:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>2a. Planning of instructional content that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge<sup>7</sup> for all students. Attributes</b>				<i>In addition to the characteristics of proficient including one or more of the following:</i>
<ul style="list-style-type: none"> <li>Content of lesson plan<sup>8</sup> is aligned with standards</li> </ul>	Plans content that is misaligned with or does not address the Common Core State Standards and/or other appropriate Connecticut content standards <sup>9</sup> .	Plans content that partially addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans content that directly addresses Common Core State Standards and/or other appropriate Connecticut content standards.	Plans for anticipation of misconceptions, ambiguities or challenges and considers multiple ways of how to address these in advance.
<ul style="list-style-type: none"> <li>Content of lesson appropriate to sequence of lessons and appropriate level of challenge</li> </ul>	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.
<ul style="list-style-type: none"> <li>Use of data to determine students' prior knowledge and differentiation based on students' learning needs</li> </ul>	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 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.
<ul style="list-style-type: none"> <li>Literacy strategies<sup>10</sup></li> </ul>	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.

<sup>7</sup>**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.

<sup>8</sup>**Lesson Plan** – a purposeful planned learning experience.

<sup>9</sup>**Connecticut content standards** – standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

<sup>10</sup>**Literacy through the content areas:** 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.

## 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:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>2b. Planning instruction to cognitively engage students in the content.</b>				<i>In addition to the characteristics of proficient including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Strategies, tasks and questions cognitively engage students</li> </ul>	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 <sup>11</sup> or inquiry-based learning <sup>12</sup> and application to other situations.	Plans to release responsibility to the students to apply and/or extend learning beyond the learning expectation.
<ul style="list-style-type: none"> <li>Instructional resources<sup>13</sup>, and flexible groupings<sup>14</sup> support cognitive engagement and new learning</li> </ul>	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.

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

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

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

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

## 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:

INDICATORS	Below Standard	Developing	Effective	Exemplary
2c. Selecting appropriate assessment strategies <sup>15</sup> to monitor student progress.				<i>In addition to the characteristics of proficient including one or more of the following:</i>
Attributes				
<ul style="list-style-type: none"> <li>Criteria for student success</li> </ul>	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.
<ul style="list-style-type: none"> <li>Ongoing assessment of student learning</li> </ul>	Plans assessment strategies that are limited or not aligned to intended instructional outcomes.	Plans assessment strategies that are partially aligned to intended instructional outcomes <b>OR</b> strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of student learning of intended instructional outcomes at critical points throughout the lesson.	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

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

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

### 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:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>3a. Implementing instructional content<sup>16</sup> for learning.</b>				<i>In addition to the characteristics of proficient including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Instructional purpose</li> </ul>	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.
<ul style="list-style-type: none"> <li>Content accuracy</li> </ul>	Makes multiple content errors.	Makes minor content errors.	Teacher makes no content errors.	Invites students to explain the content to their classmates.
<ul style="list-style-type: none"> <li>Content progression and level of challenge</li> </ul>	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.
<ul style="list-style-type: none"> <li>Literacy Strategies<sup>17</sup></li> </ul>	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.

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

<sup>17</sup>**Literacy:** 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 student learning.

### 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:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</b>				<i>In addition to characteristics of proficient including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Strategies, tasks and questions</li> </ul>	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 <sup>18</sup> and flexible groupings	Uses resources and/or groupings that do not cognitively engage students or support new learning.	Uses resources and/or groupings that moderately 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.
<ul style="list-style-type: none"> <li>Student responsibility and independence</li> </ul>	Implements instruction that is primarily teacher-directed, providing little or no opportunities for students to develop independence as learners.	Implements instruction that is mostly teacher directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements instruction that supports and challenges students to identify various ways to approach learning tasks that will be effective for them as individuals and will result in quality work.

Text in RED reflects Common Core State Standards connections.

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

### 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:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>3c. Assessing student learning, providing feedback to students and adjusting instruction.</b>				<i>In addition to the characteristics of proficient including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Criteria for student success</li> </ul>	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.
<ul style="list-style-type: none"> <li>Ongoing assessment of student learning</li> </ul>	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.
<ul style="list-style-type: none"> <li>Feedback<sup>19</sup> to students</li> </ul>	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.
<ul style="list-style-type: none"> <li>Instructional adjustment<sup>20</sup></li> </ul>	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 result in quality work.

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

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

#### 4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>4a. Engaging in continuous professional learning to impact instruction and student learning.</b>				<i>In addition to the characteristics of proficient including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Teacher self-evaluation and reflection and impact on student learning</li> </ul>	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 its 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.
<ul style="list-style-type: none"> <li>Response to feedback</li> </ul>	Unwillingly accepts supervisor feedback and recommendations for improving practice.	Reluctantly accepts supervisor feedback and recommendations for improving practice but changes in practice are limited.	Willingly accepts supervisor or peer feedback and makes changes in practice based on feedback.	Proactively seeks supervisor or peer feedback in order to improve a range of professional practices.
<ul style="list-style-type: none"> <li>Professional learning</li> </ul>	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.

#### 4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</b>				<i>In addition to characteristics of proficient including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>• Collaboration with colleagues</li> </ul>	Participates in required activities 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.
<ul style="list-style-type: none"> <li>• Contribution to professional learning environment</li> </ul>	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.
<ul style="list-style-type: none"> <li>• Ethical use of technology</li> </ul>	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.

#### 4: Professional Responsibilities and Teacher Leadership

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</b>				<i>In addition to characteristics of proficient including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Positive school climate</li> </ul>	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.
<ul style="list-style-type: none"> <li>Family and community engagement</li> </ul>	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; seeks input from families and communities to support student growth and development.
<ul style="list-style-type: none"> <li>Culturally responsive<sup>21</sup> communications</li> </ul>	Sometimes demonstrates lack of respect for cultural differences when communicating with students and families <b>OR</b> demonstrates bias and/or negativity in the community.	Generally communicates with families and the community in a culturally respectful manner.	Consistently communicates with families and the community in a culturally respectful manner.	Leads efforts to enhance culturally respectful communications with families and the community.

<sup>21</sup>**Culturally responsive** – 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.

# Training and Proficiency

---

Accurate and reliable evaluation of the competencies and indicators outlined with the *CCT Rubric for Effective Teaching* 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* 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* 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* 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 with which to deepen understanding of the *CCT Rubric for Effective Teaching 2014* and ensure that the observers can accurately measuring educator practice against the indicators within the classroom observation tool.

## 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 each teacher is provided in the Connecticut Guidelines for Educator Evaluation or in the SEED state model <http://www.connecticutseed.org>.

The following is the protocol 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 teachers 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 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 Instruction 2014*.
- E. Ratings/Feedback: Based on the training guidelines for the *CCT Rubric for Effective Instruction 2014*, the evaluator may provide ratings on indicators within the domains and provide feedback to the teacher.

## Appendix B: CCT Rubric for Effective Service Delivery 2014

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

### *Key Instructional Competencies and Organization of the Rubric:*

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

The SCDE, in partnership with SESS representatives from around the state, developed in the CCT Rubric for Effective Service Delivery 2014 for use with some SESS educators. 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 children.

This version is offered as an option for use as part of a district’s evaluation and support plan and should be considered by the established Professional Development and Evaluation Committee (PDEC) as part of the discussion of educator roles and responsibilities and appropriate observation frameworks. Specifically, School Psychologist, Speech and Language Pathologists, School Social Workers, and Comprehensive School Counselors may find this version to be most appropriate. However, that does not exclude other educators in a school that have unique assignments and responsibilities (e.g. Board-Certified Behavior Analysts (BCBA), Home School Family Liaison etc.) from considering this rubric as a tool for observation of their performance and practice.

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

Because service delivery 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 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:

Text in **RED** throughout the document reflects **COMMON CORE STATE STANDARDS**

CT Common Core of Teaching (CCT)		CCT Rubric for Effective Service Deliver		Generally Observed
<b>Domain 1</b>	* <b>Content and Essential Skills</b> , which includes the <b>Common Core State Standards</b> <sup>1</sup> and Connecticut Content Standards	<b>*Demonstration at the pre-service level as a pre-requisite to certification and embedded within the rubric.</b>		
<b>Domain 2</b>	<b>Classroom Environment, Student Engagement and Commitment to Learning</b>	<b>Domain 1</b>	<b>Learning environment, student engagement, and commitment to learning</b>	In-class/Learning Environment <i>Observations</i>
<b>Domain 3</b>	<b>Planning for Active Learning</b>	<b>Domain 2</b>	<b>Planning for Active Learning</b>	<i>Non-classroom observations/reviews of practice.</i>
<b>Domain 4</b>	<b>Instruction for Active Learning</b>	<b>Domain 3</b>	<b>Service Delivery</b>	In-class/Learning Environment <i>Observations</i>
<b>Domain 5</b>	* <b>Assessment for Learning</b>	<b>*Now integrated throughout the other domains</b>		
<b>Domain 6</b>	<b>Professional Responsibilities and Teacher Leadership</b>	<b>Domain 4</b>	<b>Professional Responsibilities and Teacher Leadership</b>	<i>Non-classroom observations/reviews of practice.</i>

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

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>1a. Promoting a positive learning environment that is respectful and equitable.<sup>2</sup></b>				<i>In addition to the characteristics of proficient including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>• Rapport and positive social interactions</li> </ul>	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.
<ul style="list-style-type: none"> <li>• Respect for student diversity<sup>3</sup></li> </ul>	Does not establish a learning environment that is respectful of students' cultural, social and/or developmental differences and/or the provider 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.
<ul style="list-style-type: none"> <li>• Environment supportive of intellectual risk-taking</li> </ul>	Creates and/or promotes a learning environment that discourages students from taking intellectual risks.	Creates and/or promotes a learning environment in which some students are willing to take intellectual risks.	Creates and/or promotes 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.
<ul style="list-style-type: none"> <li>• High expectations for student learning</li> </ul>	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.

<sup>2</sup> Respectful and equitable learning environment: 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. Routledge.

<sup>3</sup> Student diversity: Recognizing individual differences including, but not limited to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, intellectual abilities, religious beliefs, political beliefs, or other ideologies.

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

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>1b. Promoting developmentally appropriate standards of behavior that support a productive learning environment for all students.</b>				<i>In addition to the characteristics of proficient including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>• Communicating, reinforcing, and maintaining appropriate standards of behavior</li> </ul>	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.	<p>Student behavior is completely developmentally appropriate.</p> <p style="text-align: center;"><b>OR</b></p> <p>Service provider seamlessly responds to misbehavior without any loss of instructional time.</p>
<ul style="list-style-type: none"> <li>• Promoting social competence<sup>4</sup> and responsible behavior</li> </ul>	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.	<p>Students take an active role in maintaining high standards of behaviors.</p> <p style="text-align: center;"><b>OR</b></p> <p>Students are encouraged to independently use proactive strategies<sup>5</sup> and social skills and take responsibility for their actions.</p>

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

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

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

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>1c. Maximizing service delivery by effectively managing routines and transitions.<sup>6</sup></b>				<i>In addition to the characteristics of proficient including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Routines and transitions appropriate to needs of students</li> </ul>	Does not establish or ineffectively establishes routines. Does not manage transitions from one task to another effectively, resulting in significant loss of service delivery time.	Inconsistently establishes Routines. Inconsistently manages transitions, resulting in some loss of service delivery time.	Establishes routines and effectively manages transitions resulting in maximized service delivery time.	<ul style="list-style-type: none"> <li>Service provider encourages and/or provides opportunities for students to demonstrate and/or independently facilitate routines and transitions.</li> </ul>

<sup>6</sup> Routines and transitions: 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.

## 2: Planning for Active Learning

Service providers plan prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>2a. Planning prevention/intervention that is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge<sup>7</sup> for all students. Attributes</b>				<i>In addition to the characteristics of proficient including one or more of the following:</i>
<ul style="list-style-type: none"> <li>Prevention/Intervention plan<sup>8</sup> is aligned with standards</li> </ul>	Plans prevention/intervention that is misaligned with or does not address the <b>appropriate Connecticut content standards<sup>9</sup></b> and/or discipline-specific state and national guidelines.	Plans prevention/intervention that partially aligns <b>with the appropriate Connecticut content standards</b> and/or discipline-specific state and national guidelines. .	Plans prevention/intervention that directly aligns with <b>appropriate Connecticut content standards</b> and/or discipline-specific state and national guidelines. .	Anticipates and plans for challenges and considers proactive approaches to address these in advance.
<ul style="list-style-type: none"> <li>Prevention/intervention rests on evidence-based practice, student need and appropriate level of challenge</li> </ul>	Does not plan prevention/intervention using evidence-based practice, student need or <b>appropriate level of challenge.</b>	Partially plans prevention/intervention using evidence-based practice, student need or <b>appropriate level of challenge.</b>	Plans prevention/intervention using evidence-based practice, student need or <b>appropriate level of challenge.</b>	Plans to <b>challenge students to extend their learning to make connections to the school setting and larger world.</b>
<ul style="list-style-type: none"> <li>Use of data to determine students' prior knowledge and differentiation based on students' learning needs</li> </ul>	Plans prevention/intervention without consideration of data, students' prior knowledge or different learning needs.	Plans prevention/intervention with limited attention to prior knowledge and skills of individual students.	Uses multiple sources of appropriate data to determine individual students' prior knowledge and skills to plan targeted, purposeful prevention/intervention that <b>advances the learning of students.</b>	Plans for students to identify their own learning needs based on their own individual data to advance learning, growth and development.
<ul style="list-style-type: none"> <li>Connection to school setting and larger world</li> </ul>	Plans prevention/intervention that includes few opportunities for students to <b>connect to school setting and larger world.</b>	Plans prevention/intervention that includes some opportunities for students to <b>connect to school setting and larger world.</b>	Plans prevention/intervention that <b>includes multiple opportunities for students to connect to school setting and larger world.</b>	Designs opportunities to allow students to independently select <b>prevention/intervention strategies that support their learning in the school setting and larger world.</b>

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

<sup>7</sup>**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.

<sup>8</sup>**Lesson Plan** – a purposeful planned learning experience.

<sup>9</sup>**Connecticut content standards** – standards developed for all content areas including Early Learning and Development Standards (ELDS) for early childhood educators.

## 2: Planning for Active Learning

Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>2b. Planning prevention/intervention to actively engage students in the content.</b>				<i>In addition to the characteristics of <b>proficient</b> including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Strategies, tasks and questions cognitively engage students</li> </ul>	Plans prevention/intervention tasks that limit opportunities for students' active engagement.	Plans primarily service provider-directed prevention/intervention strategies,, tasks and questions that provide some opportunities for students' active engagement.	Plans instructional <b>strategies, tasks and questions</b> that promote student active engagement <b>through problem-solving, critical or creative thinking, discourse<sup>11</sup> or inquiry-based learning<sup>12</sup> and/or application to other situations.</b>	Plans to release responsibility to the students <b>to apply and/or extend learning to other situations.</b>
<ul style="list-style-type: none"> <li>Resources<sup>13</sup>, and flexible groupings<sup>14</sup> support active engagement and new learning</li> </ul>	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 <b>engage students and minimally support new learning about the world at large.</b>	Selects or designs resources and/or flexible groupings that activelyengage students in <b>real world, global and/or career connections</b> that support new learning	Selects or designs resources that <b>actively engage students to extend new learning.</b>

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

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

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

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

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

## 2: Planning for Active Learning

Service providers plan prevention/intervention to **engage students in rigorous and relevant learning** and to **promote their curiosity about the world at large** by:

INDICATORS	Below Standard	Developing	Effective	Exemplary
2c. Selecting appropriate assessment strategies <sup>15</sup> to monitor student progress.				<i>In addition to the characteristics of <b>proficient</b> including one or more of the following:</i>
Attributes				
<ul style="list-style-type: none"> <li>Criteria for student success</li> </ul>	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.
<ul style="list-style-type: none"> <li>Ongoing assessment of student learning</li> </ul>	Plans assessment strategies that are limited or not aligned to intended prevention/intervention outcomes.	Plans assessment strategies that are partially aligned to intended prevention/intervention outcomes <b>OR</b> strategies that elicit only minimal evidence of student learning.	Plans assessment strategies to elicit specific evidence of intended prevention/intervention outcomes at critical points throughout the prevention/intervention plan..	Plans strategies to engage students in using assessment criteria to self-monitor and reflect upon their own progress.

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

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

### 3: Service Delivery

Service providers implement prevention/intervention **to engage students in rigorous and relevant learning and to promote their curiosity about the world at large** by:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>3a. Implementing service delivery<sup>16</sup> for learning.</b>				<i>In addition to the characteristics of proficient including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Prevention/Intervention Purpose</li> </ul>	Does not clearly communicate learning expectations to students.	Communicates learning expectations to students and sets a general purpose for prevention/intervention, which may require further clarification.	Clearly <b>communicates learning expectations to students and sets a specific purpose for prevention/intervention</b> and helps students to see how the learning is aligned with <b>Common Core Standards</b> and/or discipline specific state and national guidelines.	Students are encouraged to explain how the prevention/intervention is situated within the broader learning context/curriculum. Students will demonstrate understanding of prevention/intervention across various contextual settings.
<ul style="list-style-type: none"> <li>Prevention/intervention plan precision</li> </ul>	Makes multiple errors in the delivery of the prevention/intervention plan.	Makes minor errors in the delivery of the prevention/intervention plan.	Prevention/intervention delivery demonstrates flexibility and sensitivity to targeted outcomes.	Invites students to explain the prevention/intervention plan and how it applies to their growth and development.
<ul style="list-style-type: none"> <li>Prevention/intervention progression and level of challenge</li> </ul>	Delivers prevention/intervention that lacks a logical progression, is not evidence-based, attentive to student need or appropriate level of challenge.	Delivers prevention/intervention in a generally logical progression, is somewhat evidence-based, attentive to students needs an appropriate level of challenge to advance student learning.	Clearly delivers prevention/intervention in a logical and purposeful progression, is evidence-based, attentive to student needs and at an appropriate level of challenge to advance learning of all students	Challenges students to extend their learning beyond prevention/intervention expectations and make connections to the school and larger world.
<ul style="list-style-type: none"> <li>Connection to school and larger world</li> </ul>	Delivers prevention/intervention with few opportunities for students to <b>connect to the school setting and larger world.</b>	Delivers prevention/intervention with some opportunities for students to <b>connect to the school setting and larger world.</b>	Delivers prevention/intervention that consistently integrates into the <b>school setting and larger world.</b>	Provides opportunities for students to independently use prevention/intervention strategies in the <b>school setting and larger world.</b>

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

<sup>16</sup>Service delivery framework: A set of principals and best practices used to guide the design and implementation of service as described by state and national professional standards.

### 3: Service Delivery

Service providers implement prevention/intervention **to engage students in rigorous and relevant learning and to promote their curiosity about the world at large** by:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>3b. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.</b>				<i>In addition to characteristics of proficient including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Strategies, tasks and questions</li> </ul>	Strategies, tasks and questions do not lead students to construct new and meaningful learning.	Uses a combination of tasks and questions in an attempt to lead students to construct new learning, with some opportunities for <b>problem- solving, critical thinking and/or purposeful discourse or inquiry.</b>	Employs differentiated strategies, tasks and questions that actively engage students in constructing new and meaningful learning through appropriately integrated discipline-specific tools that <b>promote problem-solving, critical and creative thinking, purposeful discourse and/or inquiry.</b>	Includes opportunities for students to <b>work collaboratively when appropriate, and to generate their own questions and problem- solving strategies, synthesize and communicate information.</b>
Resources <sup>17</sup> and flexible groupings <sup>18</sup>	Uses resources and/or groupings that do not actively engage students or support new learning.	Uses resources and/or groupings that minimally engage students actively to support new learning.	Uses resources and flexible groupings that actively engage students in demonstrating new learning in multiple ways, including application of <b>new learning to make interdisciplinary, real world, career or global connections.</b>	<b>Promotes student ownership, self-direction and choice of resources and/or flexible groupings to develop his/her learning.</b>
<ul style="list-style-type: none"> <li>Student responsibility and independence</li> </ul>	Implements prevention/intervention that is primarily provider-directed, providing little or no opportunities for students to develop independence as learners.	Implements prevention/intervention that is mostly provider-directed, but provides some opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/intervention that provides multiple opportunities for students to develop independence as learners and share responsibility for the learning process.	Implements prevention/intervention 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 outcomes.

Text in RED reflects Common Core State Standards connections.

17 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. 18 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.

### 3: Service Delivery

Service providers implement prevention/intervention to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>3c. Assessing student learning, providing feedback to students and adjusting service delivery.</b>				<i>In addition to the characteristics of proficient including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Criteria for student success</li> </ul>	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 identifying and articulating individual criteria for success.
<ul style="list-style-type: none"> <li>Ongoing assessment of student learning</li> </ul>	Assesses student learning with focus limited to task completion and/or compliance rather than student achievement of outcomes in prevention/intervention plan.	Assesses student learning with focus on progress toward achievement of the intended prevention/intervention outcomes.	Assesses student learning with focus on progress toward the prevention/intervention in order to monitor individual and group progress toward achievement of the intended prevention/intervention outcomes.	Promotes students' independent monitoring and self-assessment, helping themselves or their peers to improve their learning.
<ul style="list-style-type: none"> <li>Feedback<sup>19</sup> to students</li> </ul>	Provides no meaningful feedback or feedback lacks specificity and/or is inaccurate.	Provides feedback that partially guides students toward the intended prevention/intervention outcomes.	Provides individualized, descriptive feedback that is accurate, actionable and helps students advance their learning.	Encourages self-reflection or peer feedback that is specific and focuses on advancing student learning.
<ul style="list-style-type: none"> <li>Prevention/intervention adjustments<sup>20</sup></li> </ul>	Makes no attempts to adjust delivery of prevention/intervention plan..	Makes some attempts to adjust delivery of prevention/intervention plan.	Adjusts delivery of prevention/intervention plan as necessary in response to individual and group performance.	Students identify ways to adjust prevention/intervention plan that will be effective for them as individuals.

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

<sup>20</sup> Prevention/intervention adjustments: Based on the monitoring of student understanding, service providers make purposeful decisions on changes that need to be made in order to help students achieve learning expectations.

#### 4: Professional Responsibilities and Leadership

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>4a. Engaging in continuous professional learning to impact service delivery and student learning.</b>				<i>In addition to the characteristics of proficient including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>Service provider self-evaluation/reflection and impact on student learning</li> </ul>	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 its 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.
<ul style="list-style-type: none"> <li>Response to feedback</li> </ul>	Unwillingly accepts feedback and recommendations for improving practice.	Reluctantly accepts feedback and recommendations for improving practice and/or 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.
<ul style="list-style-type: none"> <li>Professional learning</li> </ul>	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.

#### 4: Professional Responsibilities and Leadership

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>4b. Collaborating to develop and sustain a professional learning environment to support student learning.</b>				<i>In addition to characteristics of proficient including one or more of the following:</i>
<b>Attributes</b>				

<ul style="list-style-type: none"> <li>• Collaboration with colleagues</li> </ul>	Attends required meetings to review data but does not use data to adjust prevention/intervention practices.	Participates minimally with colleagues to analyze data and uses results to make minor adjustments to prevention/intervention practices.	Collaborates with colleagues on an ongoing basis to synthesize and analyze data and adjusts subsequent prevention/intervention practice to improve student learning.	Supports and assists colleagues in gathering, synthesizing and evaluating data to adapt planning and prevention/intervention practices that support professional growth and student learning.
<ul style="list-style-type: none"> <li>• Contribution to professional learning environment</li> </ul>	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.
<ul style="list-style-type: none"> <li>• Ethical use of technology</li> </ul>	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.

#### 4: Professional Responsibilities and Leadership

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

INDICATORS	Below Standard	Developing	Effective	Exemplary
<b>4c. Working with colleagues, students and families to develop and sustain a positive school climate that supports student learning.</b>				<i>In addition to characteristics of proficient including one or more of the following:</i>
<b>Attributes</b>				
<ul style="list-style-type: none"> <li>• Positive school climate</li> </ul>	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.
<ul style="list-style-type: none"> <li>• Family and community engagement</li> </ul>	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.

<ul style="list-style-type: none"> <li>• Culturally responsive<sup>21</sup> communications</li> </ul>	<p>Sometimes demonstrates lack of respect for cultural differences when communicating with students and families <b>OR</b> demonstrates bias and/or negativity in the community.</p>	<p>Generally communicates with families and the community in a culturally-responsible manner.</p>	<p>Consistently communicates with families and the community in a culturally responsible manner.</p>	<p>Leads efforts to enhance culturally- responsive communications with families and the community.</p>
---	--	---	--	--

<sup>21</sup>**Culturally responsive** – 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.

## Appendix C: CT Evidence Guides

CT Evidence Guides have been created as resources for teachers, service providers, mentors, and administrators. These guides are intended to provide a snapshot of sample evidence aligned to the four performance level for reach indicator within the first three domains of both the CCT rubrics.

Please note, Connecticut Evidence Guides:

- **ARE NOT** to be used as a checklist of “look fors.”
- **DO NOT** serve as a rubric for evaluation.
- **ARE NOT** an exhaustive list of teacher practices

Content and grade level specific evidence guides (Summer 2014):

[www.connecticutseed.org/?page\\_id=2567](http://www.connecticutseed.org/?page_id=2567)

## Appendix D: Guidelines and Resources for setting SMART goals

The SMART Goal(s) setting process ensures that every goal is measurable and clear. The advantages of the SMART Goal(s) 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 Goal(s) 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**
  - Goal(s) 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 goal(s) should be stated as an outcome or result.
- **Time-Bound**
  - The timeframe for achieving the goal must be clear and realistic.

### SMART Goal(s) Dos and Don't

#### **DO:**

Create a plan  
Start small  
Write it down  
Be specific  
Track your progress  
Celebrate your success  
Ask for support sooner than later  
Make commitments

#### **DON'T:**

Expect to accomplish without effort  
Focus on too much at once  
Forget to make a deadline  
Deal in absolutes  
Expect perfection  
Keep your goal on a shelf  
Beat yourself up over shortcomings  
Try to accomplish it alone  
Forget that you CAN DO IT!

## **Suggested Links:**

**SESS Student Learning Goals and Objectives (SEED):** [http://www.connecticutseed.org/?page\\_id=1966](http://www.connecticutseed.org/?page_id=1966)

**Sample Student Learning Goals and Objectives:**

[http://www.connecticutseed.org/?page\\_id=2017](http://www.connecticutseed.org/?page_id=2017)

**SMART goal writing resources - University of Virginia:**

[http://www.hr.virginia.edu/uploads/documents/media/Writing\\_SMART\\_Goals.pdf](http://www.hr.virginia.edu/uploads/documents/media/Writing_SMART_Goals.pdf)

**SMART goal writing resources - University of California, San Diego:**

[http://trio.ucsd.edu/files/staff\\_forms/SMART%20goal%20setting%20sheet](http://trio.ucsd.edu/files/staff_forms/SMART%20goal%20setting%20sheet)

**Sample SMART goals - Plymouth MA:**

[http://www.plymouth.k12.ma.us/uploaded/Human\\_Resources/New\\_Evaluation\\_Tool/Sample\\_S\\_M\\_A\\_R\\_T\\_Goals/What\\_Makes\\_a\\_Goal\\_SMA\\_RTer.pdf](http://www.plymouth.k12.ma.us/uploaded/Human_Resources/New_Evaluation_Tool/Sample_S_M_A_R_T_Goals/What_Makes_a_Goal_SMA_RTer.pdf)

**Sample SMART goals- Boston Public Schools:**

<http://www.bostonpublicschools.org/Page/264>

**DO NOT REMOVE  
THIS PAGE**

**DO NOT REMOVE  
THIS PAGE**

**Appendix E: The Common Core of Leading - Connecticut School Leadership Standards (CCL-  
CSLS)**

**Common Core of Leading:  
Connecticut School Leadership Standards**

**\*Performance Expectations, Elements and Indicators**

\*For further information, visit: <http://www.sde.ct.gov/sde/cwp/view.asp?a=2641&O=333900>

## **PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals**

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

**Element A. High Expectations for All:** Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff.

**Element B. Shared Commitments to Implement the Vision, Mission, and Goals:** Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

**Element C. Continuous Improvement toward the Vision, Mission, and Goals:** Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

## **PERFORMANCE EXPECTATION 2: Teaching and Learning**

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

**Element A. Strong Professional Culture:** Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

**Element B. Curriculum and Instruction:** Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

**Element C. Assessment and Accountability:** Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

## **PERFORMANCE EXPECTATION 3: Organizational Systems and Safety**

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

**Element A. Welfare and Safety of Students, Faculty and Staff:** Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

**Element B. Operational Systems:** Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

**Element C. Fiscal and Human Resources:** Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

## **PERFORMANCE EXPECTATION 4: Families and Stakeholders**

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

**Element A. Collaboration with Families and Community Members:** Leaders ensure the success of all students by collaborating with families and other stakeholders.

**Element B. Community Interests and Needs:** Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

**Element C. Community Resources:** Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

## **PERFORMANCE EXPECTATION 5: Ethics and Integrity**

*Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.*

**Element A. Ethical and Legal Standards of the Profession:** Leaders demonstrate ethical and legal behavior.

**Element B. Personal Values and Beliefs:** Leaders demonstrate a commitment to values, beliefs, and practices aligned with the vision, mission and goals for student learning.

**Element C. High Standards for Self and Others:** Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

## **PERFORMANCE EXPECTATION 6: The Education System**

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

**Element A. Professional Influence:** Leaders improve the broader social, cultural economic, legal, and political, contexts of education for all students and families.

**Element B. The Educational Policy Environment:** Leaders uphold and contribute to policies and political support for excellence and equity in education.

**Element C. Policy Engagement:** Leaders engage policymakers to inform and improve education policy.

## **PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals**

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

**Dispositions** exemplified in Expectation 1:

*Education leaders believe in, value, and are committed to*

- **Every student learning**
- **Collaboration with all stakeholders**
- **Examining assumptions and beliefs**
- **High expectations for all students and staff**
- **Continuous improvement for all based on evidence**

### ***Narrative***

Education leaders are accountable and have unique responsibilities for developing and implementing a shared vision of learning to guide organizational decisions and actions. The shared vision assists educators and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens. Education leaders guide a process for developing, monitoring, and refining a shared vision, strong mission, and goals that are high and achievable for every student when provided with effective learning opportunities.

The vision, mission, and goals include a global perspective and become the beliefs of the school community in which all students achieve. The vision, mission, and goals become the touchstone for decisions, strategic planning, and change processes. They are regularly reviewed and refined, using varied sources of information and ongoing data analysis.

To be effective, processes of establishing vision, mission, and goals incorporate diverse perspectives in the broader school community and create consensus to which all can commit. While leaders engage others in developing and implementing the vision, mission, and goals, it is undeniably their responsibility to also advocate for and act to increase equity and social justice.

## **Element A: High Expectations for All**

Leaders ensure that the creation of the vision, mission, and goals establishes high expectations for all students and staff.<sup>2</sup>

### **Indicators: A leader...**

1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals.
2. Aligns the vision, mission, and goals of the school to district, state, and federal policies.
3. Incorporates diverse perspectives and collaborates with all stakeholders<sup>3</sup> to develop a shared vision, mission, and goals so that all students have equitable and effective learning opportunities.

<sup>1</sup> **Leader:** Connecticut School Leaders who are employed under their intermediate administrator 092 certificate (*e.g.* curriculum coordinator, principal, assistant principal, department head, and other educational supervisory positions).

<sup>2</sup> **Staff:** all educators and non-certified staff.

<sup>3</sup> **Stakeholder:** a person, group or organization with an interest in education.

**Element B: Shared Commitments to Implement and Sustain the Vision, Mission, and Goals**

Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

**Indicators: *A leader...***

1. Develops shared understandings, commitments, and responsibilities with the school community and other stakeholders for the vision, mission, and goals to guide decisions and evaluate actions and outcomes.
2. Aligns actions and communicates the vision, mission, and goals so that the school community and other stakeholders understand, support, and act on them consistently.
3. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students.

**Element C: Continuous Improvement toward the Vision, Mission, and Goals**

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission, and goals.

**Indicators: *A leader...***

1. Uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals, and areas for improvement.
2. Uses data, research, and best practice to shape programs and activities and regularly assesses their effects.
3. Analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.
4. Identifies and addresses barriers to achieving the vision, mission, and goals.
5. Seeks and aligns resources to achieve the vision, mission, and goals.

## **PERFORMANCE EXPECTATION 2:**

### **Teaching and Learning**

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

*Dispositions* exemplified in Expectation 2:

*Education leaders believe in, value, and are committed to*

- **Learning as the fundamental purpose of school**
- **Inspiring a life-long love of learning**
- **High expectations for all**
- **Standards-based curriculum and challenging instruction**
- **Diversity as an asset**
- **Continuous professional growth and development to support and broaden learning**
- **Collaboration with all stakeholders**

#### *Narrative*

In a strong professional culture, leaders share responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system. Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision, mission, and goals and include a global perspective. Instruction is differentiated to provide opportunities to challenge all students to achieve.

A strong professional culture includes professional development and leadership opportunities. As a supervisor and evaluator the school leader provides timely, accurate, and specific feedback and time for reflective practice.

Educators collaboratively and strategically plan their professional learning to meet student needs. Leaders engage in continuous inquiry about the effectiveness of curricular and instructional practices and work collaboratively with staff and other educational leaders to improve student learning.

### **Element A: Strong Professional Culture**

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

#### **Indicators: *A leader...***

1. Develops shared understanding and commitment to close achievement gaps<sup>4</sup> so that all students achieve at their highest levels.
2. Supports and evaluates professional development to broaden faculty<sup>5</sup> teaching skills to meet the needs of all students.
3. Seeks opportunities for personal and professional growth through continuous inquiry.
4. Fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.
5. Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction, and in pursuing leadership opportunities.
6. Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning.

<sup>4</sup> **achievement gap** (attainment gap): refers to the observed disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college-enrollment and completion rates.

<sup>5</sup> **faculty**: certified school faculty.

## **Element B: Curriculum and Instruction**

Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

### **Indicators: *A leader...***

1. Develops a shared understanding of curriculum, instruction, and alignment of standards-based instructional programs.
2. Ensures the development, implementation, and evaluation of curriculum, instruction, and assessment by aligning content standards, teaching, professional development, and assessment methods.
3. Uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations.<sup>6</sup>
4. Develops collaborative processes to analyze student work, monitor student progress, and adjust curriculum and instruction to meet the diverse needs of all students.
5. Provides faculty and students with access to instructional resources, training, and technical support to extend learning beyond the classroom walls.
6. Assists faculty and students to continually develop the knowledge, skills, and dispositions to live and succeed as global citizens.

<sup>6</sup> **diverse student needs:** students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness, or other factors affecting learning.

### **Element C: Assessment and Accountability**

Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

#### **Indicators: *A leader...***

1. Uses district, state, national, and international assessments to analyze student performance, advance instructional accountability, and guide school improvement.
2. Develops and uses multiple sources of information<sup>7</sup> to evaluate and improve the quality of teaching and learning.
3. Implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.
4. Interprets data and communicates progress toward the vision, mission, and goals for faculty and all other stakeholders.

<sup>7</sup> **multiple sources of information:** including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations.

## **PERFORMANCE EXPECTATION 3: Managing Organizational Systems and Safety**

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

**Dispositions** exemplified in Expectation 3:

*Education leaders believe in, value, and are committed to*

- **A physically and emotionally safe and supportive learning environment**
- **Collaboration with all stakeholders**
- **Equitable distribution of resources**
- **Shared management in service of staff and students**

### ***Narrative***

In order to ensure the success of all students and provide a high-performing learning environment, education leaders manage daily operations and environments through effective and efficient alignment of resources with the vision, mission, and goals.

Leaders identify and allocate resources equitably to promote the academic, physical, and emotional well-being of all students and staff. Leaders address any conditions that might impede student and staff learning. They uphold laws and implement policies that protect the safety of students and staff. Leaders promote and maintain a trustworthy, professional work environment by fulfilling their legal responsibilities, implementing policies, supporting due process, and protecting civil and human rights of all.

### **Element A: Welfare and Safety of Students, Faculty and Staff**

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

### **Indicators: A leader...**

1. Develops, implements and evaluates a comprehensive safety and security plan in collaboration with the district, public safety departments and the community.
2. Advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well being of the school community.
3. Involves families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.

### **Element B: Operational Systems**

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

#### **Indicators: *A leader...***

1. Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.
2. Ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.
3. Facilitates the development of communication and data systems that assures the accurate and timely exchange of information to inform practice.
4. Evaluates and revises processes to continuously improve the operational system.
5. Oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.

### **Element C: Fiscal and Human Resources**

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

#### **Indicators: *A leader...***

1. Develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.
2. Seeks, secures and aligns resources to achieve organizational vision, mission, and goals to strengthen professional practice and improve student learning.
1. Implements practices to recruit, support, and retain highly qualified staff.
2. Conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.

## **PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders**

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

*Dispositions* exemplified in Expectation 4:

*Education leaders believe in, value, and are committed to*

- **High standards for all students and staff**
- **Including families, community resources and organizations as partners**
- **Respecting the diversity of family composition and culture**
- **Continuous learning and improvement for all**

### *Narrative*

In order to ensure the success and achievement of all students, educational leaders mobilize all stakeholders by fostering their participation and collaboration and seeking diverse perspectives in decision making and activities.

Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy.

Leaders ensure that teachers effectively communicate and collaborate with families in support of their children's learning.

In communicating with families and the community, leaders invite feedback and questions so that communities can be partners in providing the best education for every student.

### **Element A: Collaboration with Families and Community Members**

Leaders ensure the success of all students by collaborating with families and other stakeholders.

#### **Indicators: A leader...**

1. Coordinates the resources of schools, family members, and the community to improve student achievement.
2. Welcomes and engages families in decision making to support their children's education.
3. Uses a variety of strategies to engage in open communication with staff, families and community members.

### **Element B: Community Interests and Needs**

Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

#### **Indicators: A leader...**

1. Demonstrates the ability to understand, communicate with, and interact effectively with people.
2. Uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.
3. Capitalizes on the diversity<sup>8</sup> of the community as an asset to strengthen education.
4. Collaborates with community programs serving students with diverse needs.
5. Involves all stakeholders, including those with competing or conflicting educational perspectives.

<sup>8</sup>**diversity:** including, but not limited to cultural, ethnic, racial, economic, linguistic, and generational.

**Element C: Community Resources**

Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

**Indicators: *A leader...***

1. Collaborates with community agencies for health, social, and other services that provide essential resources and services to children and families.
2. Develops mutually beneficial relationships with community organizations and agencies to share school and community resources.
3. Applies resources and funds to support the educational needs of all children and families.

## PERFORMANCE EXPECTATION 5: Ethics and Integrity

*Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.*

**Dispositions** exemplified in Expectation 5:

*Education leaders believe in, value, and are committed to*

- **Modeling ethical principles and professional conduct in all relationships and decisions**
- **Upholding the common good over personal interests**
- **Taking responsibility for actions**
- **Promoting social justice and educational equity for all learners**

### **Narrative**

Connecticut school leaders exhibit professional conduct in accordance with *Connecticut's Code of Professional Responsibility for Educators (Appendix A)*.

Leaders hold high expectations of themselves, students, and staff to ensure that all students have what they need to learn. They remove barriers to high-quality education that derive from economic, social, cultural, linguistic, physical, gender, or other sources of educational disadvantage or discrimination. By promoting social justice across highly diverse populations, leaders ensure that all students have equitable access to educational resources and opportunities.

Leaders create and sustain an educational culture of trust and openness. They promote reflection and dialogue about values, beliefs, and best practices. Leaders are receptive to new ideas about how to improve learning for every student by engaging others in decision making and monitoring the resulting consequences on students, staff, and the school community.

## **Element A: Ethical and Legal Standards of the Profession**

Leaders demonstrate ethical and legal behavior.

### **Indicators: *A leader...***

1. Exhibits professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators (see Appendix A).
2. Models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.
3. Uses professional influence and authority to foster and sustain educational equity and social justice<sup>9</sup> for all students and staff.
4. Protects the rights of students, families and staff and maintains confidentiality.

<sup>9</sup> **Social Justice:** recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure fairness and equity for all students.

### **Element B: Personal Values and Beliefs**

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission, and goals for student learning.

#### **Indicators: *A leader...***

1. Demonstrates respect for the inherent dignity and worth of each individual.
2. Models respect for diversity and equitable practices for all stakeholders.
3. Advocates for and acts on commitments stated in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities.
4. Overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission, and goals needed to ensure a positive learning environment.

### **Element C: High Standards for Self and Others**

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

#### **Indicators: *A leader...***

1. Models, reflects on, and builds capacity for lifelong learning through an increased understanding of research and best practices.
2. Supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.
3. Allocates resources equitably to sustain a high level of organizational performance.
4. Promotes understanding of the legal, social and ethical use of technology among all members of the school community.
5. Inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.
6. Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

## **PERFORMANCE EXPECTATION 6: The Education System**

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

*Dispositions* exemplified in Expectation 6:

*Education leaders believe in, value, and are committed to*

- **Advocating for children and public education**
- **Influencing policies**
- **Upholding and improving laws and regulations**
- **Eliminating barriers to achievement**
- **Building on diverse social and cultural assets**

### *Narrative*

In a variety of roles, leaders contribute special skills and insights to the cultural, economic, legal, political, and social well-being of educational organizations and environments.

Leaders understand that public schools belong to the public and contribute to the public good. They see schools and districts as part of larger local, state, and federal systems that support the success of every student, while increasing equity and social justice. Leaders see education as an open system in which policies, goals, and resources extend beyond traditional ideas about organizational boundaries of schools or districts. Leaders advocate for education and students in professional, social, economic, cultural, political and other arenas. They recognize how principles and structures of governance affect federal, state, and local policies and work to influence and interpret changing norms and policies to benefit all students.

Building strong relationships with stakeholders and policymakers enables leaders to identify, respond to, and influence issues, public awareness, and policies.

Leaders who participate in the broader system strive to provide information and engage constituents with data to sustain progress and address needs.

### **Element A: Professional Influence**

Leaders improve the broader, social, cultural, economic, legal, and political contexts of education for all students and families.

#### **Indicators: *A leader...***

1. Promotes public discussion within the school community about federal, state, and local laws, policies, and regulations affecting education.
2. Develops and maintains relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues that affect education.
3. Advocates for equity, access, and adequacy in providing for student and family needs to enable all students to meet educational expectations.

### **Element B: The Educational Policy Environment**

Leaders uphold and contribute to policies and political support for excellence and equity in education.

#### **Indicators: *A leader...***

1. Collects and accurately communicates data about educational performance in a clear and timely way.
2. Communicates with decision makers and the community to improve public understanding of federal, state, and local laws, policies, and regulations.
3. Upholds federal, state, and local laws, and influences policies and regulations in support of education.

### **Element C: Policy Engagement**

Leaders engage policymakers to inform and improve education policy.

#### **Indicators: *A leader...***

1. Advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.
2. Promotes public policies that ensure appropriate, adequate, and equitable human and fiscal resources to improve student learning.
1. 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.

## **Sec. 10-145d-400a. Code of Professional Responsibility for Educators**

### (a) Preamble

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the profession, the community and the family.

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The code shall apply to all educators holding, applying or completing preparation for a certificate, authorization, or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers, and paraprofessionals.

### **PROFESSIONAL CONDUCT**

#### (b) Responsibility to the student

(1) The professional educator, in full recognition of his or her obligation to the student shall:

- (A) Recognize, respect and uphold the dignity and worth of students as individual human beings and, therefore, deal justly and considerately with students;
- (B) Engage students in pursuit of truth, knowledge, and wisdom and provide access to all points of view without deliberate distortion of subject matter;
- (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
- (D) Foster in students the full understanding, application, and preservation of democratic principles and processes;
- (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- (F) Assist students in the formulation of worthy, positive goals;
- (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
- (H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;
- (I) Maintain the confidentiality of information concerning students obtained in the proper course of educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;
- (J) Create an emotionally and physically safe and healthy learning environment for all students; and
- (K) Apply discipline promptly, impartially, appropriately and with compassion.

(C) Responsibility to the Profession

- (1) The professional educator, in full recognition of his or her obligation to the profession, shall: (A) Conduct himself or herself as a professional realizing that his or her action reflects directly upon the status and substance of the profession;
- (B) Uphold the professional educator's right to serve effectively;
- (C) Uphold the principle of academic freedom;
- (D) Strive to exercise the highest level of professional judgment;
- (E) Engage in professional learning to promote and implement research-based best educational practices;
- (F) Assume responsibility for his or her professional development;
- (G) Encourage the participation of educators in the process of educational decision making;
- (H) Promote the employment of only qualified and fully certified, authorized, or permitted educators;
- (I) Encourage promising, qualified, and competent individuals to enter the profession;
- (J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
- (K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
- (L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
- (M) Promote and maintain ongoing communication among all stakeholders; and
- (N) Provide effective leadership to ensure continuous focus on student achievement.

(d) Responsibility to the community

- (1) The professional educator, in full recognition of the public trust vested in the profession, shall: (A) Be cognizant of the influence of educators upon the community-at-large, and obey local, state, and national laws;
- (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- (C) Promote the principles and ideals of democratic citizenship; and
- (D) Endeavor to secure equal educational opportunities for all students.

(e) Responsibility to the Student's Family

- (1) The professional educator in recognition of the public trust vested in the profession, shall:
  - (A) Respect the dignity of each family, its culture, customs, and beliefs;
  - (B) Promote, respond, and maintain appropriate communications with the family, staff, and administration;
  - (C) Consider the family's concerns and perspectives on issues involving its children; and
  - (D) Encourage participation of the family in the educational process.

**UNPROFESSIONAL CONDUCT\***

- (f) The professional educator, in full recognition of his or her obligation to the student, shall not:
  - (A) Abuse his or her position as a professional with students for private advantage;
  - (B) Discriminate against students;
  - (C) Sexually or physically harass or abuse students;
  - (D) Emotionally abuse students; or

(E) Engage in any misconduct which would put students at risk.

- (g) The professional educator, in full recognition of his or her obligation to the profession, shall not:
- (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
  - (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
  - (C) Misrepresent his, her or another's professional qualifications or competencies;
  - (D) Sexually, physically or emotionally harass or abuse district employees; (E) Misuse district funds and/or district property; or
  - (F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession.
- (h) The professional educator, in full recognition of the public trust vested in the profession, shall not:
- (A) Exploit the educational institution for personal gain;
  - (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
  - (C) Shall not knowingly misrepresent facts or make false statements.

\*Unprofessional conduct is not limited to the above. When in doubt regarding professional conduct (choice of actions) please seek advice from your school district.

(i) This code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, and by the Connecticut Advisory Councils for Administrator and Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.

**DO NOT REMOVE  
THIS PAGE**

# CoMMon CorE of **LEADING**

A GuiDE for ProfESSionAl Growth  
Connecticut State Department of Education — 2009

**CONNECTiCut StAtE**  
**DEPARtMEnt of EDuCAtion**

Mark K. McQuillan  
Commissioner

George A. Coleman  
Deputy Commissioner

**Division of teaching, learning  
and instructional leadership**

Marion H. Martinez, Associate Commissioner

**Bureau of School and District improvement**

Susan J. Kennedy, Chief

Lol Fearon, Education Consultant  
Meghan Martins, Education Consultant  
Michelle Rosado, Education Consultant

**Publications unit**

Donald G. Goranson, Jr., Editor  
Andrea Wadowski, Graphic Designer

# ConnECtiCut'S CoMMon CorE of LEADING

A GuiDE for ProfESSionAl Growth  
Connecticut State Department of Education — 2009

*Funded by a grant from The Wallace Foundation*

# CONTENTS

foreword .....

Acknowledgments .....

introduction .....

Systems thinking .....

Vision .....

teaching and learning .....

human relationships .....

Culture for learning .....

Alignment with Connecticut Standards  
for School leaders .....

Alignment with other resources .....

## FORWARD

*The most dangerous leadership myth is that leaders are born — that there is a genetic factor to leadership. This myth asserts that people simply either have certain charismatic qualities or not. That's nonsense; in fact, the opposite is true. Leaders are made rather than born.*

— Warren G. Bennis

*The visible signs of artful leadership are expressed, ultimately, in its practice.*

— Max DePree

One of our most pervasive cultural myths about leadership is that leaders are born with certain mysterious qualities, qualities that somehow make them, more so than others, brilliant leaders. This myth is known in leadership studies as the “Trait Theory” of leadership. While widely criticized for decades by scholars and theorists, this theory lives strong in the beliefs and assumptions of educators and in the culture of schooling. Trait Theory is a limiting paradigm, as it suggests that there is little we can do to grow the necessary leadership — in ourselves or others — to create powerful schools for kids. Accepting Trait Theory as a given inclines us to long for charismatic heroes who will suddenly show up on the scene and somehow lead us into a brighter educational future. As romantic as this notion is, it blinds us to the fact that “leaders are made” and organizational leadership can be nurtured and developed.

What follows is the work of a team of Connecticut practitioners, leaders and scholars who recognize that effective leaders and leadership can be developed. The talented and thoughtful members of this team struggled together to make explicit what we had individually learned — through practice and scholarship — about effective leadership and school improvement. It was our ambition to pool our collective learnings to paint a vivid and complex image of what effective educational leadership entails. It is our hope that this image can inform efforts to develop leadership by shining a light on the work most critical for school improvement and by describing what this work looks like in practice.

*continued*

So, what is new in this document? What separates it from many leadership descriptions available throughout public education? Most simply, it is the attention to the practice of leadership. What you will not find is a list of traits effective educational leaders must possess in order to effect change. Such lists exist, and such lists add little value to developing future and current leaders. What you will also not find in this document is another set of leader “to do’s,” a reductionistic set of actions that, if done in the proper order, will somehow produce miracles. The world of education is not so simple, and there is no blueprint of action steps that will remedy our most challenging educational dilemmas. Instead, what follows is an effort to highlight those aspects of leadership that must be interwoven, over time, into a disciplined, reflective and artful practice of leading.

At its essence, this document is about the ongoing development of leadership practice, and is, at best, a tool. The ultimate power of this work does not reside in what is written, but in what can and will be done with the words within. If the practices outlined remain tethered to the physical page, then the efforts of the team members who prepared this document will be wasted. The real power of this work will be realized when the ideas herein begin to shape the development of educational leadership in Connecticut in districts attending to the growth of building leaders, in colleges and universities credentialing new principals and superintendents, at RESCs that are coaching and supporting the ongoing development of veteran leaders, and in Department of Education-sponsored programs designed to build leadership capacity statewide.

Richard W. Lemons

Director, Institute for Urban School Improvement  
Director, Ed.D Program  
Neag School of Education  
University of Connecticut

## ACKNOWLEDGMENTS

### Project Directors

Anna Cutaia-Leonard, Fairfield Public Schools  
 E. Patricia Llodra, Connecticut Association of Schools

### Facilitators and Contributors

Carolyn Hazard, Education Consultant  
 Richard Lemons, Neag School of Education, University of Connecticut

### Leadership Framework Committee

Esther Bobowick, Cooperative Educational Services  
 Alan Bookman, Glastonbury Public Schools  
 Mike Buckley, Connecticut Association of Schools  
 Richard Carmelich, Sacred Heart University  
 Kevin Case, Canton Public Schools  
 Anne Marie Cullinan, Waterbury Public Schools  
 Craig Edmondson, ACES  
 Michelle Femc-Bagwell, University of Connecticut  
 Harriett Feldlaufer, Connecticut State Department of Education  
 Maureen Fitzpatrick, Sacred Heart University  
 Paul Freeman, East Lyme Public Schools  
 Roch Girard, American Federation of School Administrators  
 Lois Lanning, Regional School District 15  
 Karen List, West Hartford Public Schools  
 Leon McKinley, Hartford Public Schools  
 Colleen Palmer, Monroe Public Schools  
 Mary Peraro, Branford Public Schools  
 Barry Sheckley, University of Connecticut  
 Debbie Siegel, EASTCONN  
 David Squires, Southern Connecticut State University  
 Nancy Stark, Education Consultant  
 Jane Tedder, Education Consultant  
 Michael Wasta, Education Consultant

## INTroDUCTION

*Connecticut's Common Core of Leading* (CCLeading) is designed to guide the professional development and training of school leaders to focus their growth on practices that yield the greatest impact on student achievement. In the hands of teacher leaders, school leadership teams, building principals, central office staff members, professional development organizers, or university leader preparation programs, the CCLeading should be used for:

- informing leader preparation programs;
- reflecting upon individual and team leadership capacities for the purpose of professional growth;
- planning for professional growth for aspirants, new and experienced leaders; and
- planning for individual, local-level and statewide professional development.

The CCLeading is not designed as a means to evaluate the performance of educational leaders but rather as a prompt and guide for reflective practice, professional development, self-assessment and/or goal setting.

The CCLeading presents **systems thinking** as the overarching and unifying concept of four leadership domains: **vision, teaching and learning, human relationships** and **culture for learning**. A system can be defined as interacting parts that operate together to achieve an objective or purpose. Leaders who are systems thinkers will use multiple leverage points from the four leadership domains. These leaders understand the complex interactions of systems that influence the organization, identify those factors that have the greatest leverage for enhancing student achievement, and promote actions that produce the greatest benefit to the organization.

Although the four domains stand separately in this document, they are interrelated and should not be viewed in isolation. Further, the domains and behaviors demonstrate the complexity of leadership. They are not hierarchical or mutually exclusive. When viewed together, systems thinking and the leadership behaviors expressed in the four domains form a profile of leadership characteristics, skills and actions designed to support academic success for all learners. No one leader is expected to possess the skills, knowledge and dispositions necessary to effect change singularly; rather, leadership in this document is considered to be made up of all those persons with formal and informal leadership roles in the educational setting. The most effective leadership team brings complementary strengths to the organization and each member contributes his or her talents within the domains.

The primary goal of all educational leadership is to promote high levels of achievement for all students. The leadership actions identified in the CCLeading serve as springboards for personal and team-based examination and reflection about leadership practice. By organizing the complex web of leadership behaviors into manageable domains, the CCLeading allows aspiring and experienced leaders to focus on specific and related behaviors and their outcomes. Used

properly, the CCLeading also adds structure to the often poorly defined process of individual reflection. Learning in professional fields occurs through a reciprocating process of experience, reflection, goal setting and further reflection (Sheckley, 2006). Meaningful experiences built around the four domains will better prepare aspiring leaders to have a positive effect on student success. Individual leaders will continue to strengthen and develop effective behaviors through the use of this document for self-assessment and reflection. Used regularly, this tool will guide and inform leadership teams in the practices that improve learning for all students. Organizers of professional development may use the CCLeading to structure learning experiences and design opportunities for new and experienced school leaders with deliberate practice within the four domains in order to effect positive change and growth in schools and districts.

*Connecticut's Common Core of Leading* was developed with input from a broad spectrum of educators, including school and district leaders, professional developers, university professors, and consultants for the support and development of school leadership. Indeed, a growing body of evidence highlights the importance of effective leadership as a necessary condition for successful schools. According to Leithwood (2004), leadership not only matters but is second only to teaching among school-related factors in its impact on student learning. In the words of Jackson and Davis (2000), "High-achieving schools have strong, consistent leaders." CCLeading is consistent with the *Connecticut Standards for School Leaders* (1999), and further defines in behavioral terms what educational leaders should do and the desired outcomes. Different from other standards documents, the CCLeading goes a step beyond to include effective leadership behaviors as well as the outcomes that would, therefore, be evidenced in the educational organization. With Connecticut's commitment to ensure that every child is a successful learner, the importance of having a high-quality leader in every school and district is greater than ever.

## References

Connecticut State Department of Education. *Connecticut Standards for School Leaders*. Hartford, CT: Connecticut State Department of Education, 1999.

Jackson, A. and Davis, G. *Turning Points 2000: Educating Adolescents in the 21<sup>st</sup> Century*. New York: Teachers College Press, 2000.

Leithwood, K., et al. *How Leadership Influences Student Learning*. New York: The Wallace Foundation, 2004.

Sheckley, B.G. *The Trio Model of Professional Learning*, unpublished manuscript. Storrs, CT: University of Connecticut, 2006.

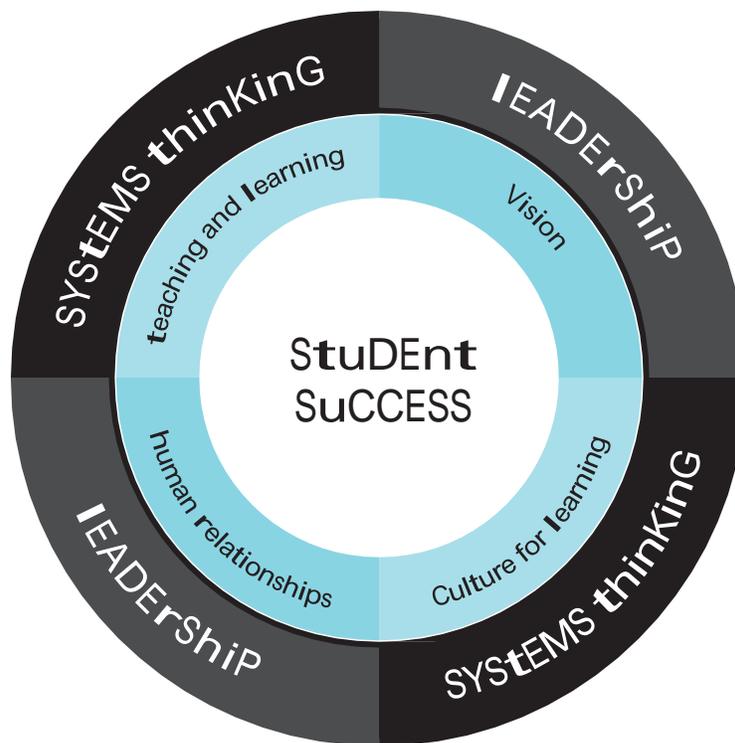
# SySTEmS ThInKING

As illustrated by the accompanying graphic, systems thinking serves as the unifying force for the four domains of leadership behaviors.

At its essence, the educational leader who thinks systemically will understand the complex interactions that influence the organization and will use multiple leverage points from the leadership domains to produce the greatest benefit.

Such leaders:

- Understand the school and district as a connected whole made up of interrelated elements;
- Develop a set of organizational structures, practices and policies that complement and enhance each other in support of the goals of the schools and district for student achievement; and
- Ensure that teaching and learning, professional development, improvement plans, facilities use and budgeting are linked and form a coherent whole.



## I. VISION

*A shared vision for student learning creates meaning for the people in the organization and infuses purpose into the strategies and standards for actions linked to that vision.*

### **Leaders and leadership teams will:**

- Engage their stakeholders in the development of a shared vision of success for all students;
- Use multiple sources of quantitative and qualitative data about student success to craft, focus and refine the strategies used to attain the vision;
- Connect the vision to the core mission of teaching and learning and communicate it in a clear, vivid and compelling way;
- Leverage and marshal resources needed to attain the vision; and
- Monitor organizational behaviors to ensure fidelity to the vision.

### **So that:**

- Stakeholders are able to describe and support the school's values and actions;
- Progress toward achieving the vision is monitored and strategies are adjusted based on student performance data;
- Faculty and staff members are able to describe how their practices are aligned with the vision;
- Faculty and staff members make overt connections with the students between their learning and the vision of the school;
- Students are able to express what is important in the school;
- Information about the school's progress is published and readily available through a variety of media;
- The school informs parents and the greater community about their roles in helping the school achieve its vision; and
- Resources (time, staff, attention, focus) are aligned with the vision and support school improvement priorities.

*Leaders understand the complex interactions of systems that influence the organization, identify those factors that have the greatest leverage for enhancing student achievement and promote those actions that produce the greatest benefit to the organization.*

## II. TEACHING AND LEARNING

*Leaders promote an instructional program, built on high expectations for all learners and conducive to student learning and professional growth, thereby developing a school culture of success for all learners.*

### Leaders and leadership teams will:

- Establish an expectation for self and staff to engage in conversations about teaching, learning and assessment practices;
- Use adult learning theories and practices to differentiate professional growth opportunities for self and staff;
- Align personal and staff professional development opportunities to the learning needs of students, the curriculum and the school's goals;
- Engage in a community of practice that is bound by a common vision for student performance and a shared definition of instruction;
- Set high expectations for all learners;
- Analyze multiple forms of performance data about students schoolwide, as individuals and in sub-groups, to guide decisions for improving instruction;
- Allocate their time with a primary emphasis on instructional leadership;
- Monitor instructional and assessment practices to assess their effectiveness within the school context and alignment with current research;
- Apply knowledge about current research in pedagogy through practices that are effective within the school context; and
- Maximize the use of resources (staffing, schedules, curriculum) to improve student performance.

### So that:

- Learners achieve at high levels;
- Administrators, teachers and parents share responsibility for student achievement;
- Teachers use a common curriculum to guide instructional decisions;
- Instruction is differentiated and personalized so that each student is challenged to achieve at high academic levels;
- A system of common, formative and summative assessments is in place to measure academic progress over time for individual students and groups of students;
- Teachers have opportunities to share in leadership roles;
- Professional learning for administrators and faculty and staff members is aligned to school goals, student needs and the curriculum; and
- Professional development and support are differentiated to meet individual staff needs.

### III. humAN rELATIONShIpS

*Leaders establish positive learning environments by developing trust and credibility through meaningful relationships.*

#### **Leaders and leadership teams will:**

- Involve stakeholders from the school community and elicit their participation in the decision-making process;
- Create a sense of urgency around a mission without causing despair, but instead model a hopeful view of things and expect the best outcomes;
- Draw on the diversity of the community to enrich and strengthen the culture of the school;
- Build trust and confidence by acting professionally and being visible and accessible;
- Use skills of consensus-building and negotiation;
- Advance the common goals of the group and inspire others to act;
- Listen without prejudice and express empathy toward others;
- Acknowledge the difficulty of the change process and its impact on others; and
- Know themselves and how others perceive them and use this information to strengthen their relationships.

#### **So that:**

- Stakeholders are empowered through shared leadership;
- An environment exists to promote capacity building;
- School staff members engage in reflective discourse, share ideas and provide support for one another;
- Staff members and students feel they are part of a community and are recognized and appreciated;
- The needs of various stakeholders are understood;
- A collective commitment exists and engages people to accomplish the mission;
- Risk taking is part of an environment of trust and confidence;
- Staff members, students and members of the school community feel supported;
- Input from the public is reflected in school practices; and
- Public support for the goals of the school is strengthened.

## IV. CuLTure For LEArNING

*Leaders establish a culture that is open and inclusive, through modeling and expecting ethical and moral behaviors from all.*

### **Leaders and leadership teams will:**

- Organize the school with fairness, equity and high expectations for all learners;
- Promote the professional growth of self and of all staff members to improve student learning;
- Establish a culture where everyone is accountable for student learning;
- Develop and engage in behaviors that support a culture of continuous learning;
- Ensure the recruitment and assignment of staff members to best meet the needs of all students and foster retention of those staff members;
- Maintain a learning environment that is safe, positive, respectful and supportive;
- Advocate in protecting the rights of all students;
- Model a personal code of ethics of integrity, justice and reflection; and
- Acknowledge the cultures and beliefs of individuals and families.

### **So that:**

- Students are known and cared for and the learning environment is personalized;
- Disciplinary practices are equitable, appropriate and supportive of student growth;
- Stakeholders have a positive view of how the leader and the organization “behaves” and believe that the school supports the learning needs of their students;
- Supervision and evaluation processes are fair, equitably implemented, and designed to support the learning and growth of teachers to improve student learning;
- Teachers are willing to take risks in the exploration and implementation of new practices based on reflection and research;
- Students have access to resources necessary to support continuous growth in achievement;
- Student grouping patterns reflect the diversity of the whole student body;
- Teachers and students treat everyone with respect and dignity;
- Members of the school community feel known and welcomed by the school organization;
- Established structures and processes for resolving conflicts between and among members of the school community protect the rights of everyone involved; and
- The school community participates in direct and frequent communication about cultural norms, values and beliefs.

*Connecticut's Common Core of Leading* aligns with the content of the *Connecticut Standards for School Leaders*. The Common Core of Leading seeks to apply these standards through the identification of key leadership behaviors and their expected outcomes.

	SySTEmS ThINKING	VISION	TEACHING & LEArNING	humAN rELATIONShIpS	CuLTurE For LEArNING
I. The Educated person	✓	✓		✓	
II. The Learning process			✓		✓
III. The Teaching process	✓		✓	✓	✓
IV. Diverse perspectives		✓	✓	✓	✓
V. School Goals	✓	✓	✓	✓	✓
VI. School Culture	✓	✓	✓	✓	✓
VII. Student Standards and Assessment	✓	✓	✓		
VIII. School Improvement	✓	✓	✓	✓	✓
IX. professional Development		✓	✓	✓	
X. Staff and professional Development, School Improvement	✓	✓	✓	✓	✓
XI. Organization, resources, School policies	✓	✓	✓	✓	

XII. School-Community relations	✓			✓	✓
---------------------------------	---	--	--	---	---

**Development and construction of *Connecticut's Common Core of Leading* was guided by research from the resources listed on pages 9-11.**

	SySTEmS ThINkING	VISION	TEACHING & LEARNING	humAN rELATIONShIPS	CuLTurE For LEARNING
Bennis, Warren G. and Thomas, R. J. "The Alchemy of Leadership." <i>CIO Magazine</i> , 8 Oct. 2006.		✓		✓	✓
Bennis, Warren G. <i>From an Invented Life: Reflections on Leadership and Change</i> . Reading, PA: Addison-Wesley, 2003.		✓		✓	✓
Bolman, L. and Deal, T.E. <i>Reframing Organizations: Artistry, Choice and Leadership</i> . San Francisco: Jossey-Bass, 1997.	✓	✓		✓	✓
<i>Building Character: Strengthening the Heart of Good Leadership Choices, Consequences and Dilemmas</i> . Retrieved January 3, 2007, from <a href="http://www.ccl.org/leadership/enewsletter/2006/DECchoices.aspx">http://www.ccl.org/leadership/enewsletter/2006/DECchoices.aspx</a> .				✓	✓
California Department of Education. <i>California Professional Standards for Educational Leaders</i> . Sacramento, CA: California Department of Education, 2003.	✓	✓	✓	✓	✓
Center for Public Leadership. <i>Conversations on Leadership, 2002-2001</i> . Cambridge, MA: Center for Public Leadership, 2001.		✓		✓	✓
Colorado Department of Education. <i>Colorado School-Level Performance Descriptors</i> . Denver, CO: Colorado Department of Education, 2006.	✓	✓	✓	✓	✓
Connecticut State Department of Education. <i>Connecticut Standards for School Leaders</i> . Hartford, CT: Connecticut State Department of Education, 1999.	✓	✓	✓	✓	✓
Clark, Donald (2004). <i>Concepts of Leadership</i> . Retrieved October 6, 2006, from <a href="https://www.sos.net/~donclark/leader/leadcon.html">https://www.sos.net/~donclark/leader/leadcon.html</a> .				✓	✓
DePree, Max. <i>Leadership is An Art</i> . New York: Dell Publishing, 1989.	✓	✓	✓	✓	✓
Dettmer, William H. "Leadership in Complex Systems." Goal Systems International, 2006.	✓				
Elmore, Richard F. <i>Building a New Structure for School Leadership</i> . Washington, DC: Albert Shanker Institute, 2000.	✓	✓	✓	✓	✓

	SYStEMs ThINKING	VISION	TEACHING & LEArNING	hUMAN rELATIONShIPS	CuLTure FOR LEArNING
Goleman, Daniel (1998). "What Makes a Leader?" <i>Harvard Business Review</i> , 93-102.				✓	✓
Goleman, D.; Boyzatis, R. and McKee, A. <i>The New Leaders. Transforming the Art of Leadership into the Science of Results</i> . Time Warner Paperbacks, 2003.	✓				
Heifetz, R.A. and Linsky, M. <i>Leading with an Open Heart</i> . New York: Leader to Leader Institute, 2002.	✓	✓		✓	✓
Heifetz, Ronald A. <i>Leadership Without Easy Answers</i> . Cambridge, MA: Harvard University Press, 1994.	✓			✓	
<i>The Developmental Learning Framework</i> . "High Performing Principal – Sergiovanni Domains and Hay Leadership Capabilities." Victoria, Australia: Department of Education, March 2007.	✓	✓	✓	✓	✓
"Leadership For Learning." <i>Perspective</i> . The Wallace Foundation, September 2006.			✓		
"Leadership: An Overview." October 2006. <a href="http://www.infinitefutures.com/essays/publichealth/leadershiphtml">http://www.infinitefutures.com/essays/publichealth/leadershiphtml</a> .		✓		✓	✓
Leithwood, K., et al. <i>How Leadership Influences Student Learning</i> . New York: The Wallace Foundation, 2004.	✓	✓	✓	✓	✓
Ohio State Department of Education. <i>Standards for Ohio Educators</i> . "Ohio Standards for Principals," Columbus, OH: Ohio State Department of Education, July 2006.		✓	✓	✓	✓
Martin, Andre. "Everyday Leadership." Center for Creative Leadership. 2006.		✓		✓	✓
"Meaningful Leadership." <i>ASCD Education Update</i> , Vol 41, No. 8, December 1999.				✓	

	SySTEmS ThInKING	VISION	TEACHING & LEARNING	humAN rELATIONShIPS	CuLTure FOR LEARNING
Mendez-Morse, Sylvia. "Leadership Characteristics that Facilitate School Change." Southwest Educational Development Laboratory, 1992.	✓	✓		✓	
<i>Moving Leadership Standards Into Everyday Work.</i> WestEd. San Francisco, 2003, ISBN #0-914409-17-4.	✓	✓	✓	✓	✓
Murphy, Joseph. "Unpacking the Foundations of ISLLC Standards and Addressing Concerns in the Academic Community." <i>Educational Administration Quarterly</i> . Vol 41, No.1 (February 2005): 154-191.	✓				
Porter, Andrew C., et al. "A Framework for the Assessment of Learning-Centered Leadership." Vanderbilt University, The Wallace Foundation, 2006.	✓	✓	✓	✓	✓
Reeves, Douglas B. <i>The Learning Leader</i> . Alexandria, VA: Association for Supervision and Curriculum Development, 2006.	✓	✓	✓	✓	✓
Wagner, R., et al. <i>Change Leadership: A Practical Guide to Transforming Our Schools</i> . San Francisco: Jossey-Bass, 2005.	✓	✓	✓	✓	✓
Wong, L., Gerras, S., et al. "Strategic Leadership Competencies." Strategic Studies Institute, 2003.	✓	✓		✓	✓
"School Leadership Framework – The Performance Standards, Capabilities Combined with the Sergiovanni Model." SOFWEB. 2006.	✓				
The Hawaii Change Leaders Project. "Instructional Leadership Performance Standards." Cambridge, MA: Change Leadership Group, Harvard Graduate School of Education, 2006.	✓	✓	✓	✓	✓

---

CONNECTICUT'S COMMON CORE OF LEADING  
StAtE of ConnECtiCut

M. Jodi Rell, Governor

StAtE BoArD of EDuCAtion

Allan B. Taylor, Chairperson  
Janet M. Finneran, Vice Chairperson  
Beverly R. Bobroske

Lynne S. Farrell  
Theresa Hopkins-Staton  
Christine Larson

Patricia B. Luke  
Linda E. McMahon  
Kathleen P. O'Connor  
Brandt Smallwood  
John H. Voss

Michael P. Meotti (ex officio)  
Commissioner of Higher Education

Mark K. McQuillan  
Commissioner of Education

The State of Connecticut Department of Education is committed to a policy of equal opportunity/affirmative action for all qualified persons and does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, national origin, sex, disability, age, religion or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. Inquiries regarding the Department of Education's nondiscrimination policies should be directed to the Equal Employment Opportunity Director, State of Connecticut Department of Education, 25 Industrial Park Road, Middletown, CT 06457-1543, 860-807-2071.

**DO NOT REMOVE  
THIS PAGE**

## COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

### Performance Expectation 1: Vision, Mission and Goals:

*Education leader<sup>1</sup> ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission and high expectations for student performance.*

#### Element A: High Expectations for All

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

#### The Leader...

Indicator	Below Standard	Developing	Effective	Exemplary
1. <i>Information &amp; analysis shape vision, mission and goals</i>	relies on their own knowledge and assumptions to shape school-wide vision, mission and goals.	uses data to set goals for students shapes a vision and mission based on basic data and analysis.	<b>uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission and goals.</b>	uses a wide-range of data to inform the development of and to collaboratively track progress toward achieving the vision, mission and goals.
2. <i>Alignment to policies</i>	does not align the school's vision, mission and goals to district, state or federal policies.	establishes school vision, mission and goals that are partially aligned to district priorities.	<b>aligns the vision, mission and goals of the school to district, state and federal policies.</b>	builds the capacity of all staff to ensure the vision, mission and goals are aligned to district, state and federal policies.
3. <i>Diverse perspectives, collaboration, and effective learning</i>	provides limited opportunities for stakeholder involvement in developing and implementing, the school's vision, mission and goals.  creates a vision, mission and goals that set low expectations for students.	offers staff and other stakeholders some opportunities to participate in the development of the vision, mission and goals.  develops a vision, mission and goals that set high expectations for most students.	<b>incorporates diverse perspectives and collaborates with all stakeholders<sup>3</sup> to develop a shared vision, mission and goals so that all students have equitable and effective learning opportunities.</b>	collaboratively creates a shared vision of high expectations with all stakeholders <sup>3</sup> and builds staff capacity to implement a shared vision for high student achievement.

<sup>1</sup>**Leader:** Connecticut School leaders who are employed under their intermediate administrator 092 certificate (e.g., curriculum coordinator, principal, assistant principal, department head and other educational supervisory positions)

<sup>2</sup>**Staff:** all educators and non-certified staff

<sup>3</sup>**Stakeholders:** a person, group or organization with an interest in education

**Element B: Shared Commitments to Implement and Sustain the Vision, Mission and Goals**

Leaders ensure that the process of implementing and sustaining the vision, mission and goals is inclusive, building common understandings and commitments among all stakeholders.

**The Leader...**

Indicator	Below Standard	Developing	Effective	Exemplary
<p>1. <i>Shared understandings guide decisions &amp; evaluation of outcomes.</i></p>	<p>tells selected staff and stakeholders about decision-making processes related to implementing and sustaining the vision, mission and goals.</p>	<p>develops understanding of the vision, mission and goals with staff and stakeholders.</p> <p>provides increased involvement for staff and other stakeholders in selecting and implementing effective improvement strategies and sustaining the vision, mission and goals.</p>	<p><b>develops shared understandings, commitments and responsibilities with the school community and other stakeholders for the vision, mission and goals to guide decisions and evaluate actions and outcomes.</b></p>	<p>engages and empowers staff and other stakeholders to take responsibility for selecting and implementing effective improvement strategies and sustaining progress toward the vision, mission and goals.</p>
<p>2 and 3 combined—<i>Communicates vision; Advocates for effective learning for all</i></p>	<p>Is unaware of the need to communicate or advocate for the school’s vision, mission and goals or for effective learning for all.</p>	<p>builds stakeholders’ understanding and support for the vision, mission and goals.</p> <p>generates some support for equitable and effective learning opportunities for all students.</p>	<p><b>publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.</b></p>	<p>effectively articulates urgency to stakeholders to reach student goals and achieve the vision and mission.</p> <p>persuasively communicates the importance of equitable learning opportunities for all students and the impact on students and the community if these opportunities are not available.</p>

### Element C: Continuous Improvement toward the Vision, Mission and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

#### The Leader...

Indicator	Below Standard	Developing	Effective	Exemplary
<i>1. Analyzes data to identify needs and gaps between outcomes and goals</i>	is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.	uses data to identify gaps between current outcomes and goals for some areas of school improvement.	<b>uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.</b>	collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals. works with faculty to collectively identify specific areas for improvement at the school, classroom and student level.
<i>2 and 3 combined— Uses data and collaborates to design, assess and change programs</i>	is unaware of the need to use data, research or best practice to inform and shape programs and activities.	uses some systems and processes for planning, prioritizing and managing change and inquires about the use of research and best practices to design programs to achieve the school's vision, mission and goals.	<b>uses data, research and best practice to shape programs and activities and regularly assesses their effects. analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.</b>	collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices.  engages all stakeholders in building and leading a school-wide continuous improvement cycle.
<i>3. Identifies and addresses barriers to achieving goals</i>	does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.	manages barriers to the achievement of the school's vision, mission and goals on a situational level.	<b>identifies and addresses barriers to achieving the vision, mission and goals</b>	focuses conversations, initiatives and plans on minimizing barriers to improving student achievement and is unwavering in urging staff to maintain and improve their focus on student outcomes. uses challenges or barriers as opportunities to learn and to develop staff.
<i>4. Seeks and aligns resources</i>	is unaware of the need to seek or align resources necessary to sustain the school's vision, mission and goals.	aligns resources to some initiatives related to the school's vision, mission and goals.	<b>seeks and aligns resources to achieve the vision, mission and goals.</b>	builds capacity of the school and its staff to provide services that sustain the school's vision, mission and goals. prioritizes the allocation of resources to be consistent with the school's vision, mission and goals.

### Element C: Continuous Improvement toward the Vision, Mission and Goals

Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

#### The Leader...

Indicator	Below Standard	Developing	Effective	Exemplary
1. Analyzes data to identify needs and gaps between outcomes and goals	is unaware of the need to analyze data and information to assess progress toward student achievement goals and the vision and mission.	uses data to identify gaps between current outcomes and goals for some areas of school improvement.	<b>uses data systems and other sources of information to identify strengths and needs of students, gaps between current outcomes and goals and areas for improvement.</b>	collaboratively reviews and analyzes data and other information with staff and stakeholders to identify individual student needs and gaps to goals.  works with faculty to collectively identify specific areas for improvement at the school, classroom and student level.
2 and 3 combined— Uses data and collaborates to design, assess and change programs	is unaware of the need to use data, research or best practice to inform and shape programs and activities.	uses some systems and processes for planning, prioritizing and managing change and inquires about the use of research and best practices to design programs to achieve the school's vision, mission and goals.	<b>uses data, research and best practice to shape programs and activities and regularly assesses their effects. analyzes data and collaborates with stakeholders in planning and carrying out changes in programs and activities.</b>	collaboratively develops and promotes comprehensive systems and processes to monitor progress and drive planning and prioritizing using data, research and best practices. engages all stakeholders in building and leading a school-wide continuous improvement cycle.
3. Identifies and addresses barriers to achieving goals	does not proactively identify barriers to achieving the vision, mission and goals, or does not address identified barriers.	manages barriers to the achievement of the school's vision, mission and goals on a situational level.	<b>identifies and addresses barriers to achieving the vision, mission and goals</b>	focuses conversations, initiatives and plans on minimizing barriers to improving student achievement and is unwavering in urging staff to maintain and improve their focus on student outcomes. uses challenges or barriers as opportunities to learn and to develop staff.
4. Seeks and aligns resources	is unaware of the need to seek or align resources necessary to sustain the school's vision, mission and goals.	aligns resources to some initiatives related to the school's vision, mission and goals.	<b>seeks and aligns resources to achieve the vision, mission and goals.</b>	builds capacity of the school and its staff to provide services that sustain the school's vision, mission and goals. prioritizes the allocation of resources to be consistent with the school's vision, mission and goals.

## COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

### Performance Expectation 2: Teaching and Learning

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

#### Element A: Strong Professional Culture

Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

#### The Leader...

Indicator	Below Standard	Developing	Effective	Exemplary
1. <i>Closes achievement gaps</i>	<p>is unaware of the achievement gap<sup>1</sup>.</p> <p>is working toward improvement for only some students.</p>	<p>uses student outcome data to build their own awareness of achievement gaps.</p> <p>is developing a personal commitment to improvement for all students.</p>	<p><b>develops shared understanding and commitment to close achievement gaps<sup>1</sup> so that all students achieve at their highest levels.</b></p>	<p>regularly shares ongoing data on achievement gaps and works with faculty to identify and implement solutions.</p> <p>establishes a culture in which faculty members create classroom and student goals aligned with ensuring all students achieve at high levels.</p>
2. <i>Supports and Evaluates Professional Development</i>	<p>provides professional development that is misaligned with faculty and student needs.</p> <p>does not monitor classroom instruction for the implementation of professional development content.</p>	<p>provides professional development for staff that addresses some but not all needs for improvement.</p>	<p><b>supports and evaluates professional development to broaden faculty<sup>2</sup> teaching skills to meet the needs of all students</b></p>	<p>works with staff to provide job-embedded professional development and follow-up supports aligned to specific learning needs.</p> <p>collaborates with staff to monitor and evaluate the effectiveness of professional development based on student outcomes.</p>

<sup>1</sup>**Achievement gap** (attainment gap) refers to the disparity on a number of educational measures between performance groups of students, especially groups defined by gender, race/ethnicity and socioeconomic status. The gap can be observed on a variety of measures, including standardized test scores, grade point average, dropout rates, and college enrollment and completion rates.

<sup>2</sup>**Faculty:** certified school faculty

<p><i>3 and 4 combined – Fosters Inquiry and Collaboration for Improvement</i></p>	<p>establishes most strategies and directions without staff collaboration and is rarely open to new ideas and strategies.</p> <p>is uninvolved in faculty conversations to resolve student learning challenges.</p>	<p>models learning and seeks opportunities for personal growth.</p> <p>encourages staff collaboration and growth to improve teaching and learning.</p>	<p><b>seeks opportunities for personal and professional growth through continuous inquiry.</b></p> <p><b>fosters respect for diverse ideas and inspires others to collaborate to improve teaching and learning.</b></p>	<p>develops processes for continuous inquiry with all staff and inspires others to seek opportunities for personal and professional growth.</p> <p>builds a culture of candor, openness to new ideas, and collaboration to improve instruction with all staff.</p>
<p><i>5. Supports Teacher Reflection and Leadership</i></p>	<p>provides insufficient time and resources for teachers to work together on instructional improvement.</p> <p>provides few roles for teacher leadership and rarely encourages teachers to seek leadership opportunities.</p>	<p>recognizes the importance of teacher reflection and provides some opportunities for teachers to reflect on classroom practices and their leadership interests.</p>	<p><b>provides support, time and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities.</b></p>	<p>provides time and resources for teacher collaboration and builds the capacity.</p> <p>of teachers to lead meetings focused on improving instruction.</p> <p>builds a strong instructional leadership team, builds the leadership capacity of promising staff, and distributes leadership opportunities among staff.</p>
<p><i>6. Provides Feedback to Improve Instruction</i></p>	<p>ineffectively uses data, assessments or evaluation methods to support feedback.</p> <p>does not consistently provide specific and constructive feedback or effectively monitor for changes in practice.</p>	<p>provides sporadic feedback based on data, assessments or evaluations.</p> <p>monitors some teachers' practice for improvements based on feedback.</p>	<p><b>provides timely, accurate, specific and ongoing feedback using data, assessments and evaluation methods that improve teaching and learning.</b></p>	<p>provides regular, timely and constructive feedback to all staff and monitors for implementation and improved practice.</p> <p>creates a culture of candid feedback and opportunities for staff to review each other's data and instructional practice and provide feedback to each other.</p>

**Element B: Curriculum and Instruction**

Leaders understand and expect faculty to plan, implement and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

**The Leader...**

Indicator	Below Standard	Developing	Effective	Exemplary
<p><i>1 and 2 combined</i> – <i>Aligns Curriculum, Instruction and Assessment to Standards</i></p>	<p>is unaware of how to align curriculum with standards, instruction and assessments.</p>	<p>builds their own understanding of state and national standards.  develops curriculum, instruction and assessment methods that are loosely aligned to standards.</p>	<p><b>develops a shared understanding of curriculum, instruction and alignment of standards-based instructional programs.</b>  <b>ensures the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.</b></p>	<p>builds the capacity of all staff to collaboratively develop, implement and evaluate curriculum and instruction that meet or exceed state and national standards.  monitors and evaluates the alignment of all instructional processes.</p>
<p><i>3. Improves Instruction for the Diverse Needs of All Students</i></p>	<p>supports the use of instructional strategies that do not meet the diverse learning needs of students.</p>	<p>uses evidence-based instructional strategies and instructional practices that address the learning needs of some but not all student populations.</p>	<p><b>uses evidence-based strategies and instructional practices to improve learning for the diverse needs of all student populations<sup>1</sup>.</b></p>	<p>builds the capacity of staff to collaboratively identify differentiated learning needs for student groups.  works with staff to continuously adjust instructional practices and strategies to meet the needs of every student.</p>

<sup>1</sup>Diverse student needs: students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness, or other factors affecting learning.

Indicator	Below Standard	Developing	Effective	Exemplary
4. <i>Collaboratively Monitors and Adjusts Curriculum and Instruction</i>	<p>is unaware of how to analyze student progress using student work.</p> <p>supports the use of curriculum and instruction that fail to consistently meet the needs of all students.</p>	<p>analyzes student work and monitors student progress with occasional collaboration from staff.</p> <p>facilitates adjustments to curriculum and instruction that meet the needs of some but not all students.</p>	<p><b>develops collaborative processes to analyze student work, monitor student progress and adjust curriculum and instruction to meet the diverse needs of all students.</b></p>	<p>empowers faculty members to continuously monitor student progress and improve curriculum and instruction to meet the learning needs of every student.</p>
5. <i>Provides Resources and Training for Extended Learning</i>	<p>identifies only limited resources and supports for extending learning beyond the classroom.</p>	<p>promotes learning beyond the classroom provides inconsistent support and resources to faculty around extending learning opportunities.</p>	<p><b>provides faculty and students with access to instructional resources, training and technical support to extend learning beyond the classroom walls.</b></p>	<p>builds strong faculty commitment to extending learning beyond the classroom.</p> <p>collaborates with faculty to attain necessary resources and provide ongoing training and support for extended learning.</p>
6. <i>Supports the Success of Faculty and Students as Global Citizens<sup>1</sup></i>	<p>focuses only on established academic standards as goals for student and staff skills.</p> <p>provides limited support or development for staff or students associated with the dispositions for a global citizen.</p>	<p>supports some staff and students in developing their understanding of the knowledge, skills and dispositions needed for success as global citizens.</p>	<p><b>assists faculty and students to continually develop the knowledge, skills and dispositions to live and succeed as global citizens.</b></p>	<p>establishes structures for staff to continuously discuss the skill, knowledge and dispositions necessary for success as global citizens.</p> <p>faculty and students have multiple opportunities to develop global knowledge, skills and dispositions.</p>

<sup>1</sup>A **Global Citizen** uses 21st century knowledge, skills and dispositions to communicate effectively, think creatively, respect diversity, gain an awareness and understandings of the wider world, appreciate different cultures and points of view and work to make the world a better place.

**Element C: Assessment and Accountability**

Leaders use assessments, data systems and accountability strategies to improve achievement, monitor and evaluate progress and close achievement gaps.

**The Leader...**

<b>Indicator</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Effective</b>	<b>Exemplary</b>
<i>1 and 2 combined– Uses Multiple Sources of Information<sup>1</sup> to Improve Instruction</i>	<p>monitors limited sources of student information and staff evaluation data.</p> <p>does not connect information to school goals and/or instruction.</p>	<p>develops awareness and understanding among staff of a variety of assessments and sources of information on student progress and instruction.</p> <p>is learning to use multiple sources of information to identify areas for improvement.</p>	<p><b>uses district, state, national, and international assessments and multiple sources of information to analyze student performance, advance instructional accountability, and improve teaching and learning.</b></p>	<p>builds the capacity and accountability of staff to monitor multiple sources of information and a range of assessments for each student.</p> <p>empowers staff members to continuously use multiple sources of information to adjust instructional strategies and improve teaching and learning.</p>
<i>3. Staff Evaluation</i>	<p>conducts occasional classroom observations for some staff.</p> <p>does not connect evaluation results to professional development or school improvement goals.</p>	<p>completes evaluations for all staff according to stated requirements.</p> <p>uses some evaluation results to inform professional development.</p>	<p><b>implements district and state processes to conduct staff evaluations to strengthen teaching, learning and school improvement.</b></p>	<p>sets and monitors meaningful goals with each staff member, accurately differentiates ratings and provides additional evaluation activity and feedback for Developing or Below Standard teachers.</p> <p>develops and supports individual staff learning plans and school improvement goals based on evaluations.</p>
<i>4. Communicates Progress</i>	<p>provides limited information about student progress to faculty and families.</p>	<p>provides updates on student progress to faculty and families.</p>	<p><b>interprets data and communicates progress toward the vision, mission and goals for faculty and all other stakeholders.</b></p>	<p>builds the capacity of all staff to share ongoing progress updates with families and other staff members.</p> <p>consistently connects results to the vision, mission and goals of the school and frequently updates staff and families around progress and needs for improvement.</p>

<sup>1</sup>**Multiple sources of information:** Including but not limited to test scores, work samples, school climate data, teacher/family conferences and observations. Multiple assessments would include local, state, national, and international assessments.

## COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

### Performance Expectation 3: Organizational Systems and Safety

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

#### Element A: Welfare and Safety of Students, Faculty and Staff

Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

#### The Leader...

Indicator	Below Standard	Developing	Effective	Exemplary
1. <i>Safety and security plan</i>	insufficiently plans for school safety.	develops a safety and security plan and monitors its implementation.  creates minimal engagement with the community around safety plan.	<b>develops, implements and evaluates a comprehensive safety and security plan in collaboration with district, community and public safety responders.</b>	continuously engages the school community in the development, implementation and evaluation of a comprehensive safety and security plan.
2. <i>Positive school climate for learning</i>	is unaware of the link between school climate and student learning.  acts alone in addressing school climate issues.	seeks input and discussion from school community members to build his/her own understanding of school climate.  plans to develop a school climate focused on learning and social/emotional safety.	<b>advocates for, creates and supports collaboration that fosters a positive school climate which promotes the learning and well-being of the school community.</b>	supports ongoing collaboration from staff and community to review and strengthen a positive school climate.  develops a school climate that supports and sustains learning, social/emotional safety and success for every member of the school community.
3. <i>Community norms for learning</i>	uses his/her own judgment to develop norms for behavior.  does not consistently implement or monitor norms for accountable behavior.	develops and informs staff about community norms for accountable behavior.  monitors for implementation of established norms.	<b>involves families and the community in developing, implementing and monitoring guidelines and community norms for accountable behavior to ensure student learning.</b>	builds ownership for all staff, community and students to develop and review community norms for accountable behavior.  students, staff and parents all hold themselves and each other accountable for following the established norms.

## Element B: Operational Systems

Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

### The Leader...

Indicator	Below Standard	Developing	Effective	Exemplary
1 and 4 combined – <i>Evaluate and Improve operational systems</i>	ineffectively monitors operational processes.  makes minimal improvements to the operational system.	reviews existing processes and plans improvements to operational systems.	<b>uses problem-solving skills and knowledge of operational planning to continuously evaluate and revise.</b>  <b>processes to improve the operational system.</b>	continuously evaluates and revises school processes.  plans ahead for learning needs and proactively creates improved operational systems to support new instructional strategies.
2. <i>Safe physical plant</i>	maintains a physical plant that does not consistently meet guidelines and legal requirements for safety.		<b>ensures a safe physical plant according to local, state and federal guidelines and legal requirements for safety.</b>	develops systems to maintain and improve the physical plant and rapidly resolve any identified safety.
1. <i>Data systems to inform practice</i>	uses existing data systems that provide inadequate information to inform practice.	monitors communication and data systems to provide support to practice.	<b>facilitates the development of communication and data systems that assure the accurate and timely exchange of information to inform practice.</b>	gathers regular input from faculty on new communications or data systems that could improve practice.  seeks new capabilities and resources based on school community input.
2. <i>Equipment and technology for learning</i>	uses existing equipment and technology or technology that ineffectively supports teaching and learning.	identifies new equipment and technologies and/or maintains existing technology.  is learning about how technology can support the learning environment.	<b>oversees acquisition, maintenance and security of equipment and technologies that support the teaching and learning environment.</b>	develops capacity among the school community to acquire, maintain and ensure security of equipment and technology and to use technology to improve instructional practices and enhance communication.

**Element C: Fiscal and Human Resources**

Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

**The Leader...**

Indicator	Below Standard	Developing	Effective	Exemplary
<p>1 and 2 combined – <i>Aligns resources to goals</i></p>	<p>operates a budget that does not align with district or state guidelines.</p> <p>allocates resources that are not aligned to school goals.</p>	<p>develops and operates a budget within fiscal guidelines.</p> <p>aligns resources to school goals and to strengthening professional practice.</p>	<p><b>develops and operates a budget within fiscal guidelines that aligns resources of school, district, state and federal regulations.</b></p> <p><b>seeks, secures and aligns resources to achieve vision, mission and goals to strengthen professional practice and improve student learning.</b></p>	<p>works with community to secure necessary funds to support school goals.</p> <p>aligns and reviews budgets on a regular basis to meet evolving needs for professional practice and to improve student learning.</p>
<p>3. <i>Recruits and retains staff</i></p>	<p>uses hiring processes that involve few recruiting sources.</p> <p>provides limited support for early career teachers and has few strategies to retain teachers.</p>	<p>reviews and improves processes for recruiting and selecting staff.</p> <p>provides support to early career teachers but has limited strategies to develop and retain effective teachers.</p>	<p><b>implements practices to recruit, support and retain highly qualified staff.</b></p>	<p>involves all stakeholders in processes to recruit, select and support effective new staff.</p> <p>implements strategies and practices that successfully retain and develop effective staff in the school and district.</p>
<p>4. <i>Conducts staff evaluations</i></p>	<p>does not consistently implement district/state evaluation processes.</p> <p>evaluation results are not used to improve teaching and learning.</p>	<p>prioritizes and completes staff evaluation processes.</p> <p>is beginning to connect evaluation process and results to professional learning.</p>	<p><b>conducts staff evaluation processes to improve and support teaching and learning, in keeping with district and state policies.</b></p>	<p>coordinates staff to conduct staff evaluation processes and differentiate evaluation process based on individual teacher performance.</p> <p>works with staff to connect evaluation processes to professional learning and instructional improvement.</p>

## COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

### Performance Expectation 4: Families and Stakeholders

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

#### Element A: Collaboration with Families and Community Members

Leaders ensure the success of all students by collaborating with families and stakeholders.

#### The Leader...

Indicator	Below Standard	Developing	Effective	Exemplary
1. <i>Accesses family and community resources</i>	is unaware of how to access resources or support from families and the community.	reaches out to the broader community to access resources and support.  secures community resources that are not consistently aligned to student learning.	<b>coordinates the resources of schools, family members and the community to improve student achievement.</b>	consistently seeks and mobilizes family and community resources and support aligned to improving achievement for all students.
2. <i>Engages families in decisions</i>	provides limited opportunities for families to engage in educational decisions.  does not ensure that families feel welcome in the school environment.	welcomes family involvement in some school decisions and events that support their children's education.	<b>welcomes and engages all families in decision-making to support their children's education.</b>	engages families consistently in understanding and contributing to decisions about school-wide and student-specific learning needs.
3. <i>Communicates with families and community</i>	uses limited strategies to communicate with families and community members.  limits opportunities for families and community members to share input or concerns with the school.	shares information and progress with families.  provides opportunities for families and community members to share input and concerns with the school.	<b>uses a variety of strategies to engage in open communication with staff and families and community members.</b>	uses a variety of strategies and builds the capacity of all staff to facilitate open and regular communication between the school and families and community members.

## Element B: Community Interests and Needs:

Leaders respond and contribute to community interests and needs to provide the best possible education for students and their families.

### The Leader...

Indicator	Below Standard	Developing	Effective	Exemplary
1. <i>Communicates effectively</i>	ineffectively communicates with members of the school community.	communicates clearly with most people.  seeks more opportunities to interact with stakeholders.	<b>demonstrates the ability to understand, communicate with, and interact effectively with people.</b>	communicates and interacts effectively with a wide range of stakeholders.  builds the skills of staff to ensure clear two-way communication and understanding with all stakeholders.
2. <i>Understands and accommodates diverse<sup>1</sup> student and community conditions</i>	uses limited resources to understand diverse student needs.  demonstrates limited knowledge of community conditions and dynamics.	collects information to understand diverse student and community conditions.  provides some accommodations for diverse student and community conditions.	<b>uses assessment strategies and research methods to understand and address the diverse needs of student and community conditions and dynamics.</b>	uses assessment strategies and research with all staff to build understanding of diverse student and community conditions.  collaborates with staff to meet the diverse needs of students and the community.
3. <i>Capitalizes on diversity</i>	demonstrates limited awareness of community diversity as an educational asset.	values community diversity.  develops some connections between community diversity and educational programs.	<b>capitalizes on the diversity of the community as an asset to strengthen education.</b>	integrates community diversity into multiple aspects of the educational program to meet the learning needs of all students.
4. <i>Collaborates with community programs</i>	establishes limited collaboration with community programs.  community programs address few student learning needs.	collaborates with community programs to meet some student learning needs.	<b>collaborates with community programs serving students with diverse needs.</b>	builds and regularly reviews and strengthens partnerships with community programs to meet the diverse needs of all students.
5. <i>Involves all stakeholders</i>	provides limited opportunities for stakeholder input.  occasionally excludes or ignores competing perspectives.	elicits some stakeholder involvement and input.  seeks occasional input from competing educational perspectives.	<b>involves all stakeholders, including those with competing or conflicting educational perspectives.</b>	builds a culture of ongoing open discussion for all stakeholders.  actively seeks and values alternate viewpoints.

<sup>1</sup>Diversity: including, but not limited to cultural, ethnic, racial, economic, linguistic, generational

**Element C: Community Resources**

Leaders maximize shared resources among schools, districts and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

**The Leader...**

Indicator	Below Standard	Developing	Effective	Exemplary
<p>1. <i>Collaborates with community agencies</i></p>	<p>works with community agencies when needed.</p> <p>provides limited access to community resources and services to children and families.</p>	<p>collaborates with some community agencies for health, social or other services.</p> <p>provides some access to resources and services to children and families.</p>	<p><b>collaborates with community agencies for health, social and other services that provide essential resources and services to children and families.</b></p>	<p>proactively identifies and prioritizes essential resources and services for children and families.</p> <p>collaborates with community agencies to provide prioritized services and consistently evaluates service quality.</p>
<p>2. <i>Develops relationships with community agencies</i></p>	<p>develops limited relationships with community agencies.</p> <p>community partnerships inconsistently meet the needs of the school community.</p>	<p>develops relationships with community organizations and agencies.</p> <p>evaluates some partnerships to ensure benefit to agencies and school community.</p>	<p><b>develops mutually – beneficial relationships with community organizations and agencies to share school and community resources.</b></p>	<p>develops ongoing relationships with community agencies aligned to school needs.</p> <p>assesses partnerships on a regular basis to ensure mutual benefit and shared resources for school and agency.</p>
<p>3. <i>Applies resources to meet the needs of children and families</i></p>	<p>does not consistently align resources to the educational needs of the school.</p>	<p>aligns resources to the educational needs of students.</p> <p>supports the educational needs of most families.</p>	<p><b>applies resources and funds to support the educational needs of all children and families.</b></p>	<p>identifies educational needs of students and families and aligns all resources to specific needs.</p>

## COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

### Performance Expectation 5: Ethics and Integrity

*Education leaders ensure the success and well-being of all student and staff by modeling ethical behavior and integrity.*

#### Element A: Ethical and Legal Standards of the Profession

Leaders demonstrate ethical and legal behavior.

#### The Leader...

Indicator	Below Standard	Developing	Effective	Exemplary
1. <i>Professional Responsibility</i>	does not consistently exhibit or promote professional responsibility in accordance with the Connecticut Code of Professional Responsibility for Educators.		<b>exhibits and promotes professional conduct in accordance with Connecticut's Code of Professional Responsibility for Educators.</b>	continuously communicates, clarifies and collaborates to ensure professional responsibilities for all educators.
2. <i>Ethics</i>	does not consistently demonstrate personal and professional ethical practices.		<b>models personal and professional ethics, integrity, justice, and fairness and holds others to the same standards.</b>	holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.
5. <i>Equity and Social Justice<sup>1</sup></i>	does not consistently promote educational equity and social justice for students.	earns respect and is building professional influence to foster educational equity and social justice for all stakeholders.	<b>uses professional influence and authority to foster and sustain educational equity and social justice for all students and staff.</b>	<ul style="list-style-type: none"> <li>• removes barriers to high-quality education that derive from all sources of educational disadvantage or discrimination.</li> <li>• promotes social justice by ensuring all students have access to educational opportunities.</li> </ul>
6. <i>Rights and Confidentiality</i>	does not consistently protect the rights of students, families and staff and/or maintain appropriate confidentiality.		<b>protects the rights of students, families and staff and maintains confidentiality.</b>	<ul style="list-style-type: none"> <li>• builds a shared commitment to protecting the rights of all students and stakeholders.</li> <li>• maintains confidentiality, as appropriate.</li> </ul>

<sup>1</sup>**Social Justice:** recognizing the potential of all students and providing them with the opportunity to reach that potential regardless of ethnic origin, economic level, gender, sexual orientation, race, religion, etc. to ensure fairness and equity for all students.

## Element B: Personal Values and Beliefs

Leaders demonstrate a commitment to values, beliefs and practices aligned with the vision, mission and goals for student learning.

### The Leader...

Indicator	Below Standard	Developing	Effective	Exemplary
1. <i>Respects the Dignity and Worth of Each Individual</i>	does not consistently treat everyone with respect.		<b>demonstrates respect for the inherent dignity and worth of each individual.</b>	promotes the recognition of the dignity and worth of everyone.
1. <i>Models Respect for Diversity and Equitable Practices</i>	does not consistently demonstrate respect for diversity and equitable practices for all stakeholders.		<b>models respect for diversity and equitable practices for all stakeholders.</b>	builds a shared commitment to diversity and equitable practices for all stakeholders.
3. <i>Advocates for Mission, Vision and Goals</i>	does not consistently advocate for or act on commitments stated in the mission, vision and goals.	advocates for the vision, mission and goals.	<b>advocates for and acts on commitments stated in the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.</b>	advocates and actively engages the participation and support of all stakeholders towards the vision, mission and goals to provide equitable, appropriate and effective learning opportunities.
4. <i>Ensures a Positive Learning Environment</i>	does not consistently address challenges or contribute to a positive learning environment.	addresses some challenges or engages others to ensure values and beliefs promote the school vision, mission and goals.	<b>overcomes challenges and leads others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.</b>	skillfully anticipates and overcomes challenges and collaborates with others to ensure that values and beliefs promote the school vision, mission and goals needed to ensure a positive learning environment.

### Element C: High Standards for Self and Others

Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

#### The Leader...

Indicator	Below Standard	Developing	Effective	Exemplary
1. <i>Lifelong Learning</i>	does not consistently engage in or seek personal professional learning opportunities.	recognizes the importance of personal learning needs.  uses some research and best practices for professional growth.	<b>models, reflects on and builds capacity for lifelong learning through an increased understanding of research and best practices.</b>	models reflection and continuous growth by publicly sharing their own learning process based on research and best practices and its relationship to organizational improvement.
2. <i>Support of Professional Learning</i>	does not consistently support and use professional development to strengthen curriculum, instruction and assessment.	supports professional development that is primarily related to curriculum and instructional needs.	<b>supports on-going professional learning and collaborative opportunities designed to strengthen curriculum, instruction and assessment.</b>	supports and collaboratively uses differentiated professional development strategies to strengthen curriculum, instruction and assessment.
3. <i>Allocates Resources Equitably</i>	does not equitably use resources to sustain and strengthen organizational performance.	allocates resources which address some organizational needs.	<b>allocates resources equitably to sustain a high level of organizational performance.</b>	actively seeks and provides resources to equitably build, sustain and strengthen organizational performance.
4. <i>Promotes Appropriate Use of Technology</i>	demonstrates a limited understanding of technology and ethical implications for its use.	promotes the use of technology and has addressed some legal, social and ethical issues.	<b>promotes understanding of the legal, social and ethical use of technology among all members of the school community.</b>	is highly skilled at understanding, modeling and guiding the legal, social and ethical use of technology among all members of the school community.
5. <i>Inspires Student Success</i>	ineffectively builds trust, respect and communication to achieve expected levels of performance and student success.	promotes communication and is building trust and respect to strengthen school performance and student learning.	<b>inspires and instills trust, mutual respect and honest communication to achieve optimal levels of performance and student success.</b>	creates a collaborative learning community which inspires and instills trust, mutual respect and honest communication to sustain optimal levels of performance and student success.

## COMMON CORE OF LEADERSHIP EVALUATION RUBRIC

### Performance Expectation 6: The Education System

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

#### Element A: Professional Influence

Leaders improve the broader, social, cultural, economic, legal and political contexts of education for all students and families.

#### The Leader...

Indicator	Below Standard	Developing	Effective	Exemplary
<i>1. Promotes public discussion about educational laws, policies and regulations</i>	does not consistently follow current federal, state and local education laws, policies and regulations and has limited conversations about how they impact education.	follows current education legislation, seeks opportunities to engage in professional learning activities to understand issues and implications, and shares information with the school community.	<b>promotes public discussion within the school community about federal, state and local laws, policies and regulations affecting education.</b>	engages the entire school community in dialogue about educational issues that may lead to proactive change within and beyond his/her own school and district as appropriate.
<i>2. Builds relationships with stakeholders and policymakers</i>	takes few opportunities to engage stakeholders in educational issues.	identifies some issues that affect education and maintains a professional relationship with stakeholders and policymakers.	<b>develops and maintains relationships with a range of stakeholders and policymakers to identify, understand, respond to, and influence issues that affect education.</b>	actively engages local, regional and/or national stakeholders and policymakers through local community meetings and state or national organizations, using various modes of communication.
<i>3. Advocates for equity, access and adequacy of student and family resources</i>	has limited understanding and/or ineffectively uses resources for family services and support through community agencies.	is learning how to help students and families locate, acquire and access programs, services or resources to create equity.	<b>advocates for equity, access and adequacy in providing for student and family needs using a variety of strategies to meet educational expectations.</b>	empowers the school community to successfully and appropriately advocate for equal and adequate access to services and resources for all.

## Element B: The Educational Policy Environment

Leaders uphold and contribute to policies and political support for excellence and equity in education.

### The Leader...

Indicator	Below Standard	Developing	Effective	Exemplary
1. <i>Accurately communicates educational performance</i>	<p>ineffectively communicates with members of the school community.</p> <p>does not fully understand growth, trends and implications for improvement.</p>	<p>reviews school growth measures and student data.</p> <p>conducts basic data analyses and communicates data about educational performance.</p>	<p><b>collects, analyzes, evaluates and accurately communicates data about educational performance in a clear and timely way.</b></p>	<p>engages the school community and stakeholders in analysis of school and student data that leads to identifying important indicators of school progress, greater understandings and implications for growth and refinements to the school or district's mission, vision and goals.</p>
2. <i>Improves public understanding of legislation, policy and laws</i>	<p>provides incomplete information to the public to understand school or student results, legal issues, practices and implications.</p>	<p>shares information about federal, state and local laws, policies and regulations.</p> <p>provides information to decision-makers and the community.</p>	<p><b>communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations.</b></p>	<p>actively communicates and clarifies federal, state and local laws, policies and regulations with stakeholders and decision makers to improve public understanding and input.</p>
3. <i>Upholds laws and influences educational policies and regulations</i>	<p>does not consistently uphold laws, regulations.</p>	<p>upholds federal, state and local laws and seeks to engage in public discourse about policies and regulations to support education.</p>	<p><b>upholds federal, state and local laws and influences policies and regulations in support of education.</b></p>	<p>works with district, state and/or national leaders to advocate for/or provide feedback about the implementation effectiveness of policies or regulations.</p>

## Element C: Policy Engagement

Leaders engage policymakers to inform and improve education policy.

The leader...

Indicator	Below Standard	Developing	Effective	Exemplary
1. <i>Advocates for public policies to support the present and future needs of children and families</i>	does not advocate for policies and procedures to meet the needs of all students and their families.	identifies some policies and procedures that can support equity and seeks to communicate with the community about these policies.	<b>advocates for public policies and administrative procedures that provide for present and future needs of children and families to improve equity and excellence in education.</b>	works with students, families and caregivers to successfully advocate for equitable and appropriate policies and procedures to close the achievement gap by ensuring all children have an equal opportunity to learn.
2. <i>Promotes public policies to ensure appropriate, adequate and equitable human and fiscal resources</i>	is unaware of policies that result in equitable resources to meet the needs of all students.  does not allocate resources appropriately, adequately or equitably.	supports fiscal guidelines to use resources that are aligned to meet school goals and student needs.  allocates and distributes school resources among faculty, staff and students.	<b>promotes public policies that ensure appropriate, adequate and equitable human and fiscal resources to improve student learning.</b>	aligns with state and national professional organizations that promote public policy and advocate for appropriate, adequate and equitable resources to ensure quality educational opportunities that are equal and fair for all students.
3. <i>Collaborates with leaders to inform planning, policies and programs</i>	demonstrates limited understanding or involvement with others to influence decisions affecting student learning inside or outside of own school or district.	is learning to collect analyze and share data with others to raise awareness of its impact on decisions affecting student learning on local, district, state and national levels.	<b>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.</b>	actively engages all stakeholders through conversations and collaboration to proactively change local, district, state and national decisions affecting the improvement of teaching and learning.  is involved with local, state and national professional organizations in order to influence and advocate for legislation, policies and programs that improve education.